

# Indiana University-Purdue University Indianapolis



## 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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## 2010-2011 Annual Report

### Office of Planning and Institutional Improvement

#### **MISSION**

The IUPUI Division of Planning and Institutional Improvement seeks to ensure that the campus accomplishes its mission, that students achieve success, and that improvement is ongoing by:

- leading, supporting, and coordinating academic planning, evaluation, and improvement efforts at the campus and unit levels; and
- reporting to internal and external stakeholders on outcomes at the campus and unit levels.

#### **VALUES**

The Division is committed to:

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

#### **GOALS**

PAII staff work to fulfill our mission by:

1. engaging in collaborative planning campus-wide, with other units, and within our division;
  - Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed). (Formerly II.1)
2. gathering, interpreting, and presenting information about the campus and its units to support decision-making and to inform stakeholders;
  - Provide information to academic and administrative units so that they can improve their processes. (Formerly III.3)
3. leading and supporting evaluation and improvement efforts to accomplish campus and unit goals.
  - Continue the use, development and integration of economic modeling in unit planning, management, and evaluation. (formerly III.5)

## **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](http://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 IUPUI 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 course-test out examinations and on-campus and off-campus outreach testing services),
- State and national testing (for admissions, credit-by-examination, certification, and licensure purposes),
- Development and/or implementation 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 in support of contract and grant projects,
- Conducting workshops on test construction, psychometric techniques for test/item validation or a variety of assessment-related topics, and
- Dissemination or publication of scholarly work produced at the IUPUI Testing Center.

## Planning & Institutional Improvement

~ *Highlights* ~

July 1, 2010 – June 30, 2011

### National/International Recognition

- T. Banta** received the *Contribution to Knowledge Award* of the American College Personnel Association for her career contributions to higher education literature and practice.
- G. Pike** received his fifth (more than anyone else in the country) *Best Paper Award* from the Association for Institutional Research.
- S. Kahn** was elected chair of the Board of the International Association for Authentic, Experiential, and Evidence-Based Learning following her term of service as vice chair.
- Banta and Kahn** co-presented a refereed paper at the annual meeting of the European Association for Institutional Research in Valencia, Spain.
- Banta** presented a keynote address at the annual meeting of the Middle East and North Africa Association for Institutional Research in Beirut, Lebanon.
- Banta** presented an invited paper on the topic of accountability in higher education at a roundtable conference in Kyoto, Japan.
- Kahn** wrote the narrative and **IMIR** provided data support for IUPUI's annual *Performance Report*, which received a *Merit Award* from the Higher Education Marketing Association.
- H. Mzumara** was selected to provide psychometric consulting services in support of developing a set of Diversity Certification Tests for the Society for Diversity Executives and Professionals.
- Pike and S. Graunke** were named 2011 Fellows at the National Science Foundation/National Center on Education Statistics Summer Data Policy Institute in Washington, D.C.

### State and Local Recognition

- A. Patki** received the *Glenn W. Irwin, Jr. M.D. Experience Excellence Recognition* award at IUPUI.

**Graunke** received the *Best Paper Award* from the Indiana Association for Institutional Research.

**K. Black** co-presented a session on outcomes assessment for Ivy Tech's system-wide conference for division chairs.

**Mzumara** was appointed to a 5-year term as Commissioner, Indiana Supreme Court Commission for Continuing Legal Education and serves as chair of the Commission's Attorney Specialization Committee.

## **Teaching & Learning**

**Banta** delivered 7 keynote addresses on the topic of using outcomes assessment to improve teaching and learning and institutional effectiveness.

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

**PAII staff** led the campus projects related to

- (a) establishing publicly (via the Registrar's Web site) statements of student learning outcomes and
- (b) evaluating students' achievement of the knowledge and skills specified in IUPUI's Principles of Undergraduate Learning.

**Banta** chairs a dissertation and serves on 2 other dissertation committees. She serves as chair of 4 doctoral program committees and helped select applicants for the doctoral program in Higher Education and Student Affairs.

**IMIR staff** supervised a Master's internship for a student in Industrial and Organizational Psychology.

**Pike** taught the Y502, Intermediate Statistics, course in the School of Education.

**Pike** directed successful doctoral dissertations by Philemone Yebbi and James Thomas.

**Testing Center staff** administered a total of 5,277 COMPASS Mathematics Placement Tests (approximately 16.5% increase from 4,530 students tested in 2009-2010).

**Testing Center staff** added the Chinese Web Computerized Adaptive Placement Exam (WebCAPE) to the IUPUI world language placement test battery.

In collaboration with Certiport and ETS, **Testing Center staff** added the *Internet and Computing Core Certification (IC<sup>3</sup>)* and *iCritical Thinking Skills Certification* tests to the list of certification tests administered at IUPUI Testing Center facilities.

To facilitate the Testing Center's Outreach Testing Program, **Cliff Marsiglio** scheduled a total of 107 *remote placement tests* that offered students the option and convenience to take the COMPASS Math Placement Test remotely at various off-campus locations and ACT Test Centers across the country and throughout the world.

**Testing Center staff** provided academic units or individual faculty and staff colleagues with students' placement data, course/instructor evaluation data, and ad-hoc testing, measurement, or evaluation consultation services in support of student academic advising services or teaching and learning at IUPUI.

**Mzumara and J. Singh** participated as members of a faculty-led *Task Force on Student Feedback Surveys* (Chaired by Dr. Robert Yost) with a goal of providing academic units with a set of recommendations for improving course/instructor evaluations at IUPUI.

**Black** facilitated work by a sub-committee of the Program Review and Assessment Committee (PRAC) that revised IUPUI's *Guidelines for Program Review*.

**Black** planned 4 program reviews, facilitated conduct of 4 reviews, and established follow-up procedures for 5 reviews.

**S. Kahn** served as Director and **S. Scott** served as Coordinator of the IUPUI ePortfolio initiative.

**Kahn** served as adjunct faculty for Department of English in School of Liberal Arts and for University College. She team-taught the Senior Capstone Seminar in English and continued to use ePort, including Presentation Maker, as a means for student to present evidence, integrate learning, and reflect on their undergraduate experience.

**Kahn and Scott** worked closely with the ePort Executive Committee, the Center for Teaching and Learning, and UITS to guide implementation of the ePortfolio at IUPUI. Consulted on software development planning, sponsored a small grants program (the Integrative Department Grants), worked directly with faculty and departments involved in ePort projects, planned and executed faculty development programs, and disseminated information on ePort across the campus.

**Kahn and Scott** co-sponsored and co-presented with CTL staff and other IUPUI faculty seven campus-wide workshops on ePortfolios and related topics, including: the use of rubrics to assess and improve learning; reflection to enhance learning; an introduction to IUPUI's ePortfolio; an Introduction to the ePortfolio Presentation Maker; and colloquia and symposia for faculty and staff using ePort in their classes or programs. Several of these programs supported preparation for IUPUI's 2012 accreditation visit. Also developed ePort slide show for Fall 2010 New Faculty Orientation.

**Kahn and Scott** worked with University College (UC) faculty to implement a successful pilot of ePort in Fall 2010 in conjunction with the Personal Development Plan that

students develop in the Freshman Seminar. Seven faculty members, 16 sections, and approximately 350 students participated in creating reflective ePDPs that students are intended to continue developing and revising as they progress through their undergraduate programs.

**Kahn and Scott** worked with UC personnel on planning expanded implementation of ePDP in Fall 2011. Co-presented at four series of Spring 2011 faculty development workshops to introduce ePortfolios and prepare faculty to incorporate the ePDP into their seminar sections. We're currently projecting participation in Fall 2011 of 40-50 sections and more than 1,000 students.

**Kahn and Scott** developed a proposal and secured a sub-grant to participate in the national "Connect to Learning" project, funded by FIPSE, and led by LaGuardia Community College and the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL). The IUPUI sub-grant will support expansion of the ePDP within the First-Year Experience at IUPUI and extension of the ePDP beyond the first year, in collaboration with the Department of Psychology, the Honors College, and the Student African-American Sisterhood. Along with the ePort initiative, UC and Honors College have each committed substantial matching funds. Worked intensively with University College on organizing and planning the initiative, which will begin in earnest in Fall 2011. Participated in January kick-off meeting at AAC&U conference and, subsequently, in monthly online events involving exchange of ideas and practices about supporting student learning with ePortfolios. Prepared and submitted first annual report on IUPUI's project activities.

**Kahn and Scott** consulted with the eight academic units currently involved in Integrative Department Grants. These included: School of Dentistry (Pediatrics); School of Dentistry (Preventive); the Department of Music Technology; 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. Also consulted with many other departments and programs planning to implement ePort without IDG funding.

**Kahn and Scott** launched the ePort Web site, which is geared toward prospective faculty ePortfolio users, as part of the Academic Affairs Web site. Later this year, that site will link to the ePDP Web site, currently under preparation by University College.

**Kahn and Scott** chaired and supported the ePort Executive Committee and the PRAC ePort Subcommittee.

**Kahn and Scott** delivered three presentations on ePort at international conferences and five presentations and workshops at national conferences.

## Research, Scholarship and Creative Activity

**Banta** is the author of a book, and an article in *Change: The Magazine of Higher Learning*.

**Pike** presented a paper at ASHE in Indianapolis.

**Pike** is co-author of 3 articles in *Research in Higher Education* and a book chapter.

**Kahn** made 3 presentations at international conferences, and 6 at national meetings, 2 of which also involved **Scott**.

**Graunke** and two IMIR graduate assistants presented a poster at INAIR.

**Mzumara**, in conjunction with faculty in the IUPUI School of Science, co-authored two collaborative research grant proposals that were funded by the National Science Foundation (NSF).

**Mzumara** is serving as *external evaluator* for two collaborative research projects funded by NSF and awarded to faculty in the School of Civil Engineering at Purdue University, West Lafayette.

**K. Stoelting** received a \$1,300 grant award from the National College Testing Association (NCTA) to help promote use of *Questionmark* software package at IUPUI.

**Singh** co-facilitated a half-day workshop (entitled *End-of-Course Evaluations: What's Being Measured*) for faculty at the IU South Bend Campus.

**Mzumara** gave a presentation on the Efficacy of Guided-Self Placement for First-Year Writing Courses at the *2010 Evaluation Conference* of the American Evaluation Association (San Antonio, Texas).

**Black** served as external evaluator for the Nina Mason Pulliam Scholars faculty grant program.

**Kahn and Scott** participated in first year of Cohort VI of the Inter/National Coalition for Electronic Portfolio Research. Cohort focuses on use of ePortfolios for assessment and accreditation purposes, with emphasis on assessing portfolios holistically, rather than as sets of artifacts to be assessed separately. Hosted initial cohort meeting at IUPUI in September 2010.

**Kahn and Scott** completed evaluation of the Integrative Department Grant program, which has provided support for ePortfolio adoption by schools, department, and programs. As a result of our findings and of generally increased campus interest in ePort, we are shifting funds away from this program and toward supporting more

targeted campus initiatives, like the ePDP, as well as faculty development related to ePortfolios. The evaluation has also provided valuable information to share with other campuses and resulted in a conference presentation and an upcoming publication.

**Banta, Black, Kahn, Mzumara, and Pike** serve as journal editors and/or reviewers.

## **Civic Engagement**

**PAII staff** provide leadership for Central Indiana's Talent Alliance:

- **Banta** works with Chancellor Bantz to provide overall direction.
- **Pike** led development of the first annual Report to the Community.
- **Pike** received a \$78,000 grant from the Central Indiana Community Foundation to assist area high schools in following their graduates who go on to college.
- **Black and James Johnson** design and develop the Talent Alliance Web site.

**Banta** is on the boards of the Simon Youth Foundation and the Westside Community Development Corporation.

**Black** serves as an agency evaluator for the United Way of Central Indiana.

**Mzumara** serves as an appointed member of the Membership Committee of the National Council on Measurement in Education.

**Kahn** was president of the IUPUI Faculty Club.

## **Best Practices**

**PAII staff** led the campus-wide activities that will produce the self-study for decennial reaffirmation of accreditation of IUPUI by the North Central Association.

**Kahn and Scott** provided resources and leadership for the first annual review of PRAC reports. **Black** served as a reviewer.

**Kahn and Scott** produced the annual comprehensive Report on Outcomes Assessment at IUPUI.

**Kahn** wrote the annual *IUPUI Performance Report*.

**Kahn and Scott** continued developing the Web site for IUPUI's 2012 accreditation visit. The site includes information on assessment rubrics, along with examples of rubrics for the PULs, survey evidence for each HLC criterion, ten-year unit reports, the 2012 reaffirmation newsletter, and the schedule of relevant CTL/ePort workshops.

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

**Stoelting** facilitated an *Accelerated Improvement Process (AIP)* project for staff at the IUPUI Testing Center.

**Testing Center staff** implemented the *IUPayPlus* payment system to facilitate electronic and secure collection of exam fees and other related revenue receipt transactions.

**Testing Center staff** purchased new software packages (*Questionmark Perception* and *Scantron ClassClimate*) to enhance operations in scanning services, particularly to facilitate creation, administration, and scoring of online tests and/or creation and processing of exit surveys and a variety of course/instructor evaluation surveys administered at the Testing Center. For incremental quality improvement purposes, **Marsiglio** converted the “in-house” developed online Placement Testing Exit Survey to the *Questionmark* platform.

**Marsiglio** designed, developed, and implemented an electronic score sheet that improved the efficiency and timeliness in scoring and reporting of students’ placement test scores for the existing paper-and-pencil version of the Chemistry Placement Test.

**Black** led other **PAII staff** in holding listening sessions with deans and department chairs in 2 schools to gather suggestions for improving the program review process, particularly the data provided for self studies.

**IMIR staff** completed development of the “Reporting Services” platform to enhance support for campus decision making.

**IMIR staff** created a series of pivot tables to improve the dissemination of information about faculty members’ direct assessments (ratings) of student performance on the Principles of Undergraduate Learning.

**IMIR staff** participated in an accelerated improvement process (AIP) in order to increase the efficiency and effectiveness of compiling and reporting management indicators.

## **Collaboration**

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

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

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

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

**Testing Center staff** collaborated with the IUPUI School of Science, UITS, CFS, and the Office of the Registrar in establishing two integrated testing facilities near the center of campus (i.e., BS 3000 and SL 070 suites). Also, in collaboration with UITS, the Testing Center relocated the testing facility from UN G015 to ES 2121 (pending the final move to BS 3003).

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

**Patki** served as Resources Coordinator for the 2012 Reaffirmation Self Study.

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

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

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

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

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

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

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

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

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

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

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
<b>Goal I. Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.</b>		
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
<b>Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.</b>		
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

<b>Goal III. Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.</b>			
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
<b>Goal IV. Derive and develop key indicators of student learning and institutional effectiveness and accountability.</b>			
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
<b>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.</b>			
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

<b>Goal VI. Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness.</b>		
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.

**Summary of Progress on Goals and Objectives - FY2010-2011**

<b>Goal I:</b>	<b>Clarify, prioritize, and communicate broadly IUPUI's vision, mission, and goals.</b>
<b>Campus Planning Theme:</b>	Best Practices
<b>Timeframe:</b>	
<b>Objective:</b>	<b>I.1a. Assist in developing campus plans and priorities.</b>
<b>Actions taken to date:</b>	<p><b>I.1a. Plans for campus and schools integrated appropriately in self study for reaffirmation of accreditation by the Higher Learning Commission (HLC) of the North Central Association.</b></p> <p>Deans and vice chancellors were asked to review their annual reports on our Web site for the past 10 years and develop a brief report on their accomplishments over that period as well as plans for the future in each of IUPUI's primary mission areas.</p>
<b>Indicators of progress:</b>	All deans and vice chancellors completed these reports, which may be viewed at <a href="http://nca.iupui.edu/">http://nca.iupui.edu/</a> . Teams of faculty and staff charged to work on each HLC Criterion for self study received copies of campus plans and the deans'/vice chancellors' reports as primary data for their section of the self study.
<b>Activities planned:</b>	Criterion Teams will submit drafts of self study chapters and a writing team will construct a narrative based on the drafts that conveys the story of IUPUI's mission-related progress since 2002.
<b>Objective:</b>	<b>I.1b. Assist CFO in convening Resource Planning Committee.</b>
<b>Actions taken to date:</b>	<p><b>I.1b. Deans and faculty leaders engaged in resource planning for the campus.</b></p> <p>Banta serves with CFO Dawn Rhodes as co-chair of the Resource Planning Committee (RPC), which includes deans and faculty leaders.</p>
<b>Indicators of progress:</b>	The RPC has met on average once each month during 2010-11. New formulae for allocating the campus assessment to academic units were proposed by the RPC and adopted by the campus administration.
<b>Activities planned:</b>	The RPC will make additional progress in recommending budgeting priorities to the Chancellor.

<b>Objective:</b>	<b>I.2. Develop a short list of campus priorities for strategic investment.</b>
<b>Actions taken to date:</b>	<b>I.2a. A short list of priority strategies becomes a guide for action and investment at IUPUI.</b>  A printed list of nine campus priorities has been developed based on enacted priorities of the IUPUI administration. Those priorities have been aligned with President McRobbie’s Principles of Excellence (see Appendix A).
<b>Indicators of progress:</b>	The chancellor’s Cabinet has completed an exercise designed to rank the 9 priorities.
<b>Activities planned:</b>	Deans and vice chancellors will describe in their annual reports their own activities in each priority area so that a campus progress report can be developed.
<b>Objective:</b>	<b>I.3. Communicate broadly the campus mission/vision.</b>
<b>Timeframe:</b>	On-going
<b>Actions taken to date:</b>	<b>I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio.</b>  Report completed in print and online on schedule and within budget (see <a href="http://iport.iupui.edu/pr/">http://iport.iupui.edu/pr/</a> ).
<b>Indicators of progress:</b>	Completed report. Report received “Merit Winner” recognition from the <i>Higher Education Marketing Report</i> .
<b>Activities planned:</b>	Work with reorganized Communications & Marketing area to produce 2010-2011 print report, and with IMIR on online report.
<b>Actions taken to date:</b>	<b>I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).</b>  Faculty and staff surveys last administered during the spring semester 2009.
<b>Indicators of progress:</b>	Tentative dates for next survey administration set.

<p><b>Activities planned:</b></p>	<p>Staff survey next scheduled to be administered in Fall 2012; Faculty survey in fall 2013.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>I.3c. Participation in PAII national conference maintained at 1000.</b></p> <p>Registration fee increased by only \$5.00.</p> <p>2010 registration was 950. The Assessment Institute in Indianapolis (see Appendix B) attracted people from 430 different colleges, universities, and organizations; 50 states and Washington DC, Guam, and Puerto Rico; and 7 countries outside the US: Australia, Canada, China, Egypt, Mexico, South Africa, and Uruguay.</p> <p>Keep registration fee at same level for 2011 and reduce expenses where possible.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>I.3d. Number of national and international invitations for PAII staff maintained at 60.</b></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 48 invitations to make presentations or to consult with international and national organizations (55 in 2009-10, 86 in 2008-09, 64 in 2007-2008, 41 in 2006- 2007, 101 in 2005-2006, 102 in 2004-05) but were unable to accept 23 ( 11 in 2009-10, 25 in 2008-2009, 56 in 2007-2008, 20 in 2006-2007, 28 in 2005-2006, 37 in 2004-05) of these.</p> <p>Continue to monitor and increase PAII dissemination efforts.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p>	<p><b>I.3e. Number of external information requests maintained at 400.</b></p> <p>PAII staff continue to respond to hundreds of information requests from external constituents.</p> <p>PAII staff responded to 709 (544 in 2009-10. 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>

<b>Activities planned:</b>	Continue to monitor and increase PAII dissemination efforts.																																										
<b>Actions taken to date:</b>  <b>Indicators of progress:</b>  <b>Activities planned:</b>	<p><b>I.3f. Increase Google Page Rank for home page and main section pages.</b></p> <p>Upgraded to Internet Information Server version 7 from IIS 6. IIS 7 provides many performance improvements and also provides webmaster with SEO tools needed to maintain better search ranking.</p> <p>Comparison of Google Page Rank on main Web sites</p> <table border="1" data-bbox="423 625 1385 982"> <thead> <tr> <th data-bbox="423 625 776 667">Web site address</th> <th colspan="5" data-bbox="776 625 1385 667">Google Page Rank</th> </tr> <tr> <td data-bbox="423 667 776 758"></td> <th data-bbox="776 667 883 758">As of 30/6/07</th> <th data-bbox="883 667 992 758">As of 30/6/08</th> <th data-bbox="992 667 1101 758">As of 30/6/09</th> <th data-bbox="1101 667 1247 758">As of 30/6/10</th> <th data-bbox="1247 667 1385 758">As of 30/6/11</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 758 776 800"><a href="http://planning.iupui.edu/">http://planning.iupui.edu/</a></td> <td data-bbox="776 758 883 800">6/10</td> <td data-bbox="883 758 992 800">6/10</td> <td data-bbox="992 758 1101 800">7/10</td> <td data-bbox="1101 758 1247 800">7/10</td> <td data-bbox="1247 758 1385 800"><b>7/10</b></td> </tr> <tr> <td data-bbox="423 800 776 842"><a href="http://imir.iupui.edu/">http://imir.iupui.edu/</a></td> <td data-bbox="776 800 883 842">5/10</td> <td data-bbox="883 800 992 842">6/10</td> <td data-bbox="992 800 1101 842">5/10</td> <td data-bbox="1101 800 1247 842">6/10</td> <td data-bbox="1247 800 1385 842"><b>6/10</b></td> </tr> <tr> <td data-bbox="423 842 776 884"><a href="http://iport.iupui.edu/">http://iport.iupui.edu/</a></td> <td data-bbox="776 842 883 884">6/10</td> <td data-bbox="883 842 992 884">6/10</td> <td data-bbox="992 842 1101 884">5/10</td> <td data-bbox="1101 842 1247 884">6/10</td> <td data-bbox="1247 842 1385 884"><b>6/10</b></td> </tr> <tr> <td data-bbox="423 884 776 926"><a href="http://tc.iupui.edu/testing/">http://tc.iupui.edu/testing/</a></td> <td data-bbox="776 884 883 926">4/10</td> <td data-bbox="883 884 992 926">4/10</td> <td data-bbox="992 884 1101 926">4/10</td> <td data-bbox="1101 884 1247 926">4/10</td> <td data-bbox="1247 884 1385 926"><b>6/10</b></td> </tr> <tr> <td data-bbox="423 926 776 968"><a href="http://reports.iupui.edu/">http://reports.iupui.edu/</a></td> <td data-bbox="776 926 883 968">n/a</td> <td data-bbox="883 926 992 968">4/10</td> <td data-bbox="992 926 1101 968">5/10</td> <td data-bbox="1101 926 1247 968">5/10</td> <td data-bbox="1247 926 1385 968"><b>6/10</b></td> </tr> </tbody> </table> <p>Redesigned Institutional Portfolio website is planned to be released in Fall 2011.</p>	Web site address	Google Page Rank						As of 30/6/07	As of 30/6/08	As of 30/6/09	As of 30/6/10	As of 30/6/11	<a href="http://planning.iupui.edu/">http://planning.iupui.edu/</a>	6/10	6/10	7/10	7/10	<b>7/10</b>	<a href="http://imir.iupui.edu/">http://imir.iupui.edu/</a>	5/10	6/10	5/10	6/10	<b>6/10</b>	<a href="http://iport.iupui.edu/">http://iport.iupui.edu/</a>	6/10	6/10	5/10	6/10	<b>6/10</b>	<a href="http://tc.iupui.edu/testing/">http://tc.iupui.edu/testing/</a>	4/10	4/10	4/10	4/10	<b>6/10</b>	<a href="http://reports.iupui.edu/">http://reports.iupui.edu/</a>	n/a	4/10	5/10	5/10	<b>6/10</b>
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<b>Actions taken to date:</b>	<p><b>I.3g. Maintain # visits to PAII Websites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).</b></p> <p><b>Usage statistics for PAII Web sites.</b></p> <p>Maintained various office websites with minor improvements to the coding.</p> <p>Testing Center website was updated periodically to keep clients well informed about the relocation of the testing facility from the Union Building to the new location near the center of campus.</p>																																										

<b>Indicators of progress:</b>	<b>Web site address</b>		<b>Site Usage</b>	
			<b>July 1,09 – Jun 30,10</b>	<b>July 1,10 – Jun 30,11</b>
	<b>Visits</b>		<b>Visits</b>	<b>Pageviews</b>
	<a href="http://planning.iupui.edu/">http://planning.iupui.edu/</a>		<b>37,368</b>	<b>101,942</b>
	<a href="http://iport.iupui.edu/">http://iport.iupui.edu/</a>		<b>14,613</b>	<b>31,512</b>
	<a href="http://imir.iupui.edu/">http://imir.iupui.edu/</a>		<b>8,640</b>	<b>44,689</b>
	<a href="http://reports.iupui.edu/">http://reports.iupui.edu/</a>		<b>8,021</b>	<b>28,921</b>
	<a href="http://tc.iupui.edu/testing">http://tc.iupui.edu/testing</a>		<b>18,052</b>	<b>55,716</b>
<b>Activities planned:</b>	<p>IMIR web team continues to work on updating server and coding technology used to build PAII websites.</p> <p>Following completion of the relocation of the Testing Center offices and testing facilities to the new locations on campus, Testing Center staff will undertake a substantive update of the Testing Center website (in consultation with the IUPUI Office of Communications &amp; Marketing).</p> <p>Testing Center staff will also continue to make progress towards development and implementation of a Program Evaluation Resource Site.</p>			
<b>Goal II:</b>	<b>Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.</b>			
<b>Campus Planning Theme:</b>	<b>Best Practices</b>			
<b>Timeframe</b>	<b>Ongoing</b>			
<b>Objective:</b>	<b>II.1 Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).</b>			
<b>Actions taken to date:</b>	<p><b>II.1a. At least 25 units assisted with planning annually.</b></p> <p>PAII staff continue to provide planning assistance to campus units. (See Appendix C.)</p> <p>Worked with the Departments of Political Science, Museum Studies, and Earth Sciences (formerly Geology) on their Program</p>			

<p><b>Indicators of progress:</b></p>	<p>Reviews and created budget tables for the department chair and faculty.</p> <p>The program review tables for the three departments were completed and shared with the department chairs.</p> <p>PAII staff assisted 37 IUPUI units with planning this year, (27 in 2009-10, 22 in 2008-2009, 16 in 2007-2008, 23 in 2006-2007, 24 in 2005-2006, 33 in 2004-05, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02)</p>
<p><b>Activities planned:</b></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><b>Actions taken to date:</b></p>	<p><b>II.1b. At least 50 planning consultations/projects conducted annually.</b></p> <p>Relationships with new and former academic clients continue to provide opportunities for consultations.</p>
<p><b>Indicators of progress:</b></p>	<p>PAII staff participated in 53 planning consultations/projects this year (33 in 2009-10, 39 in 2008-2009, 37 in 2007-2008, 51 in 2006-2007, 59 in 2005-2006, 66 in 2004-05, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02).</p>
<p><b>Activities planned:</b></p>	<p>The IU School of Nursing has sought a consultative arrangement with the Economic Model Office to make organizational adjustments as the financial landscape for all schools and academic support units is shifting.</p> <p>PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.</p>

<p><b>Objective:</b></p>	<p><b>II.2. Provide leadership and information support for planning.</b></p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>II.2a. P-20 Council initiated and functioning.</b></p> <p>The IUPUI P-20 Council is now Central Indiana’s Talent Alliance with an Executive Committee chaired by Chancellor Bantz, a community-wide Council with over 200 members, five Implementation Teams, and an internal Advisory Council.</p> <p>Regular meetings of all groups are held. A grant from the Central Indiana Community Foundation has been obtained. Various projects, including a reengagement center for high school dropouts, are being planned by the Implementation Teams.</p> <p>Some of the Implementation Team plans will be enacted.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>II.2b. Expanded information infrastructure for campus enrollment planning.</b></p> <p>IMIR staff implemented Microsoft Reporting Services to support expanded use of enrollment management information via IMIR website</p> <p>A beta release of the enhanced Point-In-Cycle Website was demonstrated to IUPUI enrollment management users group.</p> <p>Continue to develop various reports and expand the use of Reporting Services within IMIR ad hoc team.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p>	<p><b>II.2c. Expanded use of new reporting Web site for enrollment trends.</b></p> <p>See II.2b</p> <p>IMIR Staff promoted use of Institutional Reports site during various committee meetings and also at Annual Planning and Budgeting Report training sessions.</p> <p>Website stats for <a href="http://reports.iupui.edu/">http://reports.iupui.edu/</a> indicate a steady increase in unique visitors and page views.</p> <p>Total visits went up to 8,260 from 8,021 for the year ending June 30, 2011. Unique visitors count increased to 4,456 from 4,001 for the same period.</p>

<b>Activities planned</b>	Continue to promote use of reporting site and reporting services application within campus community.
<b>Actions taken to date:</b>	<p><b>II.2d. Approximately one-half (10) of the deans report using IMIR survey or database information in their annual reports.</b></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. IMIR staff also redesigned the web portal of the performance indicators to make it more user friendly.</p>
<b>Indicators of progress:</b>	<p>Updated PIC data were used by Enrollment Services offices and IUPUI schools (including IUPUC) to track enrollment and credit hours.</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 teaching and learning and diversity committees used performance indicator data in evaluating progress in meeting IUPUI goals.</p> <p>IMIR developed a new PIC which will be deployed for Spring 2012 enrollment reporting.</p>
<b>Activities planned:</b>	<p>IMIR will continue to update management indicator data and is evaluating new management indicators for 2011-2012.</p> <p>IMIR is developing a new performance indicator reporting system that will provide greater flexibility in generating reports.</p>
<b>Goal III:</b>	<b>Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.</b>
<b>Campus Planning Theme:</b>	Teaching and Learning
<b>Timeframe:</b>	On-going
<b>Objective:</b>	<b>III.1. Continuously improve information support for the campus assessment process.</b>

<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.1a. Inventory of information resources available to support assessment.</b></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 configuration and make improvements as needed.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.1b. Increased use (to 10) of peer group analysis by discipline</b></p> <p>Assisted administrative units in conducting peer group analyses.</p> <p>IMIR developed peer-group reports for the Chancellor’s Office; Finance and Administration; Diversity, Equity, and Inclusion; and the Council on Retention and Graduation.</p> <p>IMIR will continue to work with academic and administrative units on peer group analyses.</p>
<p><b>Actions taken to date:</b></p>	<p><b>III.1c. Work with campus leaders to integrate IUPUI surveys with other assessments for accountability.</b></p> <p>IMIR staff worked with the 2012 Committee and the 2012 Data Committee to provide information to the Criterion Teams developing the self study for reaffirmation of accreditation by the</p>

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>HLC. IMIR staff also integrated results from the IUPUI student survey into the evaluation of IUPUI campus performance indicators and the evaluation of the campus diversity indicators.</p> <p>Data provided by IMIR were included in the 2012 Criterion Team reports, and results from the student 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 data for use in internal and external accountability assessment.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.1d. Leadership for 2012 NCA-HLC reaffirmation</b></p> <p>Banta continues to co-chair, with Mary Fisher, the 2012 Committee that is overseeing development of the NCA HLC Self Study (see Appendix D). Five Criterion Teams are working on initial drafts of their sections of the self study.</p> <p>Three town hall meetings were held in the spring to permit Criterion Team members to solicit information from campus colleagues for use in their reports.</p> <p>Criterion Teams will submit drafts to a writing team that will create a coherent self study.</p>
<p><b>Objective:</b></p>	<p><b>III.2. Continuously improve the academic and administrative program review processes.</b></p>
<p><b>Actions taken to date:</b></p>	<p><b>III.2a. Program review introduced to new deans and the 8-year schedule for review of units completed.</b></p> <p>Planned 4 program reviews (economics, political science, earth sciences, and education), facilitated conduct of 4 reviews (recreational sports, dentistry information technology, museum studies, individualized major), and established follow-up procedures for 4 reviews (geography, criminal justice and philanthropic studies).</p> <p>Held listening sessions with deans and department chairs in 2 schools to gather suggestions for improving the program review process, particularly the data provided for self studies.</p>

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>All planned reviews were conducted as scheduled</p> <p>Continue to work to improve/increase the use of IMIR data in program review self studies.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.2b. Reviewers' ratings monitored for suggested improvements.</b></p> <p>Ratings were compiled and actions taken as necessary (see Appendix E).</p> <p>Reviewers' ratings were monitored.</p> <p>Ratings will continue to be monitored.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.2c. Develop guidelines for reviewing self-studies by PRAC members.</b></p> <p>Rubric has been developed for reviewing units' self studies for program review (see Appendix F).</p> <p>The Program Review and Assessment Committee 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>The newly-developed guidelines will be provided to PRAC members reviewing 2012-13 self studies.</p> <p>Guidelines will be in use and provided to all who will review drafts of self-studies, as well as all who prepare them.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p>	<p><b>III.2d. Program Review Guidelines revised by PRAC and others.</b></p> <p>The development of these guidelines was completed and committee work was reported to PRAC at the May 2011 meeting (see Appendix G). During the summer the graduate guidelines were incorporated.</p> <p>The new template is ready for use in 2011-12.</p>

<b>Activities planned:</b>	Guidelines will be in use and provided to all department chairs going through program review.
<b>Actions taken to date:</b>	<b>III.2e. Continue development of Program Review database.</b> Information about reviews has been added to the database.
<b>Indicators of progress:</b>	Database will be used as a repository for findings of reviews and other pertinent information.
<b>Activities planned:</b>	Verifying and correcting information will continue.
<b>Objective:</b>	<b>III.3. Continuously improve the campus practice of assessment.</b>
<b>Actions taken to date:</b>	<b>III.3a. Number of units assisted with outcomes assessment remains steady at 30.</b> See Indicators of Progress (and Appendix C).
<b>Indicators of progress:</b>	PAII staff responded to 39 IUPUI unit requests for assistance with assessment in 2010-2011 (38 in 2009-10, 33 in 2008-2009, 32 in 2007-2008, 34 in 2006-2007, 43 in 2005-2006, 55 in 2004-2005, 34 in 2003-04, 34 in 2002-03, and 75 in 2001-02).
<b>Activities planned:</b>	PAII staff will continue to respond to requests for assistance with outcomes assessment.
<b>Actions taken to date:</b>	<b>III.3b. Number of assessment consultations/projects remains steady at 150.</b> See Indicators of Progress.
<b>Indicators of progress:</b>	PAII staff fulfilled 143 requests for assistance with assessment in 2010-2011 (375 in 2009-10, 287 in 2008-2009, 187 in 2007-2008, 144 in 2006-2007, 158 in 2005-2006, 202 in 2004-2005, 90 in 2003-04, 173 in 2002-03, and 189 in 2001-02).

<b>Activities planned:</b>	PAII staff will continue to consult with other units on outcomes assessment.
<b>Actions taken to date:</b>	<p><b>III.3c. Cadre of campus assessment professionals developed and supported.</b></p> <p>Banta oriented new PRAC members. Several PAII staff worked with Center on Teaching and Learning staff to present workshops on teaching and assessment related to the PULs. PAII staff also provided a workshop on assessing the PULs for faculty.</p> <p>Kahn and Scott worked with PRAC subcommittee on peer evaluation of PRAC reports; work with the rubric and engagement with others' reports helped the reviewers expand their understandings of assessment.</p> <p>IMIR staff worked with the School of Engineering and Technology and IUPUC to develop pivot tables to provide detailed reports on the results of the PUL assessments. IMIR staff also worked with the School of Informatics, School of Liberal Arts, and IUPUC to train assessment practitioners and improve assessments of student learning.</p>
<b>Indicators of progress:</b>	<p>Some 75 faculty at IUPUI and 30 at IUPUC received orientation and/or training in assessment from PAII staff.</p> <p>Improvements based on the review feedback are evident in 2010-11 reports received.</p> <p>Pivot tables for displaying PUL results were prepared for the School of Engineering and Technology and IUPUC. Staff members in three academic units were trained in assessment.</p>
<b>Activities planned:</b>	<p>Continue assessment orientation and training.</p> <p>Continue to develop peer evaluation and feedback, engaging more PRAC members and completing the work earlier to allow more time for consideration and implementation of improvements based on the reviews.</p> <p>Continue to train campus assessment professionals and provide them with better tools for using assessment data for improvement.</p>

<p><b>Actions taken to date:</b></p>	<p><b>III.3d. Assist faculty in adopting best practices for placement testing in chemistry, writing, English for academic purposes, mathematics, and world languages.</b></p> <p>During fall semester of 2010, Testing Center staff assisted faculty in the Writing Program to conduct an empirical study to assess the efficacy of the Guided Self-Placement process for placement in first-year writing courses at IUPUI.</p> <p>Testing Center staff assisted faculty in the Department of Mathematical Sciences in generating placement testing audit rosters and validation reports that helped faculty to monitor appropriateness of course placement criteria for Mathematics.</p> <p>Testing Center staff assisted faculty in the Chinese Language Program to offer the Web Computerized Adaptive Placement Exam in Chinese (WebCAPE) to students at IUPUI. In particular, Testing Center staff assisted Dr. Jing Wang (Assistant Professor of Chinese) to conduct a pilot study that involved administration of the WebCAPE Chinese Placement Test to a total pool of 48 students enrolled in first-year, second-year, or third-year Chinese classes at IUPUI (EALC C117, EALC C118, EALC C119, EALC C201, EALC C202, and EALC C301) during the fall semester of 2010, and implemented initial cut scores for the Chinese Placement Test.</p>
<p><b>Indicators of progress:</b></p>	<p>The Testing Center added the Chinese Web Computerized Adaptive Placement Exam to the IUPUI world language placement test battery.</p> <p>For each fall and spring semester, Testing Center staff provide faculty in the Department of Mathematical Sciences with customized Math Placement Summary Charts and course placement audit reports/rosters that help instructors to review the appropriateness of student placements in undergraduate Math courses.</p>

<p><b>Activities planned:</b></p>	<p>Testing Center staff will continue to conduct periodic course placement validation studies in connection with IUPUI's placement tests, and share study results with faculty and committees responsible for coordinating the respective placement tests at IUPUI.</p> <p>Assist faculty in chemistry with acquisition and implementation of an updated version of the Chemistry Placement Test (soon after the American Chemical Society releases the new test on the market).</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.3e. Information derived from the placement testing and validation processes enhanced.</b></p> <p>Testing Center staff continued to provide faculty with customized course placement summary reports and placement audit reports for selected MATH/STAT courses; compiled placement distributions for first-year writing courses, and analyzed available data from the Guided-Self Placement Student Survey to review course placements for first-year writing courses (ENG-W 130, ENG-W 131, and ENG-W 140).</p> <p>For the Spring 2011 semester, the Testing Center, in conjunction with IMIR, generated Spring 2011 Math Placement Summary Reports and DFW Rates for Selected MATH/STAT Courses that were detailed by class number/instructor.</p> <p>To facilitate a review of WebCAPE Chinese placement score distributions and initial criteria for placement in Chinese language courses, faculty incorporated use of survey data collected from a faculty-designed Student Survey administered to Fall 2010 Student Cohorts that enrolled in Chinese language courses at IUPUI.</p> <p>Testing Center staff will continue to collaborate with placement test coordinators and colleagues in the office of IMIR to generate custom reports designed to assist faculty to review the efficacy and appropriateness of course placements and/or contribute information that may facilitate incremental improvements in student support / academic advising services.</p>
<p><b>Actions taken to date:</b></p>	<p><b>III.3f. At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.</b></p> <p>Testing Center staff assisted a total pool of 13 academic units at IUPUI with creation of web-based course/instructor evaluation surveys.</p>

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>Testing Center staff maintained the client base (or total number of units served) that received assistance in creating web-based course/instructor evaluations.</p> <p>Market TC Scanning Services to academic units and increase the total number of units that use the recently acquired <i>Class Climate</i> software package to facilitate creation and administration of web-based surveys or scanner-ready forms, and improve the turn-around time for generating course/instructor survey reports.</p> <p>Testing Center staff will continue to collaborate with faculty or academic units that use TC Scanning Services to identify and implement effective strategies that may help to increase response rates for course/instructor surveys.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>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.</b></p> <p>Long-term commitment to work with University College and electronic Personal Development Plan (ePDP), which will provide the basis for many subsequent interactions with faculty and advisors throughout the undergraduate experience.</p> <p>Began to increase attention to other high-impact practices where ePortfolio appears to offer special capacity to deepen learning; in addition to work begun previously with the Center for Service and Learning and three departments' senior capstones, began work with other departments' capstones and undergraduate research.</p> <p>Expanded use to 25 programs and educational units.</p> <p>Will continue work with University College, expanding ePDP to more sections of Freshman Year Seminars and work on grant project to build (initially) developmental/advising uses of the ePDP.</p> <p>Will expand discussions to include international study and experiential learning as well as more capstones. Target for 2011-12 projects is 30.</p>

<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>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.</b></p> <p>The majority of IUPUI projects continue to include assessment as an important component, though attention to developmental and personal presentation uses is increasing.</p> <p>CTL consultant provided 201 consultations with faculty and staff from 25 units in 2010-11.</p> <p>The ePort Initiative offered seven highly rated workshops with participation above the CTL average; two were repeated, including the popular workshop on rubrics.</p> <p>Though other time demands prevent increasing workshop plans for 2011-12, we will introduce a new session on ePortfolio design. We are already organizing a Community of Practice on Reflection in conjunction with our I/NCEPR research on reflection and assessment.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.3i. Improvements in course placement services accomplished through use of outreach testing services.</b></p> <p>Administered placement tests at Ben Davis University in spring of 2011. Twenty students were served through this one day activity.</p> <p>Testing Center has capability to administer additional large placement test sessions based upon success of Ben Davis.</p> <p>Plan to contact Ben Davis in fall about continuing partnership as well as working closely with admissions to identify additional opportunities.</p>
<p><b>Actions taken to date:</b></p>	<p><b>III.3j. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.</b></p> <p>Exit survey has been converted to new web-based software program. Software allows quicker access to current responses. Favorable responses have stayed at around 95% even though the Testing Facility moved to a new location in May 2010. Several factors (outside TC control) may have affected overall survey response rates.</p>

<b>Indicators of progress:</b>	Relatively high favorable responses on testing exit surveys; and relatively few client complaints with Testing Center services.
<b>Activities planned:</b>	<p>A new phone tree is being developed to serve our students seeking additional information about placement testing.</p> <p>Further enhancements to the website will also provide additional information to students, staff, parents, etc.</p>
	<b>III.3k. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.</b>
<b>Actions taken to date:</b>	Testing Center purchased new software packages (i.e., Class Climate and Questionmark Perception) to enhance client services that involve providing assistance with design, creation, administration of course/instructor surveys, web-based tests or data collection instruments; and assist clients interested in using built-in functionality of off-the-shelf products to improve turn-around time in generating course/instructor evaluation reports.
<b>Indicators of progress:</b>	Testing Center maintained a total client pool of 21 academic units that received assistance with forms design, processing of Scantron (scanner-ready) forms and/or web-based course/instructor evaluation surveys and reports.
<b>Activities planned:</b>	Testing Center staff (Mzumara and Singh) will seek and pursue opportunities to provide faculty colleagues with evaluation consulting services and/or continue to serve as members of the IUPUI faculty-led Task Force on Student Feedback Surveys (charged with the responsibility of compiling a set of recommendations or guidelines that should assist individual units to make incremental quality improvements in course/instructor evaluations at IUPUI).
<b>Objective:</b>	<b>III.4. Continuously improve survey programs.</b>
<b>Actions taken to date:</b>	<p><b>III.4a. Survey items aligned with campus priorities.</b></p> <p>The Continuing Student Survey was revised to reflect more accurately the outcomes associated with the Principles of Undergraduate Learning. The survey was also modified to provide additional evidence on the RISE initiative. New items were included about students' college experiences at IUPUI.</p>

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>Survey data were used in reports on student learning of the PULs and reports on the RISE initiative to senior campus administrators, academic deans, and the 2012 Committee and the Program Review and Assessment Committee.</p> <p>RISE and PUL questions will be included in future Continuing Student Surveys.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.4b. Response rates on student surveys increased to 25%.</b></p> <p>IMIR staff worked with the PULSE Steering Committee to improve response rates on surveys.</p> <p>The Continuing Student Survey response rate was approximately 20%.</p> <p>Continue to work with campus academic and administrative units to reduce the number of surveys sent to students, faculty, and staff.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III 4c. Increased timeliness and quality of survey reports.</b></p> <p>IMIR staff developed a survey of sexual orientation and gender identity for the LGBT Faculty and Staff Council.</p> <p>The response rate for the survey was approximately 20%, and results of the survey were shared with campus organizations.</p> <p>The LGBT survey will be administered on a regular basis (every 3 years).</p>
<p><b>Objective:</b></p>	<p><b>III.5. Continue the use, development, and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.</b></p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p>	<p><b>III.5a. Expand use of the program review financial table for departments as an individual consulting service for department academic budget planning.</b></p> <p>Provided consulting services by developing program review financial tables.</p> <p>Worked with the Oral Health Institute in the IU School of Dentistry for the past year to assess the project plan for the Caries Prevention and Management Clinic.</p>

<b>Activities planned:</b>	Revisit former clients and meet with new deans to cultivate new services for program review financial tables.
<b>Objective:</b>	<b>III.6. Continue to develop a more uniform and concise set of campus-wide performance indicators.</b>
<b>Actions taken to date:</b>  <b>Indicators of progress:</b>  <b>Activities planned:</b>	<b>III.6a. Institutional portfolio and annual campus report based on key performance indicators linked to new campus goals/President’s Principles of Excellence.</b>  Continued to report on existing list of key performance indicators in print and online Performance Report.  No change in list of performance indicators.  Similar sets of performance indicators are used for annual reports each year.  In order to gather material for reporting progress on the Chancellor’s priorities that are aligned with the President’s Principles of Excellence, deans and vice chancellors will use key words in their annual reports that relate their own activities to the new administrative priorities.
	<b>III.7. Contribute evaluation resources for campus programs and community organizations.</b>
<b>Actions taken to date:</b>	<b>III.7a. At least 1 evaluation study funded and conducted for campus constituents.</b>  In conjunction with faculty in the IUPUI School of Science, Testing Center staff co-authored two grant proposals that received funding from the National Science Foundation (NSF).  Kahn and Scott evaluated the ePortfolio use in an NSF-funded project on mentored undergraduate research for OVCR.

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>Mzumara provided evaluation services in support of two (2) NSF grant projects based in the IUPUI School of Science [i.e., Undergraduate Research and Mentoring (URM) Program in Biological Sciences housed in the IUPUI Department of Biology and the Central Indiana STEM Talent Expansion Program (CI-STEP) housed in the IUPUI Department of Mathematical Sciences].</p> <p>Testing Center staff will continue to serve as internal evaluator for the two NSF grant projects (URM and CI-STEP) housed in the IUPUI School of Science.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>III.7b. Program evaluation resource site redesigned, deployed, and updated.</b></p> <p>Testing Center staff provided a demonstration of the evaluation resource site at the August 2010 Resource Fair for new faculty at IUPUI.</p> <p>Testing Center staff made modest progress toward compilation of materials and web links for the Center's resource site for program evaluation and evaluation research.</p> <p>Continue to develop content materials and compile additional web links for inclusion in the Testing Center's list of resources for program evaluation and evaluation research.</p>
<p><b>Actions taken to date:</b></p>	<p><b>III.7c. At least 225 units using Testing Center services annually (including placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).</b></p> <p>Testing Center has continued to be a member of the National College Testing Association. This membership has provided the center with a free testing center locator service to have students test at our center.</p> <p>We have incorporated IU PayPlus into our fee collection system. This allows students to pay for exams in advance and allows personnel to focus on test proctoring instead of fee collection.</p> <p>The Testing Center has increased the number of test takers in certification tests, such as Provexams and Castle tests.</p>

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>The Testing Center has begun the process of creating online, secure assessments for the School of Medicine Department of Neurology. An anticipated testing date is Fall 2011.</p> <p>The Testing Center has also entered an agreement to proctor the TEAS-V admissions test for the IU School of Nursing. This agreement began in June 2011.</p> <p>The Testing Center will continue to identify tests that will benefit students, faculty, and staff at IUPUI through collaboration with existing certification programs and workforce enhancement initiatives.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>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.</b></p> <p>Summer Bridge students were tested on campus during the 2010-2011 academic year.</p> <p>Ongoing collaboration with faculty seeking Testing Center services</p> <p>Testing Center staff will continue to offer outreach testing services in support of academic programs and/or in response to ad hoc requests from faculty at IUPUI.</p>
<p><b>Actions taken to date:</b></p>	<p><b>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.</b></p> <p>Mzumara wrote a conference paper proposal (entitled Assessing the Impact of Undergraduate Research and Mentoring on Student Learning in the Biological Sciences) in support of dissemination of study findings from the IUPUI URM Project funded by NSF.</p>

<b>Indicators of Progress:</b>	<p>The conference paper proposal was accepted for presentation at the 2011 Evaluation Conference in Anaheim, CA.</p> <p>Mzumara contributed to production of a set of Diversity Certification Tests as part of contract work with the Institute for Diversity Certification (<a href="http://www.diversitycertification.org">www.diversitycertification.org</a>) / The Society for Diversity Executives and Professionals (<a href="http://www.societyfordiversity.org">www.societyfordiversity.org</a>) based in Indianapolis, IN.</p>
<b>Activities planned:</b>	<p>Mzumara (serving as Co-PI / internal evaluator) will collaborate with Project Investigators for the IUPUI URM and CI-STEP grant projects and co-author research/conference papers, evaluation reports or journal articles or manuscripts in order to facilitate dissemination of study findings.</p>
<b>Goal IV:</b>	<b>Derive and develop key indicators of student learning and institutional effectiveness and accountability.</b>
<b>Campus Planning Theme:</b>	<b>Best Practices</b>
<b>Timeframe:</b>	On-going
<b>Objective:</b>	<b>IV.1. Work with campus leaders to identify performance indicators.</b>
<b>Actions taken to date:</b>	<p><b>IV.1a. Campus performance indicators agreed upon and disseminated widely.</b></p> <p>IMIR staff met with representatives of campus offices (Enrollment Services, Passport Program, Human Resources Administration, etc.) to develop new performance indicators for assessing department and institutional performance.</p> <p>The new performance indicators were used in reports in 2010.</p> <p>IMIR will continue to work with campus leaders to develop and/or revise performance indicators for use in evaluating institutional effectiveness and for accountability reporting.</p>
<b>Indicators of progress:</b>	
<b>Activities planned:</b>	
<b>Actions taken to date:</b>	<p><b>IV.1b. Student learning outcomes for every academic program listed in IUPUI <i>Bulletin</i>.</b></p> <p>Deans and department chairs were asked to work with faculty to develop statements of student learning outcomes for graduate and undergraduate degree programs and submit them to the Registrar.</p>

<b>Indicators of progress:</b>	By the end of the spring semester some 95 percent of IUPUI's degree programs had submitted learning outcomes for the online <i>Bulletin</i> .
<b>Activities planned:</b>	Faculty in graduate programs in the School of Medicine will submit their lists of learning outcomes to complete the campus list.
<b>Objective:</b>	<b>IV.2. Advance institutional effectiveness through collaboration.</b>
<b>Actions taken to date:</b>	<b>IV.2a. Continued leadership by PAII staff on committees assigning campus performance indicators.</b>  IMIR staff members participated in committees evaluating campus performance indicators for teaching and learning and diversity.
<b>Indicators of progress:</b>	Pike continues 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.
<b>Activities planned:</b>	PAII staff will continue to participate in committees evaluating campus performance indicators.
<b>Objective:</b>	<b>IV.3. Implement strategies for evaluating student learning of the PULs.</b>
<b>Actions taken to date:</b>	<b>IV.3a. Faculty evaluation of PUL-related learning proceeding on schedule.</b>  IMIR staff revised PUL reports for the campus and schools in order to provide information to decision makers more effectively (see Appendix H). The new reports included suggestions for using PUL data for improvement (see Appendix I).
<b>Indicators of progress:</b>	Both faculty and student evaluations of PUL outcomes were conducted in Fall 2010 and Spring 2011, and the results were used by schools in their planning efforts and by the 2012 Criterion Teams in preparing their reports.
<b>Activities planned:</b>	Current faculty and student evaluations of PUL learning will continue to be administered, and reports will be modified to suit the needs of the campus and schools.

<b>Objective:</b>	<b>IV.4. Collect information about PAII effectiveness.</b>
<b>Actions taken to date:</b>	<b>IV.4a. Increasingly useful set of indicators in use for monitoring effectiveness of PAII performance.</b>  IMIR staff continue to collect information about a stable set of indicators of PAII effectiveness.
<b>Indicators of progress:</b>	The indicators of PAII performance have remained stable over the last several years and provide useful information on PAII performance.
<b>Activities planned:</b>	Continue to utilize current PAII performance indicators.
<b>Goal V:</b>	<b>Gather, analyze, and interpret data on key indicators and provide internal reports for campus constituents as well as accountability reports for external stakeholders.</b>
<b>Campus Planning Theme:</b>	Best Practices
<b>Timeframe:</b>	
<b>Objective:</b>	<b>V.1. Continuously improve management information reports and analysis capability for academic managers.</b>
<b>Actions taken to date:</b>	<b>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.</b>  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. The web-based interface for the reports has been redesigned to improve usability.
<b>Indicators of progress:</b>	Feedback from users indicates the new “institutional reports” web site is widely used and positively evaluated.
<b>Activities planned:</b>	The performance indicator web site is being redesigned to improve flexibility in reporting.
	<b>V.1b Reporting application for ‘Five year trend’ on IMIR Website enhanced to include drilldown capability up to department/ program level.</b>

<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>Work on this site was completed in Fall 2010.</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. The web-based interface for the reports has been redesigned to improve usability.</p> <p>Website is being used by campus community to get information on various indicators such as student headcount, degrees conferred, credit hours taught, income/expenses and faculty and staff appointments at the department level. Based on the usage statistics for the site, there is a consistent increase in number of unique visitors for this site.</p> <p>Feedback from users indicates the new “institutional reports” web site is widely used and positively evaluated.</p> <p>Continue to keep the site updated with recent year’s data and work with end users to evaluate their needs for any new information not provided on the site presently.</p> <p>The performance indicator web site is being redesigned to improve flexibility in reporting.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>V.1c. Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.</b></p> <p>IMIR staff met with clients in order to revise reports based on user feedback.</p> <p>Based on user feedback the “Point-in-Cycle,” “Passport,” and “Work-Retention” reports have been modified. Efforts are underway to modify the “Institutional Reports” web site based on user feedback. IMIR is developing new retention reports for transfer students, and a series of transfer credit reports.</p> <p>IMIR staff will continue to meet with clients in order to provide reports that meet clients’ needs.</p>
<p><b>Objective:</b></p>	<p><b>V.2. Document institutional effectiveness via IUPUI’s NCA-HLC self study and annual performance report in print and on the Web (iPort).</b></p>

<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>V2a. Draft of IUPUI's NCA-HLC self study developed.</b></p> <p>Banta, Black, Kahn, and Scott participated in work of Criterion Teams; Pike organized work of the Data Team to provide information as needed by the Criterion Teams; Patki supported and trained all users in collaborative online work space (SharePoint).</p> <p>Criterion Teams are completing their work.</p> <p>Criterion Team drafts will be submitted to the 5-person Writing Team in September 2011.</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>V.2b. iPort redesigned to make it more user friendly and a streamlined process implemented for updating the performance report on the site.</b></p> <p>IMIR staff members have been working on a redesign of the Institutional Portfolio website to get ready for 2012 Reaffirmation visit.</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>Beta version of the new site was demonstrated to the PAII staff members and it was accepted as the new design.</p> <p>Data on institutional effectiveness were posted to the iPort website.</p> <p>Work is expected to be completed in late Fall and a public release of the site will coincide with publication of the 2010-2011 Performance Report in December 2011.</p> <p>Continue to post institutional data to the iPort website on schedule.</p>

<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>V.2c. Number of page views on iPort page maintained.</b></p> <p>Pageviews and visits were monitored.</p> <p><u>2010-11</u>  11,245 people visited this site  13,302 Total Visits  29,917 Pageviews  82.60% % New Visits</p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>V.2d. Campus diversity initiatives evaluated and documented.</b></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><b>Objective:</b></p>	<p><b>V.3 Provide information to academic and administrative units so that they can improve their processes.</b></p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>V.3a. Data and analysis for Enrollment Services provided to assist their efforts to attract and support a better prepared entering first-year cohort.</b></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 staff.</p> <p>Based on conversations with Enrollment Services staff members, the Point-in-cycle web site is being revised to meet clients' needs more effectively.</p>

<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>V.3b. Deans and senior administrators provided with information about instructional costs and productivity.</b></p> <p>Met with several new deans and senior administrators in initial discussions about their plans and informational needs.</p> <p>IMIR staff members continued to collect and report instructional cost and productivity information to campus administrators and academic deans.</p> <p>Getting positive feedback from new deans and senior administrators.</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>Streamline workload in order to provide a better focus for new deans and senior administrators about IMIR services.</p> <p>IMIR staff members continue to work with academic units to improve the accuracy of reports on instructional costs and productivity.</p>
<p><b>Objective:</b></p>	<p><b>V.4. Gather, analyze, and report data on student learning embodied in the PULs.</b></p>
<p><b>Actions taken to date:</b></p>	<p><b>V.4a. Ratings of student effectiveness in learning the knowledge and skills embodied in the PULs aggregated and reported at unit and campus levels.</b></p> <p>ePort Initiative collaborated with the CTL to offer several workshops on rubric development and use; web site on upcoming Reaffirmation of Accreditation includes information on assessment of the PULs and exemplary assessment rubrics for each of them.</p> <p>IMIR staff members 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><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>Use of web site; participation in/evaluation of workshops.</p> <p>Reports on student learning of the PULs were completed on time and the results were presented to the 2012 Committee, 2012 Criterion Teams, and the Program Review and Assessment Committee.</p> <p>Web site needs to be incorporated into PAII or Academic Affairs web presence. Rubric workshops planned for 2011-2012.</p> <p>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><b>Goal VI:</b></p>	<p><b>Derive, prioritize, recommend, and assist in implementing strategies based on evaluative findings that are designed to improve student learning and institutional effectiveness.</b></p>
<p><b>Campus Planning Theme:</b></p>	<p><b>Best Practices</b></p>
<p><b>Timeframe:</b></p>	<p>On-going</p>
<p><b>Objective:</b></p>	<p><b>VI.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.</b></p>
<p><b>Actions taken to date:</b></p>	<p><b>VI.1a. At least two workshops conducted for academic and administrative units.</b></p> <p>Mzumara facilitated a workshop on test construction at the Spring 2011 Retreat for BSN Faculty in the IU School of Nursing</p> <p>Patki conducted two workshops on how to update annual planning and budgeting reports for the deans and their staff.</p> <p>IMIR staff conducted two workshops for deans and directors of administrative units on PAII information and preparation of the annual reports. IMIR staff members also made presentations on IMIR information resources to the Enrollment Management Council, Council on Retention and Graduation, the Academic Policies and Procedures Committee, and the Program Review and Assessment Committee.</p>

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>Follow-up meetings with attendees indicated that the presentations were effective and suggestions for improvement were noted.</p> <p>Continue to offer similar workshops in Fall 2011.</p> <p>Based on feedback from attendees, presentations for the coming year are being modified.</p>
<p><b>Objective:</b></p>	<p><b>VI.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.</b></p>
	<p><b>VI.2a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.</b></p> <p><b>2010-2011</b></p> <ul style="list-style-type: none"> <li>• Completed a newly-designed Program Review Budget table for the Departments of Political Science, Museum Studies, and Earth Sciences.</li> <li>• OIE staff worked with leadership of the Program Review and Assessment Committee to implement a peer-review process of evaluating unit assessment reports posted on the PRAC web site. The resulting feedback to PRAC members led to observable improvements in structure, substance, or both, for the majority of 2010-11 reports.</li> <li>• Worked closely with University College faculty and advisors to pilot consolidation of the Personal Development Plan (ePDP) in the ePortfolio environment. The pilot included 16 sections of the First Year Seminar, reaching more than 350 students. Assessment to date indicates the project was very successful; lessons for improvement have been implemented, and University College expects to triple the number of sections and students involved in Fall 2011. The project has garnered strong interest across campus and throughout IU.</li> <li>• Collaborated with University College on “Connect to Learning” (C2L), a successful grant proposal to develop models for use of the ePDP subsequent to its initial development in the First-Year Seminar. The ePortfolio Initiative and University College will work with the Psychology Department, Honors College, and Student African American Sisterhood to develop models for students’ continuing work on the ePDP. The C2L grant, along with leveraged matching funds from University College, Honors, and ePortfolio, enabled ePortfolio professional development travel for seven faculty and academic administrators in summer 2011.</li> <li>• Recipients of Integrative Department Grants concluding their</li> </ul>

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

- The Doctor of Nursing Practice program received a grant of \$324,150 from the Health Resources and Services Administration (HRSA) based on a proposal that cited use of the ePortfolio for assessment as an innovative aspect of the proposed project.
- Completed evaluation of the Integrative Department Grant program (the grants made by the ePortfolio initiative) and began transition to a more targeted approach to developing faculty capacity for implementing electronic portfolios, including engagement in the IUPUI research component of the Inter/National Coalition for Electronic Portfolio Research Cohort VI and matching funds for the Connect to Learning grant project.
- IMIR prepared a report for the campus Admission Committee that was used to recommend changes in undergraduate admission standards for first-time students.
- IMIR prepared a report on transfer student success that was used to make changes to transfer admission standards.
- IMIR developed pivot tables for reporting PUL results at the department and course-section level for the School of Engineering and Technology and IUPUC.
- IMIR developed guidelines for interpreting and using PUL results for deans and associate deans.
- IMIR developed reports on courses completing PUL assessments for the School of Medicine, the School of Physical Education and Tourism Management, and IUPUC that were used to monitor progress in evaluating the PULs.
- IMIR enhanced the reporting for semester-to-semester retention for use by the Executive Vice Chancellor for Academic Affairs. The enhanced report includes retention data for full-time transfer students, as well as full-time beginners.
- IMIR assisted IUPUC staff in instituting an institutional research office.
- IMIR advised IUPUC staff concerning the development of general education learning outcomes for the Columbus campus.
- IMIR assisted with data collection and preparation of draft Criterion Team reports for the 2012 reaffirmation by the Higher Learning Commission of the North Central Association.

- IMIR staff members worked on setting up a Microsoft Reporting Services application to be used by the campus community to further support for data driven decision making.
- IMIR released a beta version of an enhanced Point-In-Cycle Report based on MS Reporting Services.
- IMIR staff member worked with the 2012 Committee to provide technology management support by setting up and administrating SharePoint sites for various Criterion Teams.
- IMIR Response to Results of Student Pulse Survey on Diversity, by Division of Student Life staff, (January 13, 2010):

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

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

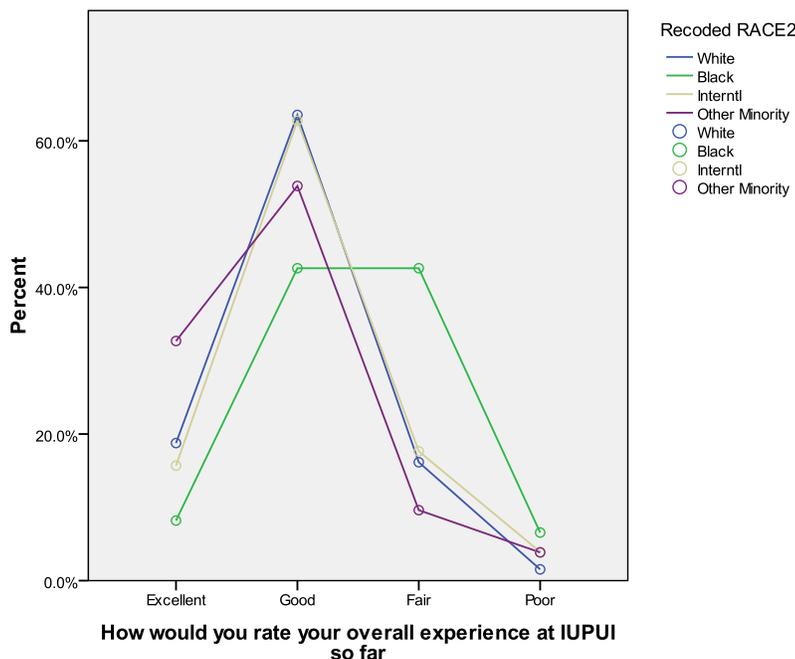
Suggestions for actions to be taken on the basis of the findings:

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

Figure 1. "How would you rate your overall experience at IUPUI so far?"

This breaks down the responses to Question 1 by race/ethnicity.

Note the difference between African-American students (green line) and all other categories.



How would you rate your overall experience at IUPUI so far \* Recoded RACE2 Crosstabulation

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

- Testing Center staff facilitated the reporting of placement scores in the Student Information System (SIS) and generated course placement summary reports and placement audit reports/class rosters that assisted faculty/academic advisors with student advising and course placements. In addition, Testing Center staff proctored course test-out exams and a variety of independent studies exams and several state and nationally-administered exams (including ACT, CLEP, DANTES, IC<sup>3</sup>, iCritical Thinking Skills Certification exams, PRAXIS, TOEFL iBT, SII, MBTI, etc.) that academic units use in making decisions regarding student *admissions, certification, course credit, licensure or career guidance*.
- In collaboration with the IUPUI School of Science, UITS, CFS, and the Office of the Registrar, Testing Center staff contributed testing-related information that facilitated planning, coordination, and establishment of new and integrated Testing Center facilities near

the center of campus (i.e., in BS 3000 and SL 070 suites and scanning services in SL 064).

- In conjunction with faculty in the IUPUI School of Science, Testing Center staff provided evaluation services and co-authored two collaborative research grant proposals that were funded by the National Science Foundation (NSF). In addition, Mzumara is serving as *external evaluator* for two collaborative research grant projects funded by NSF and awarded to faculty in the School of Civil Engineering at Purdue University, West Lafayette.
- Testing Center (TC) acquired new software packages (i.e., *Questionmark Perception* and *Scantron Class Climate*) with hopes of assisting faculty or academic units to enhance course/instructor evaluations and to facilitate creation and administration of web-based tests for clients that use Testing Center Scanning Services.

### **2009-2010**

- In Spring 2010 faculty utilized for the first time the PAII-developed process for evaluating student learning related to the PULs.
- Pulse surveys (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](http://www.planning.iupui.edu/552.html) ) includes improvements made in schools based on assessment of student learning of PULs.
- Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus (<http://www.planning.iupui.edu/improvement/>).
- Provided consultation for the School of Nursing simulation mannequin in clinical courses; course evaluation study for Testing Center; business plan for School of Public and Environmental Affairs' Executive Education program; course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network's alternative course format; facility budget planning for School of Social Work's Department of Child Services \$5 million 3-year grant; clinic budget planning for Oral Surgery Clinic; integration of the Division of Labor Studies into the School of Social Work; strategic budget planning for the School of Science; and budget planning for the Assessment Institute.
- All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.

#### **2005-06**

- All Doubling Task Forces reported using data this year in their annual reports. The Enrollment Management Task Force reported "collaboration with the Office of Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research."
- The Council on Retention and Graduation reported reviewing student success rates in 300- and 400-level courses and identified, with IMIR research, unexpectedly low rates of student success in many of these classes.
- Other Doubling Councils reported analyzing student enrollment and survey data to plan continuation of their work.
- A faculty member in Physical Education used the AIP norm setting tool (What would cause me to fail as an instructor? You fail as students?) in classes at start of the semester. She reported that this worked much better than past efforts with norm setting in classes and found the tool to be a great help.

- SPEA used the AIP to streamline the admissions process and to ensure proper back-up procedures are in place.
- University College used the AIP in the 21<sup>st</sup> Century Scholars Program to create an efficient and replicable process for enrollment, affirmation, and event recruitment. As a result, the process was streamlined and various checkpoints were added to evaluate the process.
- PAII staff continue to collaborate with staff in the Office of Human Resources Administration to conduct monthly facilitator meetings for faculty and staff interested in the Accelerated Improvement Process. To date, over 35 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned.
- The following schools or departments used survey results: Nursing, Engineering and Technology for accreditation reviews; Student Life and Diversity to inform the campus-wide smoking policy; University College to improve advising; Medicine to improve the Biotechnology Certificate program.
- All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.
- The Economic Model was used by Nursing, Dentistry, and Law to inform their financial planning. In the Dentistry accreditation report, the Economic Model process received special notation.
- A model predicting first-year grade point average for new students has been incorporated into admission procedures for Fall 2009.
- Workshop conducted on use of the Information Gateway was well received.
- Five disciplines made use of peer group analyses (Engineering, Liberal Arts, Library, SPEA, and University College).
- Results from the Continuing Student Survey were used by several units to evaluate implementation of the PULs.
- University College staff have used the results of the study of dismissed students to include reporting elements in the soon-to-be-released early warning system.
- All schools that had faculty identified as having salaries significantly below expectations have completed a review of those salaries and are implementing plans to adjust salaries as needed.
- Held two workshops to familiarize deans and administrative personnel with the new Institutional Reports system.
- Reviewed course/faculty evaluation instruments for a total of 13 academic units and compiled a course evaluation inventory.
- Will continue to work with departments and schools to assist faculty in using ePort to assess and improve student mastery of PULs and disciplinary outcomes.

- Results of the survey of graduate and graduate professional students at IUPUI will be distributed.
- IMIR will continue to work with the Enrollment Management Council to identify areas where additional information is needed to improve enrollment management efforts.
- Continue to expand and update the institutional reports web site with information on credit hours, as well as survey data and potentially retention and graduation rates.
- In collaboration with PRAC and FAC Subcommittees on Course Evaluations, Testing Center staff will facilitate at least one faculty development workshop to discuss ways to improve End-of-Course Evaluations at IUPUI.
- Expanded the economic model services to include long-term projections with detailed recommendations and strategies as demonstrated in the partial project list of significant school engagements of the following:
  - o School of Education, 1996 – 1999. The first substantive test of the economic model that provided the critical link of academic planning with budgeting—provided close consultation with the Office of the Vice Chancellor of Administration and Finance (ADFI) and the Office of the Chancellor in the budgetary solution for the School of Education’s \$533,406 deficit in an annual \$7.4 million budget. Deftly handled the political sensitivity of and proposed the not so intuitive obvious solution to transfer 4,200 student credit hours of remedial course offerings to the emerging University College and its efforts to improve retention of first year student experiences.
  - o School of Allied Health Sciences, 1998 - 2001. The initial analytical project for a tuition rate analysis for the conversion of the undergraduate physical therapy program to the master’s level led to a school wide economic model. The economic model analysis identified an emerging negative cash flow situation and declining inability of the state appropriation to subsidy the multitude of undergraduate programs. Became fully integrated in the budget planning process of the school as a budget analyst, an ad hoc internal review committee member, and an external review committee member—that resulted in the subsequent restructuring of a 16-program school with a \$5-million budget and a \$500,000 cash flow shortfall. The economic model engagement identified a looming financial exigency and the successful pursuit of the faculty governance policy of the complete restructuring of the School of Allied Health Sciences into the School of Health and Rehabilitation Sciences focused on graduate programs.

<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>VI.2b. Deans' annual reports placed on the Web by IMIR staff.</b></p> <p>Provided support and assistance in updating dean's annual reports on the PAII website</p> <p>All the reports were updated on time</p> <p>Continue to provide support for updating these reports online.</p>
<p><b>Objective:</b></p>	<p><b>VI.3. Advance institutional effectiveness through collaboration.</b></p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>VI.3a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.</b></p> <p>2 projects were completed. The Testing Center used the process in scheduling and payment processes. IMIR completed an AIP to improve the development and posting of management indicators. This year's data is of higher quality as a result.</p> <p>Deans were invited to send representative to new AIP training provided by consultant Ann Zanzig.</p> <p>Ann Zanzig provided a two-day workshop.</p> <p>Continue to encourage deans to use the process.</p>
<p><b>Objective:</b></p>	<p><b>VI.4. Implement project management.</b></p>
<p><b>Actions taken to date:</b></p>	<p><b>VI.4a. Project Management techniques implemented within PAII division and campus-wide.</b></p> <p>Used IU SharePoint (SP) sites to facilitate project collaboration among various committee members on 2012 Criterion Teams.</p> <p>Patki implemented project management program for the 2012 reaffirmation self-study.</p>

<p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p>Criterion Team members have used the SP sites to work on their drafts, conduct surveys, and collaborate with the campus community.</p> <p>Continue to provide technology support using project management techniques for 2012 HLC visit and for other projects as needed.</p> <p>IMIR staff members will continue to serve as project managers for the 2012 reaffirmation.</p>
<p><b>Objective:</b></p>	<p><b>VI.5. Continuously improve the professional development of PAII staff.</b></p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>VI.5a. Professional development opportunities are identified and staff participate.</b></p> <p>See Indicators of Progress.</p> <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> <p>AIP Facilitator Training offered; several PAII staff participated, along with faculty and staff from numerous other units.</p> <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>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>VI.5b. Cross train PAII staff</b></p> <p>No new training this year.</p> <p>Absences of key personnel will not result in delays in processing.</p> <p>Encourage staff to participate in workshops.</p>

<p><b>Objective:</b></p>	<p><b>VI.6. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.</b></p>
<p><b>Actions taken to date:</b></p> <p><b>Indicators of progress:</b></p> <p><b>Activities planned:</b></p>	<p><b>VI.6a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).</b></p> <p>See indicators of progress.</p> <p>PAII staff consulted with internal and external units on 196 requests or projects.</p> <p>Continue to provide consultations.</p>

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

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

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

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

II.9. Contribute evaluation resources for campus programs and community organizations.	II.9a.	At least 1 evaluation study funded and conducted for campus constituents.	Howard
	II.9b.	Program evaluation resource site redesigned, deployed, and updated.	Howard
	II.9c.	At least 225 units using Testing Center services annually (especially ad hoc test proctoring services in support of placement testing, state and national testing programs; test/survey development, scoring, and data analysis services; and educational measurement, evaluation, and statistical consulting services).	Howard, Kent, Latoya
	II.9d.	Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.	Kent
	II.9e.	At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects or other research collaborations with IUPUI faculty colleagues.	Howard
<b>Goal III. Lead and support evaluation and improvement efforts to accomplish campus and unit goals.</b>			
III.1. Continuously improve the campus practice of assessment.	III.1a.	Number of units assisted with assessment remains steady at 30.	Karen et al.
	III.1b.	Number of assessment consultations/ projects remains steady at 150.	Karen et al.
	III.1d.	Faculty assisted in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages.	Howard
	III.1e.	Information derived from the placement testing and validation processes enhanced.	Howard
	III.1f.	At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.	Howard
	III.1g.	Improvements in course placement services accomplished through use of outreach testing services.	Kent
	III.1h.	Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	Kent
	III.1i.	At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.	Howard, Kent
III.2. Implement strategies for evaluating student learning of the PULs.	III.2.	Faculty evaluation of PUL-related learning proceeding on schedule.	Trudy, Gary, and Amol
III.3. Disseminate evaluative findings.	III.3a.	Participation in PAII national conference maintained at 950.	Karen, Trudy
	III.3b.	Number of national and international invitations for PAII staff maintained at 100.	Karen, Trudy, et al.

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

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

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

## **2010-2011 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, Senior Capstone Seminar in English (team-taught)

**Pike, G. R.** (Fall 2010) Y500/Y502 Intermediate Statistics

#### *Guest Speaker in IUPUI Courses/Sections*

**Banta, T. W.** (Spring 2011). "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 2011) Guest lecturer. EDUC U547: Professional Development in Student Affairs.

**Graunke, S. S.** (Fall 2010) EDUC-U549 (Environmental Theory and Assessment in Higher Education)

**Johnson, J. N.** (March 3, 2011) U580 Capstone course guest speaker, lecture on budget basics for education graduate students.

**Pike, G. R.** (Fall 2010) Education C620, Proseminar

#### *Other Courses*

**Banta, T. W.** (Spring 2011). "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.** Shannon McCullough

**Banta, T. W.** Chasity Thompson

**Pike, G. R.** Steven Graunke (Advisor)

**Pike, G. R.** Demetrees Hutchins (Committee Member)

**Pike, G. R.** Danny King (Committee Member)

**Pike, G. R.** Stephen LeBeau (Advisor)

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

**Pike, G. R.** Ching-Hui Lin (Committee Member)

**Pike, G. R.** Dan Maxwell, Advisor

*Graduate Students/Faculty Fellows Mentored*

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

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

**Banta, T. W.** Richard Jackson, Faculty Fellow

**Banta, T. W.** Judith Ouimet (IUB), involved in teaching summer course

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

*Thesis/Dissertation Committees*

**Banta, T.W.** (Chair) Antwione Haywood

**Banta, T.W.** Tina Powellson

**Pike, G. R.** Cory Claseman, Dissertation Advisor

**Pike, G. R.** Frank Essein, Committee Member

**Pike, G. R.** Chris Foley, Committee Member

**Pike, G. R.** Demetrees Hutchins, Committee Member

**Pike, G. R.** Rebecca Lee-Garcia, Committee Member

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

**Pike, G. R.** Louis Rocconi, Committee Member [Completed October 2010, University of Memphis]

**Pike, G. R.** James Carl Thomas, Dissertation Advisor [Completed May 2011]

**Pike, G. R.** Philemon Yebei, Dissertation Advisor [Completed January 2011]

## **Letters of Support for Colleagues Seeking Promotion or Recognition –**

**Banta, T. W.** 21 letters/phone interviews

**Graunke, S. S.** Letter for Kim Gorski for an internship position at St. Vincent's hospital

**Kahn, S.** Recommendation for promotion from Associate to Full Professor for Kathi A. Ketcheson, Portland State University.

**Kahn, S.** Recommendation for Irwin Award for Amol Patki.

**Mzumara, H. R.** 1 letter of support was written for a colleague seeking promotion

**Pike, G. R.** Letter for Trudy W. Banta, ACPA Contribution to Knowledge Award. (Gary Pike)

**Scott, S. B.** for Nancy Millichap, from Director of Professional Development, National Institute for Technology in Liberal Education, to Program Officer, Next Generation Learning Challenges initiative of Educause

## Awards/Recognition

**Banta, T. W.**, (March 2011) Contribution to Knowledge Award of the American College Personnel Association.

**Graunke, S. S.** (2010) Best Paper at 2010 INAIR Conference for paper entitled “Disparate Views of Academic Environments: A Comparison of Faculty Perceptions and Student Reports of Engagement and Learning” (award received at 2011 INAIR Annual Forum).

**Kahn, S.** 2009-2010 Performance Report (authored by Kahn) received “Merit Winner” designation from the Higher Education Marketing Report for “message effectiveness”

**Patki, A.** Glenn W. Irwin, Jr. MD Experience Excellence Recognition Award

**Pike, G. R.**, Hansen, Michele, and Lin, Ching-Hui (May 2011) Charles F. Elton Best Paper Award, Association for Institutional Research, May 2011.

## Publications

### *Refereed Articles*

**Pike, G. R.**, Kuh, G. D., & McCormick, A. C. (2011). An investigation of the contingent relationships between learning community participation and student engagement. *Research in Higher Education*, 52, 300-322.

**Pike, G. R.**, Hansen, M. J., & Lin, C. (2011). Using instrumental variables to account for selection effects in research on first-year programs. *Research in Higher Education*, 52, 194-214.

**Pike, G. R.**, Kuh, G. D., McCormick, A. C., Ethington, C. A., & Smart, J. C. (2011). If and when money matters: The relationships among educational expenditures, student engagement, and students’ learning outcomes. *Research in Higher Education*, 52, 81-106.

### *Other Published Articles*

**Banta, T.W.** & Blaich, C. (2011). Closing the Assessment Loop. *Change: The Magazine of Higher Learning*, (43) 1, 22-27.

**Banta, T.W.** & Jones, E.A. (2010, Winter). Using Learning Outcomes in Graduate Preparation Courses. *Developments*, 8(4). Retrieved 12/8/2010 from <http://www.myacpa.org/pub/developments/>.

**Pike, G. R.** (2011). Assessment measures: The Reflective Judgment Interview (RJI). *Assessment Update: Progress, Trends, and Practices in Higher Education*, 23(1), 11-12.

**Pike, G. R., & Thomas, J. C.** (2010). Assessment measures: The Defining Issues Test. *Assessment Update: Progress, Trends, and Practices in Higher Education*, 22(6), 11-12. (67%)

**Scott, S. B.** "Money Isn't Everything," *The AAEEBL Learner*, Vol 2, No. 4, August 2011.

### *Books and Book Chapters*

**Banta, T. W.** (Ed.). (2011). *A Bird's-Eye View of Assessment: Selections from Editor's Notes. Assessment Update Collections.* San Francisco: Jossey-Bass.

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 chapter.)

### *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*

**Banta T. W.** (2010, November). "Assessment's Role in Driving Change." Middle East and North Africa Association for Institutional Research (MENA-AIR), Beirut, Lebanon.

### *Keynote Addresses-U.S.*

**Banta, T. W.** (2010, July). "Designing Effective Assessment." LiveText Summer Conference, Chicago, Illinois.

**Banta, T. W.** (2011, April). "Using Assessment Findings to Improve Teaching, Learning, and the Student Experience." Connecticut State University Assessment Conference.

**Banta, T. W.** (2011, June). "Using Assessment to Promote Student Learning." Association for the Assessment of Learning in Higher Education (AALHE). Lexington, Kentucky.

### *Peer Reviewed Papers/Presentations-International*

**Banta, T. W.** (2010, September). "Using Assessment to Promote Student Learning." European Association for Institutional Research (EAIR). Valencia, Spain.

**Kahn, S.** "Translating Vision to Practice: A Program-Centered Model for ePortfolio." First AAEEBL Conference, Boston, MA, July 2010.

**Kahn, S.** and Johnson, K. "Fostering Integrative Learning in a Senior Capstone Seminar." First AAEEBL Conference, Boston, MA, July 2010

**Kahn, S.** "An Introduction to Electronic Portfolios." EAIR Forum, Valencia, Spain, September 2010

### *Peer Reviewed Papers/Presentations-National*

**Banta, T. W.** and Jones, E.A. (2011, April). "Implementing and Sustaining Assessment: Examining Current Trends and Examples of Good Practice." Higher Learning Commission (HLC). Chicago, Illinois.

**Banta, T.W.**, Flateby, T., Griffin, M., & **Kahn, S.** "Three Promising Alternatives for Authentic Assessment of Student Learning." Assessment Institute, Indianapolis, October 2010.

**Kahn, S.**, & Johnson, K.R. "ePortfolios, the Liberal Arts, and Global Awareness: A Case Study of a Senior Seminar." AAC&U Annual Meeting, San Francisco, January 2011.

**Kahn, S.**, and Johnson, K. "ePortfolios, Liberal Learning, and First Generation College Students: Teaching and Assessing Reflection," AAC&U Annual Meeting, San Francisco, CA, January 2011.

**Kahn, S.**, and **Scott, S. B.** "Evaluating an ePortfolio Implementation Strategy," AAC&U Annual Meeting, San Francisco, CA, January 2011

**Mzumara, H. R.** (November 11, 2010) “A Look at the Efficacy of Guided Self-Placement for First-year Writing Courses.” Presentation given at the Annual Meeting of the American Evaluation Association, San Antonio, TX, November 11, 2010.

**Pike, G. R.,** Smart, J. C., & Ethington, C. A. (2010, November). *The mediating effects of student engagement on relationships between academic disciplines and learning outcomes: An extension of Holland’s theory.* Paper presented at the Annual meeting of the Association for the Study of Higher Education, Indianapolis, IN.

### *Peer Reviewed Papers-Regional/Local*

**Graunke, S. S.,** Gorski, K., & Lui, J. *Applicability of the IUPUI Staff Survey to North Central Association Examples of Evidence for Accreditation.* Poster presented at the 2011 INAIR Annual Forum.

### *Technical Reports*

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

### *Invited Presentations – International*

**Banta T. W.** (2011, February). “Trying to Clothe the Emperor.” International Round Table on Quality Assurance and Assessment, Doshisha University, Kyoto, Japan.

**Scott, S. B.** Discussion facilitator on ePortfolios, 10th Annual International Research Conference on Service Learning and Community Engagement, Indianapolis, IN, October 2010

### *Invited Presentations – National, Regional and Local*

**Banta, T. W.** (2010, September). “Engaging Faculty in Designing Effective Assessment,” “Can Assessment Serve Accountability AND Improvement Expectations?,” and “Developing a Campus Culture Based on Evidence.” University of Bridgeport, Bridgeport, Connecticut.

**Banta, T. W.** (2010, November). “What New Faculty Need to Know about Assessment.” Association for the Study of Higher Education, Indianapolis, Indiana.

**Banta, T. W.** (2011, January). “Using Direct and Indirect Evidence of Effectiveness in Decision-Making.” Grand Valley State University, Allendale, Michigan.

**Banta, T. W.** (2011, February). "The Importance of Assessing Outcomes: A National Perspective." CSU Fresno, California.

**Banta, T. W.** (2011, March). "Evaluation Job 1: Assessing Student Learning." Robert Wood Johnson Foundation Nurse Faculty Scholars, 2011 Leadership Meeting, Chicago, Illinois.

**Banta, T. W.** (2011, April). "Engaging Faculty in Assessment." New York Chiropractic College Assessment Workshops, Seneca Falls, New York.

**Banta, T. W.** (2011, April). "Assessment in Research Universities." Teagle Foundation. New York City.

**Banta, T. W.** (2011, April). "Valuing Assessment: A National Perspective." Minnesota State University-Mankato, Minnesota.

**Banta, T. W.** (2011, May). "Closing the Loop on Outcomes Assessment." Colorado Mountain College.

Hundley, S. P., **Black, K. E.** (2011, February). "Assessment's Role in Increasing Completions while Maintaining Quality: Choices, Challenges, and Changes" Ivy Tech, Academic Chairs Summit, Indianapolis, IN

Baker, S, Hundley, S. P., **Black, K. E.** (2011, April). "Assessing and Evaluating General Education: From Gateway to Capstone Courses." Chicago, Illinois.

**Mzumara, H. R.** (April 29, 2011) "Update on the IUPUI Testing Center and Placement Testing." Presentation given at the April meeting of the Council on Retention and Graduation Steering Committee, Indianapolis, IN, IUPUI.

### *Invited Workshops*

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

Hundley, S. P., **Black, K. E.** (2010 October). "Capstone Experiences and Their Uses in Learning and Assessment: Fundamental Approaches and Strategies." Indianapolis, Indiana.

**Kahn, S., & Ketcheson, K.A.** "Institutional Portfolios and Online Self-Studies: The State of the Art in 2010." Pre-Conference Workshop, Assessment Institute, Indianapolis, October 2010.

**Kahn, S., Ward, L., Runshe, D., and Scott, S. B.** "Implementing Student Electronic Portfolios for Assessment." Pre-Conference Workshop, Assessment Institution, Indianapolis, IN October 2010.

**Kahn, S.** Lead presenter for the following IUPUI workshops:  
Fall 2010 ePortfolio Symposium, October 8, 2010  
Introduction to IUPUI's ePortfolio, November 5, 2010  
Enhancing Student Learning through Reflection, November 19, 2010  
Introduction to IUPUI's Presentation Maker, February 18, 2011  
Spring 2011 ePortfolio Symposium, March 25, 2011

**Mzumara, H. R.** (February 2011) "Getting the Most Out of Your Nursing Exams."  
Presentation given at the Spring Retreat for BSN Faculty for the IU School of Nursing,  
Indianapolis, IN.

### *Consultancies:*

**Banta, T. W.** ( ). National Institute on Learning Outcomes Assessment. National  
Advisory Board. Washington, D.C. and Indianapolis, IN.

**Banta, T. W.** ( ). New Leadership Alliance for Student Learning Outcomes and  
Accountability. National Advisory Board, Washington, D.C.

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

**Mzumara, H. R.** Psychometric consultant for the Society for Diversity Executives and  
Professionals and the Institute for Diversity Certification, Indianapolis, IN.

### *Conferences/Seminars Convened*

**Banta, T. W., Black, K. E., and Associates** (October 24-26, 2010) Assessment Institute  
in Indianapolis.

## **Grants**

### *Federal Government*

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

**Mzumara, H. R.** Co-authored the STEP Project at IUPUI: Central Indiana STEM Talent  
Expansion Program (PI: Dr. Jeffrey Watt, Department of Mathematical Sciences, IUPUI),  
a collaborative research grant proposal that received funding from the National Science  
Foundation (NSF).

**Mzumara, H. R.** Co-authored the 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), a collaborative research grant proposal that received funding from the National Science Foundation (NSF).

**Mzumara, H. R.** Co-authored the 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), a collaborative research grant proposal that received funding from the National Science Foundation (NSF).

### *Foundation/Other*

**Graunke, S. S.** Association for Institutional Research Fellow in Institutional Research (Tuition and Travel funds, paid attendance at the 2011 National Data Policy Institute)

**Johnson, J. N.** Worked with the Talent Alliance team to develop the website and participated in the creation of the Community Baseline Report 2010 for Central Indiana.

**Pike, G. R.** Central Indiana Community Foundation, Talent Alliance Data management Initiative, \$78,905.

**Stoelting, K. A.** wrote a grant proposal that received funding from the National College Testing Association (NCTA).

## **Professional Service**

### *Editing/Reviewing*

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

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

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

**Banta, T. W.** *Journal of General Education* (1), Editorial Board

**Banta, T. W.** *Social Science Computer Review* (1), Manuscript Reviewer

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

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

**Pike, G. R.** *American Educational Research Journal*

**Pike, G. R.** *Assessing Quality in Higher Education: What We've Learned*, Jossey-Bass

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

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

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

**Pike, G. R.** *IR Handbook*, Jossey-Bass

### *Research Panels, Boards and Committees*

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

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

**Banta, T.W.** Teagle Foundation planning session presenter. New York City.

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

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

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

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

### *Elected Positions*

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

**Pike, G. R.** Nominating Committee, Association for Institutional Research

### *Appointed Positions*

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

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

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

**Scott, S. B.** Program Committee for AAEEBL 2012 Conference

**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.** Phi Beta Kappa Historian and Executive Committee

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

**Banta, T. W.** Westside Community Development Corporation, Board

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

**Pike, G. R.**, Vice Moderator, Board of Trustees, First Congregational Church, United Church of Christ

## **University Service**

### *University Committees*

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

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

**Kahn, S.** Oncourse Priorities Committee

**Mzumara, H. R.** Member (invited), UITS Learning Technologies Steering Committee

*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.** Cluster Conversations, Coordinator

**Banta, T. W.** Council of Deans

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

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

**Banta, T. W.** Dialogue Group

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

**Banta, T. W.** Faculty Council Planning Committee

**Banta, T. W.** IUPUI Board of Advisors

**Banta, T. W.** New Directions for Learning Committee

**Banta, T. W.** Office for Women Advisory Council

**Banta, T. W.** Program Review and Assessment Committee

**Banta, T. W.** Pulse Survey Committee, Convenor

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

**Banta, T. W.** Talent Alliance, Co-Chair

**Banta, T. W.** Tobias Center Faculty

**Black, K. E.** 2012 Committee, Co-Chair

**Black, K. E.** Academic Policies and Procedures Committee

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

**Black, K. E.** Program Review and Assessment Committee

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

**Kahn, S.** 2012 Committee.

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

**Kahn, S.** Criterion 4 Committee.

**Kahn, S.** PRAC, and chair ePortfolio Sub-Committee.

**Kahn, S.** PRAC Annual Report Review Task Force, PRAC Annual Report Review Committee.

**Kahn, S.** Board of Directors, University Faculty Club in Indianapolis (President and Chair).

**Kahn, S.** ePortfolio Executive Committee (Kahn chairs).

**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.,** Member, IUPUI Faculty Affairs *Task Force on Student Feedback Surveys*.

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

**Pike, G. R.,** Chancellor’s Diversity Cabinet

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

**Pike, G. R.,** Council on (Undergraduate) 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

**Scott, S. B.** Criterion 5 Committee

**Scott, S. B.** ePortfolio Executive Committee.

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

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

### *School*

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

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

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

**Johnson J. N.** Participated in a screening committee for the new position of Director of Development for the IU School of Social Work. The screening process started on December 7, 2010 to April 29, 2011.

**Johnson J. N.** Completed a two-year term from May 2009 to May 2011 as a member of the Center for Service Learning Advisory Board.

**Pike, G. R.**, Higher Education & Student Affairs Fellowship Award Committee

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

## **Professional Associations:**

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

**Banta, T. W.** 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).

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

- Black, K. E.** Association for the Study of Higher Education (ASHE).
- Graunke, S. S.** Association for Institutional Research
- Graunke, S. S.** Indiana Association for Institutional Research
- Kahn, S.** Association for Authentic, Experiential, and Evidence-Based Learning
- Kahn, S.** European Higher Education Society (EAIR)
- Marsiglio, C. C.** Member, National College Testing Association
- Mzumara, H. R.** Member, American Evaluation Association
- Mzumara, H. R.** Member, National Council on Measurement in Education
- Mzumara, H. R.** Member, National College Testing Association
- Mzumara, H. R.** Member, Indiana Evaluation Association
- Pike, G. R.** American College Personnel Association
- Pike, Gr. R.** American Educational Research Association
- Pike, G. R.** Association for Institutional Research
- Pike, G. R.** Association for the Study of Higher Education
- Pike, G. R.** Indiana Association for Institutional Research
- Robinson, L.** Member, National College Testing Association
- Singh, J. H.** Member, American Evaluation Association
- Singh, J. H.** Member, Indiana Evaluation Association
- Stoelting, K. A.** Member, National College Testing Association

## **Training**

### *Conferences and Institutes*

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

**Graunke, S. S.** 2011 INAIR Annual Forum

**Mzumara, H. R.** (November 10 - 13, 2010) *2010 Evaluation Conference* for the American Evaluation Association, San Antonio, TX.

**Mzumara, H. R.** (October 24-26, 2010) *2010 Assessment Institute in Indianapolis*, IN.

**Mzumara, H. R.** (March 2, 2011) *2011 Indiana ACT State Organizing Conference*, Indianapolis, IN.

**Stoelting, K.A.** (September 8-11, 2010) *2010 National College Testing Association Conference*, Atlanta, GA.

### *Workshops*

**Graunke, S. S.** STEPS Pivot Table workshop

**Mzumara, H. R.** Participated in two “emergency preparedness” workshops facilitated by Emergency Management Team at IUPUI.

**Scott, S. B.** AIP Facilitator Training

**Singh, J. H., et al.** (11/5/2011) *IUSB Workshop; End-of-Course Evaluations: Examining What’s Being Measured*: A 2010 workshop offered to faculty on the Indiana University South Bend campus to introduce a systematic approach for examining an end-of-course evaluation instrument.

**Singh, J. H., et al.** (12/11/2011). *End-of-Course Evaluations Examining What's Being Measured*. Training session given to the IUPUI Faculty Council Task Force on Student Feedback Surveys.

**Singh, J. H., et al.** Workshop proposal (*on use of document analysis to analyze content of end-of-course evaluation surveys*) accepted to facilitate a full day pre-conference workshop at the 2011 Assessment Institute in Indianapolis.

**Singh, J. H.** (3/28/2011). Workshop proposal (*on use of document analysis to analyze content of end-of-course evaluation surveys*) accepted to facilitate a 90-minute demonstration at the 2011 Evaluation Conference for the American Evaluation Association.

**Singh, J. H.**, (3/28/2011). Information session presentation given at the 8<sup>th</sup> Annual Sloan-C Blended Learning Conference.

**Singh, J. H.**, (5/10/2011). Philanthropic Studies Faculty Learning Community; Examining Your Course Syllabus: Making the Implicit, Explicit. (5/10/2011)

**Singh, J. H.** (6/15/2011). *Assessing Your Program or Activities: An Introduction to Best Practices*; Information session presentation at the Council on Undergraduate Research (CUR) 2011 Undergraduate Research Program Director Conference (URPD): Gateways to Best Practices in Undergraduate Research, Washington University, St. Louis, MO.

*Campus Visitors Hosted*

**Banta, T. W.** Zhijun Hou, China University of Geo Sciences (WuHan) Hubei Province, PR China

**Banta, T. W.** (2010 July). Gil Clary, Kutztown University

**Banta, T. W.** (2010, July). King Mongkut's Institute of Tech Thonburi. Thailand

**Banta, T. W.** (2010 September). National ePort Coalition

**Banta, T. W.** (2010 October). Ann Zanzig AIP

**Banta, T. W.** (2011, March). Hesta Friedrich-Nell

**Banta, T. W.** (2011, April). Taylor University students

## Indiana University *President's Principles (I-IX)* and IUPUI Chancellor's Roadmap (1-9)

<b><i>I. An Excellent Education</i></b>
<b>1. Continue to improve educational outcomes, from freshman success through graduation</b>
<b><u>Key Routes:</u></b>
<ul style="list-style-type: none"><li>• Expand successful student support programs<ul style="list-style-type: none"><li>○ Identify strategies that enhance in- and out-of-class experiences (office staffing, evening and weekend amenities) that connect students to campus</li><li>○ Continue to develop IUPUI Honors College</li></ul></li><li>• Continue enrollment shaping initiative</li><li>• Initiate campaign to recruit diverse high-ability students</li><li>• Increase need-based aid and scholarships</li><li>• Support and expand RISE Initiative</li><li>• Incorporate diverse perspectives in teaching and learning</li><li>• Enhance campus life through housing, food, wellness, student programming</li><li>• Incorporate diverse perspectives in teaching through faculty development (CTL)</li></ul>
<b><u>Mile Markers:</u></b>
<ul style="list-style-type: none"><li>• Increased academic qualifications of new freshmen (SAT &amp; HS class rank)</li><li>• Increased 21<sup>st</sup> Century scholar enrollment and graduation rates</li><li>• Increased # transfers from Ivy Tech</li><li>• Increased percentage of new students (achieving first-semester GPA of 2.00 or higher)</li><li>• Increased one year retention of FT beginners and new transfers</li><li>• Increased six year graduation rate of FT beginners</li><li>• Increased scholarship support by X% (or Y\$) for RISE and need-based aid</li><li>• # degrees granted doubled from 2003 to 2017</li><li>• Increased number of M.D. graduates to meet state needs from 288 to 322</li><li>• Increased number of Ph.D. graduates in Nursing by 200% between 2004 and 2010</li><li>• Increased diversity of student body as compared with regional population averages</li><li>• Increased number of top-ranked graduate programs such as health law and nonprofit management</li><li>• Increased number of 21<sup>st</sup> century degree programs (by 24) from 2007 and 2010</li><li>• Increased percentage of students entering graduate professional programs who are in the top 10% of entry exam takers and have 3.7 UGPA</li><li>• Opened Multicultural Success Center, fall 2010</li><li>• Opened IUPUI Honors College in University Library, fall 2010</li><li>• Opened IUPUI Veterans Office in Campus Center, fall 2010</li><li>• Maintained undergraduate class size</li><li>• Increased seniors' participation in RISE experiences</li><li>• Students' satisfaction with their academic experience (NSSE, Academic Challenge, Active &amp; Collaborative Learning, Enriching Educational Experiences)</li><li>• Increased student performance on PUL-related assessments</li><li>• Expanded student support programs, including on-campus housing and programming for residents</li><li>• Increased access to student life services such as CAPS and health services</li><li>• Improved quality, access, and types of food service to strengthen residential feel to campus</li></ul>

<ul style="list-style-type: none"> <li>• Plan to increase wellness/fitness opportunities short term through access to local facilities, long term through addition of a new facility</li> <li>• Repair and maintenance of existing facilities such as the Natatorium</li> <li>• Increased enrollment and completion via distance education</li> <li>• Increased # of distance education programs</li> <li>• Increased # external teaching awards</li> <li>• Increased funding for and participation in instructional development by faculty</li> </ul>
<p><b>II. An Excellent Faculty</b></p>
<p><b>2. Continue to enhance faculty quality through recruitment, hiring, and support for teaching and scholarship</b></p>
<p><b><u>Key Routes:</u></b></p> <ul style="list-style-type: none"> <li>• Continue strategic hiring to support research areas</li> <li>• Continue Support for the Recruitment of Underrepresented Faculty (SRUF) Program</li> <li>• Recognize prestigious awards</li> <li>• Continue support for the Office of Diversity, Equity, &amp; Inclusion</li> <li>• Continue support for Signature Centers</li> <li>• Expand facilities</li> <li>• Advance earned media and public relations effort to attract all-star faculty and increase research funding (2012-2017)</li> </ul>
<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Increased % of women and minority faculty</li> <li>• Increased faculty satisfaction with support and recognition for teaching, and for research</li> <li>• Increased # of Signature Centers and return on investment in those centers</li> <li>• Increased public relations efforts and earned media</li> <li>• Significant awards/recognition, such as membership in academic societies and fellowships like Fulbright, Marshall, etc.</li> <li>• Increased publication rate and citations of faculty work</li> <li>• Editorships of representative journals in disciplines and emerging interdisciplinary fields</li> </ul>
<p><b>III. Excellence in Research</b></p>
<p><b>3. Advance achievements in graduate education and research</b></p>
<p><b><u>Key Routes:</u></b></p> <ul style="list-style-type: none"> <li>• Continue strategic hiring to support research areas</li> <li>• Increase research space</li> <li>• Support Signature Centers</li> <li>• Raise faculty research expectations</li> <li>• Reward research productive faculty</li> <li>• Implement PhD programs linked to national and regional priorities</li> <li>• Maintain Support for the Recruitment of Underrepresented Faculty (SRUF) Program</li> <li>• Advance the TRIP initiative</li> </ul>
<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Increased external funding from \$400M to \$450M by 2017</li> <li>• Increased number of research intensive faculty</li> <li>• Increased per tenure-track faculty proposals submitted/awards received</li> <li>• Increased # awards and recognition for research/scholarship</li> <li>• Increased research space</li> </ul>

<ul style="list-style-type: none"> <li>• Increased success of Signature Centers (~\$3m/year invested in yielding 569 proposals, 357 awards for \$131m, 1047 publications)</li> <li>• Increased success in Arts and Humanities (e.g., Professor Bourus Trailblazer Award, Oxford Shakespeare editor); institutional, governmental, and private funding for arts and humanities initiatives</li> <li>• Increased collaborative and multi-million dollar proposals and awards</li> <li>• Increased # first professional degrees conferred</li> <li>• Increased licensing and certification rates</li> <li>• Increased # Indiana professionals with IU degree</li> <li>• Increased # proposals/awards/expenditures for multi-campus sponsored research collaborations</li> </ul>
<p><b><i>IV. The International Dimension of Excellence</i></b></p> <p><b>4. Continue to deepen international partnerships and increase international activity</b></p>
<p><b><u>Key Routes:</u></b></p> <ul style="list-style-type: none"> <li>• Support RISE Initiative</li> <li>• Attract international students</li> <li>• Deepen strategic partnerships</li> </ul>
<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Increased number of “I” (international) RISE participants</li> <li>• Increased number of international students in undergraduate and graduate programs. (2012-2017)</li> <li>• Increased student, staff, and faculty involvement with strategic alliance partners: Moi University and Sun Yat-Sen University</li> <li>• Increased # students studying abroad</li> <li>• Increased exchange agreements and subagreements</li> <li>• Increased # faculty international grants and travel; # international proposals and awards for research and sponsored programs</li> </ul>
<p><b><i>V. Excellence in the Health Sciences and Health Care</i></b></p> <p><b>5. Continue to improve educational outcomes in all health sciences programs</b></p>
<p><b><u>Key Routes:</u></b></p> <ul style="list-style-type: none"> <li>• Advance achievements in graduate education and research</li> <li>• Continue to enhance faculty quality through recruitment, hiring, and support for teaching and scholarship</li> <li>• Improve the campus physical environment and the quality and efficiency of current space and create additional space to meet our needs</li> <li>• Increase the resource base through philanthropy and other strategies</li> <li>• Continue to support increases in diversity</li> <li>• Integrate health education and health care</li> <li>• Establish school of public health</li> </ul>
<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Accreditation of school of public health (all degrees approved, program accreditation visit completed and awaiting report, school approval moving through process, remaining to go through school accreditation)</li> <li>• Increased funding for school of public health (e.g., \$20 million Fairbanks Foundation grant)</li> <li>• Clarian Health renamed as IU Health beginning January 2011(\$7.3 billion in patient revenue, \$248 million in grant research)</li> <li>• Increased # degrees conferred and licenses achieved for students in health programs</li> </ul>

- Construction of health, life science facilities: Glick Eye Institute (opening 4-11), New Wishard Hospital (12-13), Neurosciences (uncertain)
- Approved master planning for Academic Medical Sciences (scheduled for 2-11 Board of Trustees review)
- Increased interdisciplinary health and life sciences research and education
- Increased # ranked programs
- Increased volume and notable recognition for quality of care in clinical services

***VI. Excellence in Engagement and Economic Development***

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

**Key Routes:**

- Increase service learning
- Achieve Talent Dividend
- Support Talent Alliance
- Increase visibility of Translating Research into Practice
- Increase technology transfer
- Promote health partnerships
- Create innovative 21<sup>st</sup> century degrees

**Mile Markers:**

- Increased # ‘E’ (experiential) RISE participants
- Increased # students in service learning courses
- Increased # hours of faculty and student service to the community
- Increased # alumni remaining in region/state
- Increased # patents and invention disclosures
- Increased # degrees granted
- Increased # students enrolled in 21st century degree programs
- Increased economic impact of work in communities (e.g., service learning, unpaid internships, volunteering)
- Increased faculty/staff involvement in economic development activities
- Enhanced national recognition for civic engagement

***VII. Excellence in Advancement***

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

**Key Routes:**

- Achieve IUPUI IMPACT Campaign goal
- Continue Marketing and Communication Campaign
  - Continue national peer campaign. (2010 – 2014)
  - Maintain regional promotions (2010-2017)
  - Continue to increase visibility of Student Life services, programs, and opportunities
- Increase communication about priorities and achievements within internal constituents to strengthen community and collaboration and with external stakeholders to attract funding and top talent
- Complete IMPACT Campaign promotions and earned media for the influencer and funder audiences. (2010-2013)

<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Achievement of \$1.25 billion IUPUI Impact Campaign goal</li> <li>• Increased annual voluntary support, i.e., total donors and amount donated using a 3-year moving average, benchmarked nationally among public urban research universities</li> <li>• Increased alumni engagement and membership, benchmarked nationally among public urban research universities</li> <li>• Increased number of student applicants</li> <li>• Increased national recognition (e.g., US News “Up and Coming” Universities)</li> </ul>
<p><b><i>VIII. Building for Excellence</i></b></p>
<p><b>8. Improve the campus physical environment and the quality and efficiency of current space and create additional space to meet our needs</b></p>
<p><b><u>Key Routes:</u></b></p> <ul style="list-style-type: none"> <li>• Complete Master Plan</li> <li>• Complete facilities</li> <li>• Enhance biking and walking opportunities</li> </ul>
<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Completion of Master Plan (February 2011)</li> <li>• Completion of Glick Eye Institute (April 2011)</li> <li>• Completion of Sports Garage (August 2011)</li> <li>• Completion of Science &amp; Engineering Laboratory building (est. July 2013)</li> <li>• Completion of Neurosciences Building (est. December 2013)</li> <li>• Completion of West Loop of Cultural Trail (est. December 2013)</li> <li>• Plan for walkability and biking initiated</li> <li>• Increased percentage of buildings meeting LEED certification standards</li> </ul>
<p><b><i>IX. The Centrality of Information</i></b></p>
<p><b><u>Key Routes:</u></b></p> <ul style="list-style-type: none"> <li>• Continued expansion of information technology in learning</li> <li>• Continued expansion of information technology in research</li> </ul>
<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Increased online enrollment (Fall 2010: 27,468 Cr. Hrs. 10,064 Students)</li> <li>• Increased support for research (e.g., imaging technologies)</li> <li>• Increased student/faculty/staff satisfaction with IT services</li> </ul>
<p><b><i>IX. Responsible Stewardship of Indiana University’s Resources</i></b></p>
<p><b>9. Continuously improve the efficiency and effectiveness of academic and administrative processes</b></p>
<p><b><u>Key Routes:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize peer review of academic and administrative units and Accelerated Improvement Process (AIP) to improve quality and effectiveness and reduce costs.</li> <li>• Complete Resource Planning Committee work on assessments and implement new formula</li> </ul>
<p><b><u>Mile Markers:</u></b></p> <ul style="list-style-type: none"> <li>• Increased student/faculty/staff retention</li> <li>• Increased # Accelerated Improvement Process projects</li> <li>• Increased efficiency and effectiveness in processes</li> <li>• New formulae established for allocating state appropriations and calculating assessments</li> <li>• Increased use of primary financial ratios</li> </ul>

# THE 2010 *Assessment Institute* INDIANAPOLIS • INDIANA

October 24-26, 2010 • The Westin Indianapolis  
[www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute)

## **Statement of Mission**

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

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

# THE 2010 Assessment Institute

## ***How to plan your Institute experience***

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

## ***What you'll learn at the Institute***

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

## ***Who should attend the Assessment Institute***

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

## Keynote Panel

- **Linda A. Suskie**, Vice President of the Middle States Commission on Higher Education
- **Thomas A. Angelo**, Professor of Higher Education, Pro Vice-Chancellor (Curriculum and Academic Programs), and Director, Curriculum, Teaching and Learning Centre, La Trobe University, Australia
- **Trudy W. Banta**, Professor of Higher Education and Senior Advisor to the Chancellor for Academic Planning and Evaluation, Indiana University-Purdue University Indianapolis
- **Peter T. Ewell**, Vice President, National Center for Higher Education Management Systems (NCHEMS)
- **George D. Kuh**, Director, National Institute for Learning Outcomes Assessment, Indiana University
- **Jeffrey A. Seybert**, Director, National Higher Education Benchmarking Institute, Johnson County (KS) Community College

## Track Keynotes and Workshops

### *Emphasizing assessment in:*

- **Capstone Experiences – Keynote**  
Terrel L. Rhodes, Vice President, Office of Quality, Curriculum and Assessment, Association of American Colleges and Universities (AAC&U)
- **Civic Engagement – Keynote**  
Lorilee R. Sandmann, Professor, Department of Lifelong Education, Administration, and Policy, University of Georgia
- **ePortfolios – Keynote**  
Darren Cambridge, Assistant Professor of Internet Studies and Information Literacy, New Century College; Affiliate Faculty, Higher Education Program, George Mason University
- **Faculty Development – Keynote**  
Thomas Holme, Professor, Chemistry Department and Director ACS Exams Institute, Iowa State University
- **First-Year Experience – Keynote**  
Paul Gore, Associate Professor, Student Success Special Projects Coordinator, and Director, Institutional Research, University of Utah
- **Student Development – Keynote**  
Gregory Roberts, Executive Director, ACPA - College Student Educators International at the National Center for Higher Education, Washington, DC

# THE 2010 Assessment Institute

## *Pre-Institute Workshops*

Pre-Institute workshops are optional in-depth sessions offered on Sunday, October 24, for an additional fee.

## *Track Keynotes and Related Workshops*

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

## *Other Concurrent Workshops*

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

## *Best Practices Presentations*

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

## *Poster Sessions*

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

## *Pre-Institute Workshops – Sunday, October 24*

Pre-Institute workshops are optional in-depth sessions offered on Sunday for an additional fee. If you plan to attend a Pre-Institute Workshop, refer to the Web site at [www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute) as you make your selections on the registration form.

### *Full-Day Workshops 9 a.m.–3:30 p.m.*

#### **1A Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education**

Barbara E. Walvoord, University of Notre Dame

#### **1B Implementing Student Electronic Portfolios for Assessment**

Susan Kahn, Debra Runshe, Susan Scott, and Lynn Ward, IUPUI

### *Half-Day Workshops 9–11:30 a.m.*

#### **1C Planning, Implementing, and Using Assessment Results: A Case Study Approach**

Michele J. Hansen and Gayle A. Williams, IUPUI

#### **1D Outcomes Assessment Nuts and Bolts**

Ephraim Schechter, HigherEdAssessment.com

#### **1E Writing Proposals for Course/Curricular Reform**

Pratibha Varma-Nelson, IUPUI; and Nancy Pelaez, Purdue University

### *Half-Day Workshops 1–3:30 P.M.*

#### **1F Don't Fail to Plan: Developing and Assessing a Student Affairs Strategic Plan**

Robert W. Aaron, IUPUI; and A. Katherine Busby, Tulane University

#### **1G Institutional Portfolios and Online Self-Studies: The State of the Art in 2010**

Susan Kahn, IUPUI; and Kathi A. Ketcheson, Portland State University

#### **1H Capstone Experiences and Their Uses in Learning and Assessment: Fundamental Approaches and Strategies**

Stephen P. Hundley and Karen E. Black, IUPUI

#### **1I Assessment 101**

Wanda K. Baker, Mary Ann Holtz, and Lietta Scott, Arizona State University

## Institute Agenda

### Sunday, October 24

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

See workshop descriptions online at:  
[www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute)

### Monday, October 25

7:30 a.m.

**Registration and Continental Breakfast**

9:00 – 10:00 a.m.

**Opening Plenary Panel:**

Thomas A. Angelo, Trudy W. Banta,  
Peter T. Ewell, George D. Kuh,  
Jeffrey A. Seybert, and Linda A. Suskie

10:15 – 11:15 a.m.

**Track Keynote Sessions:**

Capstone Experiences, Civic Engagement, ePortfolios, Faculty Development, First-Year Experience, and Student Development

**Best Practices Presentations**

11:30 a.m. – 12:30 p.m.

**Institute Luncheon** (*Optional*)

Special Guest Speaker, Doug Lederman  
(\$30 per person – see registration form)

12:45 – 5:00 p.m.

**Concurrent Workshops – All Tracks**

**Best Practices Presentations**

5:00 – 7:00 p.m.

**Poster Sessions**

5:30 – 6:30 p.m.

**High Tea**

### Tuesday, October 26

7:30 a.m.

**Continental Breakfast**

9:00 – 10:00 a.m.

**Plenary Panel**

10:15 – 11:30 a.m.

**Concurrent Workshops - All Tracks**

**Best Practices Presentations**

11:30 a.m. – 12:30 p.m.

**Lunch** *on your own in Indianapolis*

12:45 – 3:30 p.m.

**Concurrent Workshops – All Tracks**

**Best Practices Presentations**

### REGISTRATION INFORMATION

Registrations will be accepted until October 4, 2010 on a first-return basis. There will be a service fee of \$15 for all cancellations made prior to October 11, 2010. There will be no refunds of any kind after October 11, 2010.

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

CEC Business Services  
Purdue University  
Stewart Center, Room 110  
128 Memorial Mall  
West Lafayette, IN 47907-2034

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

**Register online at: [www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute)**

### HOTEL ACCOMMODATIONS

The Westin Indianapolis (Institute site) - Rooms are reserved at The Westin Indianapolis, 50 South Capitol Avenue, Indianapolis, IN 46204. The number of Institute rooms is limited. Reservations can be made by calling 1 (317) 262-8100, or through the Westin Central Reservation Offices at 1 (800) 937-8461. Be sure to identify yourself as attending the 2010 Assessment Institute to be eligible for the Institute rate. The hotel deadline to obtain these rates is September 25, 2010.

The Westin Indianapolis Room Rates: Single Occupancy: \$139 + 17% tax  
Double Occupancy: \$139 + 17% tax  
Triple Occupancy: \$159 + 17% tax  
Quad Occupancy: \$159 + 17% tax

### EARLY HOTEL DEPARTURE FEES

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



## *IUPUI*

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

## *Indianapolis*

The population of the Indianapolis Metropolitan Statistical Area is 1,744,558. Indianapolis is referred to as the “Crossroads of America” and more than half of the nation’s population lives within a day’s drive of Indianapolis.

## *Downtown Indianapolis*

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

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

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

Indianapolis is home to 22 galleries and 10 performing arts theatres, including the Eiteljorg Museum of American Indians and Western Art; the Indiana State Museum, which houses Indiana’s first IMAX theatre; the Indianapolis Museum of Contemporary Art; and the Indianapolis Arts<sup>97</sup>garden.

Name \_\_\_\_\_

Title \_\_\_\_\_

Institution/Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail (required) \_\_\_\_\_

 I require a reasonable accommodation. Please describe \_\_\_\_\_ I have the following dietary restrictions \_\_\_\_\_ I want to be listed in the Institute participant list.

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

3-5 year program  Program 5+ years old

## REGISTRATION FEES

- Individual – Early Bird Registration, on or before September 10 – \$275  Individual Registration, after September 10 – \$285
- Group Early Bird Registration, on or before September 10 – \$265  Group Registration, after September 10 – \$275
- Group price is per person for three or more from the same organization registering together. Please complete a registration form for each person in the group and designate a group leader below. **All forms and payments must be returned together in order to qualify for the group rate.**

Group Leader \_\_\_\_\_ Telephone \_\_\_\_\_

- 
- Monday, October 25 Luncheon (Optional) – Special guest speaker, Doug Lederman, editor of
- Inside Higher Education*
- \$30

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

### Full Day

- 1A – \$140
- 1B – \$140

### Morning

- 1C – \$70
- 1D – \$70
- 1E – \$70

### Afternoon

- 1F – \$70
- 1G – \$70
- 1H – \$70
- 1I – \$70

**TOTAL ENCLOSED \$** \_\_\_\_\_

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

- Enclosed is a check made payable to **Purdue University**.
- Please charge to:  MasterCard  VISA  Discover  American Express

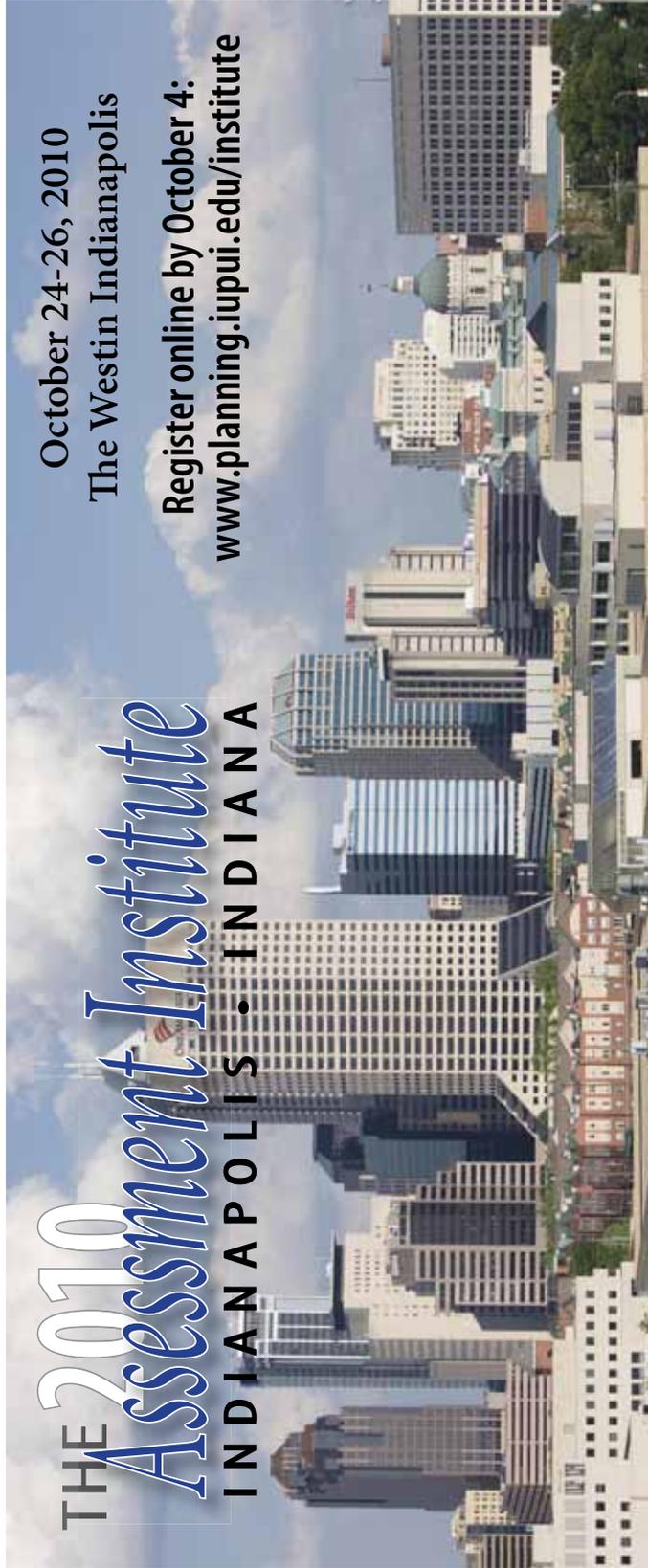
Account Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_ Printed Name \_\_\_\_\_

**Enclose payment and return to:** CEC Business Services • Purdue University • Stewart Center, Room 110 • 128 Memorial Mall • West Lafayette, IN 47907-2034

**Fax with credit card information to:** (765) 494-0567 **Registration questions contact, Kathy Walters:** (765) 494-2758

**Register online at: [www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute)**



THE 2010  
*Assessment Institute*  
INDIANAPOLIS • INDIANA

October 24-26, 2010  
The Westin Indianapolis  
Register online by October 4:  
[www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute)

### Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
<b>ACADEMIC UNITS</b>					
Business		Information Request (3) Mgmt. Report (1)	Presentation/Workshop (1)	Evaluation/Assessment-- Consultation (1)	Information Request (12) Evaluation/Assessment (3)
IU Columbus		Information Request (2) Evaluation/Assessment (1) Mgmt. Report (2) Planning Support (2)			Information Request (3) Evaluation/Assessment (1)
Community Learning Network		Committee/Service (1)			
Continuing Studies		Information Request (5)			Information Request (5) Evaluation/Assessment (1)
Dentistry	Information Request (1) Planning Support (1)	Mgmt. Report (1)	Grant Project (2)	Evaluation/Assessment— Consultation (1)	Information Request (12) Evaluation/Assessment (1)
Education		Information Request (2) Mgmt. Report (1) Committee/Service (3)		Evaluation/Assessment-- Consultation (1)	Information Request (2) Evaluation/Assessment (2)
Engineering & Technology		Information Request (5) Mgmt. Report (1) Grant Project (1) Presentation/Workshop (1)	Grant Project (1)	Evaluation/Assessment-- Consultation (2) Planning Support-- Consultation (2)	Information Request (6) Evaluation/Assessment (1)
Graduate School		Information Request (2) Committee/Service (1)			
Health and Rehabilitation Sciences		Mgmt. Report (1)			Information Request (18) Evaluation/Assessment (3)
Herron		Mgmt. Report (1)			Information Request (12) Evaluation/Assessment (3)
Informatics		Information Request (5) Mgmt. Report (1)		Evaluation/Assessment-- Consultation (2)	
Journalism		Mgmt. Report (1)		Planning Support-- Consultation (1)	Information Request (5) Evaluation/Assessment (1)
Law					Information Request (19) Evaluation/Assessment (4)
Liberal Arts	Information Request (1)	Information Request (6)	Presentation/Workshop (1)	Evaluation/Assessment—	Information Request (5)

## Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
	Planning Support (1)	Evaluation/Assessment (2) Mgmt. Report (1) Planning Support (1)		Consultation (3) Evaluation/Assessment— Program Rev (4)	Evaluation/Assessment (6)
Library & Information Science			Grant Project (1)	Planning Support-- Consultation (1)	
Medicine		Information Request (4) Evaluation/Assessment (2) Mgmt. Report (1) Grant Project (2)			Information Request (31) Evaluation/Assessment (2)
Music		Mgmt. Report (1)	Grant Project (1)		
Nursing	Information Request (1)	Information Request (1) Mgmt. Report (1)	Grant Project (1)		Information Request (10) Evaluation/Assessment (1) Presentation/Workshop (1)
Physical Education and Tourism Management		Evaluation/Assessment (1) Mgmt. Report (1)		Evaluation/Assessment-- Consultation (2) Evaluation/Assessment— Program Rev (1)	Information Request (5) Evaluation/Assessment (2)
Public & Environmental Affairs (SPEA)		Information Request (22) Evaluation/Assessment (1) Mgmt. Report (1)		Evaluation/Assessment— Program Rev (1)	Information Request (22) Evaluation/Assessment (4)
Public Health					Information Request (14) Evaluation/Assessment (2)
Science	Information Request (2) Planning Support (2)	Information Request (3) Mgmt. Report (1)		Evaluation/Assessment-- Consultation (1)	Information Request (3) Evaluation/Assessment (2) Planning Support (1) Grant Project (2)
Social Work/Labor Studies	Committee/Service (1)	Information Request (3) Mgmt. Report (1)			Information Request (21) Evaluation/Assessment (4)
University College		Information Request (6) Evaluation/Assessment (3) Mgmt. Report (3) Grant Project (1)	Grant Project (1) Presentation/Workshop (4) Committee/Service (1)	Planning Support-- Consultation (2)	Information Request (15) Evaluation/Assessment (5)
<b>Administration/ Academic Support Units</b>					
Enrollment Services -		Information Request (10)			Information Request (8)

### Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Admissions					
Enrollment Services – Financial Aid		Mgmt. Report (1)			
Enrollment Services - General		Information Request (9) Evaluation/Assessment (1) Committee/Service (3)			
Enrollment Services - Registrar		Committee/Service (3)	Information Request (1)		Information Request (2)
Enrollment Services – Scholarship Office		Information Request (1)			
Human Resource Administration				Evaluation/Assessment-- AIP (1) Planning Support-- Consultation (2)	
International Affairs		Information Request (1) Evaluation/Assessment (1) Mgmt. Report (2)			Information Request (5) Evaluation/Assessment (2)
NON-Departmental					
ROTC					
UITS		Information Request (2) Evaluation/Assessment (2) Mgmt. Report (2)	Committee/Service (1)	Planning Support-- Consultation (1)	Information Request (3) Planning Support (5) Committee/Service (1)
University College Admissions Committee		Information Request (6) Mgmt. Report (2) Committee/Service (1)			
Work/Retention CTE Grant		Information Request (4) Evaluation/Assessment (1) Mgmt. Report (2)			
<b>CAMPUS-WIDE ORGANIZATIONS</b>					
2012 Committee			Committee/Service (5)		
Academic Core Group					
Academic Deans (Uday)		Presentation/Workshop (1)		Planning Support--	

### Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
				Consultation (1)	
Center for Research & Learning					
Center for Service Learning			Grant Project (1)		
Center for Teaching and Learning/Ofc of Professional Development			Committee/Service (7)		
EMA Task Force					Committee/Service (2)
Emergency Management & Continuity					
Enrollment Management Council		Information Request (4) Evaluation/Assessment (1) Mgmt. Report (1) Committee/Service (2)		Planning Support—Exec Committee (1)	
Faculty Affairs Committee					
Faculty Club			Committee/Service (1)		
Faculty Council				Evaluation/Assessment--PULs (1) Evaluation/Assessment—Course Eval (1) Planning Support—Planning Committee (1)	
IMIR Management Reports		Information Request (10) Evaluation/Assessment (1) Mgmt. Report (3) Planning Support (5)			
IUPUI Board of Advisors				Planning Support--Member (1)	
IUPUI Surveys		Information Request (2) Evaluation/Assessment (7) Mgmt. Report (5) Planning Support (4)			

## Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
		Presentation/Workshop (2) Committee/Service (2)			
Library					
Office of Womens Advisory Committee		Information Request (2)		Planning Support— Advisory Board (1)	
Passport Office/Partners Program		Information Request (2) Mgmt. Report (1)			
Placement Testing Advisory Committee					Information Request (2) Committee/Service (1)
Planning/Accountability		Mgmt. Report (2)			
Professional Development (CTL)					
Program Review and Assessment Committee		Information Request (3) Evaluation/Assessment (1) Mgmt. Report (1) Planning Support (2) Presentation/Workshop (3) Committee/Service (1)	Evaluation/Assessment (2) Planning Support (2) Presentation/Workshop (3) Committee/Service (2)	Evaluation/Assessment— Dev in Assessment (1) Planning Support—Plan Agenda (1)	Committee/Service (1)
Retention and Graduation Council		Information Request (2) Mgmt. Report (1) Committee/Service (4)	Committee/Service (1)		Presentation/Workshop (2) Committee/Service (1)
Solution Center			Information Request (1)		
Undergraduate Student Government		Information Request (1) Evaluation/Assessment (1) Mgmt. Report (1) Presentation/Workshop (1)			
<b>CAMPUS ADMINISTRATION</b>					
Chancellor's Office		Information Request (14)		Evaluation/Assessment— Town Hall (2) Evaluation/Assessment— Acc Newsletter (1) Mgmt. Report--CoD (1) Mgmt. Report--Retreat (1) Mgmt. Report--Priorities	

### Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
				(1) Planning Support—Cluster Conversations (1) Planning Support--CoD (1) Planning Support—Deans Retreat (1) Planning Support—Dev Priorities (1)	
Executive Vice Chancellor & Dean of Faculties Office		Information Request (9)	Mgmt. Report (1)	Information Request (2) Evaluation/Assessment—CoChair Self Study (1) Planning Support—New Dir Comm (1)	
Office of Diversity, Equity, and Inclusion/Multicultural Center				Planning Support-- Consultation (3)	
Office of External Affairs & Communications and Marketing		Evaluation/Assessment (1)			
Office of Finance and Administration		Information Request (3) Presentation/Workshop (1)	Publication (2)	Planning Support—RPC Co Chair (1)	
Office of Planning and Institutional Improvement		Information Request (5) Evaluation/Assessment (2) Mgmt. Report (2) Planning Support (5) Grant Project (1)			Evaluation/Assessment (1)
Vice Chancellor for Research				Evaluation/Assessment--AIP (1) Planning Support-- Consultation (1)	
Vice Chancellor for Student Life		Information Request (2) Evaluation/Assessment (1) Mgmt. Report (1)		Evaluation/Assessment—Program Rev (1) Planning Support-- Consultation (5)	

## Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
				Planning Support—Interim Search Chair (1) Planning Support—Search Chair (1)	
<b>UNIVERSITY ADMINISTRATION</b>					
Diversity Cabinet		Information Request (3) Mgmt. Report (1) Planning Support (1) Presentation/Workshop (1) Committee/Service (1)			
ELPS					
Higher Education & Student Achievement (HESA)		Information Request (1) Committee/Service (2)			
<b>OTHER IU OR PURDUE CAMPUSES</b>					
IU East		Planning Support (1)			
IU Kokomo		Planning Support (1)			
<b>LOCAL COMMUNITY</b>					
Bureau of Labor Statistics		Information Request (1)			
Chartwells					
Colleges and Universities					Information Request (200) Evaluation/Assessment (50)
CUE Deans (Consortium for Urban Education)				Planning Support—Co Chair (1)	
Talent Alliance			Planning Support (1)	Planning Support (1)	
WCDC – Westside Community Development Corp				Planning Support—Board Co Chair (1)	

## Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

<b>STATE</b>					
ICHE				Evaluation/Assessment-- Consultation (1)	
Indiana Association for Institutional Research		Presentation/Workshop (4)			
Ivy Tech State College		Information Request (1) Planning Support (1)		Planning Support-- Consultation (2)	Information Request (15) Evaluation/Assessment (3)
K-12 Initiatives		Information Request (4) Mgmt. Report (2) Planning Support (3) Grant Project (1)			
Purdue University School of Civil Engineering					Grant Project (2)
<b>NATIONAL</b>					
<b>Agency or Company:</b>					
AAC&U - Association of American Colleges and Universities			Presentation/Workshop (4)		
AAEEBL - Conference (the Association of Authentic, Experiential and Evidence-Based Learning			Presentation/Workshop (3) Committee/Service (1) Publication (1)		
ACPA - American College Personnel Association		Information Request (1)			
AERA - American Educational Research Association		Grant Project (1)			
AIR - Association for Institutional Research		Presentation/Workshop (1) Committee/Service (1)			
American Evaluation Association					
ASHE – Association for the Study of Higher Education		Presentation/Workshop (1)			

### Schools, Offices, and Organizations Served by PAII Staff in 2010-2011

Assessment Institute		Presentation/Workshop (1)	Planning Support (2) Presentation/Workshop (3)		Information Request (2) Evaluation/Assessment (1)
Assessment Update		Publication (2)			Publication (1)
Captioning Survey					
Chronicle of Higher Education				Information Request (1)	
CSRDE Data Exchange		Information Request (2) Mgmt. Report (1)			
ePort Coalition				Planning Support (1)	
Handbook Chapter				Information Request (1)	
Hosting Visitors			Planning Support (1)		
International Code Council, Inc.					Information Request (6) Evaluation/Assessment (1)
Miscellaneous Agencies					Evaluation/Assessment (15)
Miscellaneous Manuscript Reviews		Committee/Service (4)	Information Request (1)		
Miscellaneous Professional Service					Committee/Service (2)
NCA – North Central Association		Information Request (2)			
Nina Mason Pulliam Charitable Trusts		Information Request (1)			
NSF Program Panel Reviews					Evaluation/Assessment (12)
NSSE/FSSE Consulting		Committee/Service (1)			
NSSE Steering Committee		Committee/Service (1)		Evaluation/Assessment-- Member (1)	
Research in Higher Education		Committee/Service (7) Publication (3)			

**Schools, Offices, and Organizations Served by PAII Staff in 2010-2011**

Simon Youth Foundation Board and Education Committee				Planning Support--Board (1) Planning Support--Search (1) Presentation/Workshop (1)	
Society for Diversity Executives & Professionals			Information Request (3)		Information Request (5) Evaluation/Assessment (15)
<b>INTERNATIONAL</b>					
EAIR - European Association for Institutional Research			Presentation/Workshop (1)		
Sakai Project			Presentation/Workshop (2)		

## 2012 Committee

### *~ Meeting Summary and Subsequent Activities ~*

September 7, 2010

At our September meeting we discussed the **Higher Learning Commission's Minimum Expectations document** (attached) and focused on the need to have stated learning outcomes for all our "programs, majors, and degrees." We agreed that the deans should have detailed instructions for distribution to chairs and program directors who must work with colleagues to develop the student learning outcomes **and** means for assessing the outcomes. We asked Michele Hansen and Josh Smith to work with the members of the Program Review and Assessment Committee Advanced Practice Subcommittee to develop a draft of these instructions in time to present them at the next meeting of Uday's deans group. Michele and Josh have agreed to provide a draft of the instructions by the end of September.

Mary Fisher attended Uday's September meeting with the deans to emphasize the need for them to make certain that their schools are in compliance with other components of the Minimum Expectations, such as faculty qualifications and evaluation requirements. Mary also asked the deans when they wanted to set the deadline for preparing Summary Planning Reports (see attachment) based on their annual reports submitted during the period 2001-2010 to ( [www.planning.iupui.edu/apbr/](http://www.planning.iupui.edu/apbr/) ).

Mary and Trudy Banta have appointed **Chairs and Co-chairs of all the Criterion Teams** (see list below) that will outline sections of the self-study over the course of this academic year. Orientation for the co-chairs will take place on September 29 and we anticipate that the first meeting of each team will take place in October.

Criterion 1: Mission and Integrity – Karen Black

Criterion 2: Preparing for the Future – Dan Baldwin

Criterion 3: Student Learning and Effective Teaching – Kathy Johnson and Pratibha Varma-Nelson

Criterion 4: Acquisition, Discovery, and Application of Knowledge – Dominique Galli and Cliff Goodwin

Criterion 5: Engagement and Service – Bob Bringle and Karen Yoder

Data Resource Team – Gary Pike

At our September meeting Mary outlined for us the events we anticipate as we **launch the 2012 reaccreditation efforts** campus wide. These include:

1. September 29 – orientation for Criterion Team Co-chairs, including a demonstration by Amol Patki of the SharePoint site he has established for use by the teams
2. October – first meetings of Criterion Teams
3. November – kickoff event
4. Spring 2011 – town hall meetings (one for each of Criteria 2-4)

5. May 2011 – Criterion Team reports due

In June 2010 Gary Pike prepared the first **report for each school** on (1) faculty evaluations of student learning of PUL-related knowledge and skills given major and moderate emphasis in 400-level courses offered by that school and (2) student perceptions of their PUL-related abilities. 2012 Committee members provided suggestions for clarifying the meaning of these reports, the original versions of which are attached.

Most faculty concerns about using the SIS application to record their evaluations of student learning related to the PULs have been addressed by Registrar and UITS staff. Becky Porter checked on the possibility of recording PUL evaluations for ungraded lab sections, and reported that since there is no mechanism for recording grades for these sections, no mechanism for recording PUL evaluations is available either.

Next meeting: Wednesday, October 27 from 3:00 to 4:30 p.m. in AO 103.

### PUL Indirect Assessment Survey Methods

The IUPUI Student Satisfaction and Priorities Survey was originally commissioned in 1993 by the Vice Chancellor for Planning and Institutional Improvement in order to collect representative data about undergraduate students' satisfaction with their experiences at IUPUI. Since its inception, the survey has grown to incorporate items addressing the Principles of Undergraduate Learning (PULs). The survey was generated and administered by the Office of Information Management and Institutional Research (IMIR) in collaboration with academic and administrative leaders across IUPUI.

In spring 2010, a stratified random sample of 6,140 undergraduate students who were enrolled in classes at the Indianapolis campus of IUPUI during both the fall 2009 and spring 2010 semesters was selected. Of those, 6,103 received an e-mail which included both an invitation to participate in the Student Satisfaction and Priorities Survey and an individual link to the survey itself. Reminder e-mails were sent to non-respondents two, four, and six weeks following the initial e-mail. A total of 1,365 students responded to the survey, for a response rate of 22%. Because many schools did not have a sufficient number of first-year or sophomore participants, only baccalaureate-seeking students of junior or senior standing were included in this analysis.

The following is a brief report derived from the Knowledge and Skills section of the Student Satisfaction and Priorities Survey. This section contains 33 items, each of which is presented as a skill. Students are asked to rate how effectively they can perform each skill on a four-point scale (1=Not at all effective, 2=Somewhat effective, 3=Effective, 4=Very effective). Each item is directly related to one of the PULs: Core Communication and Quantitative Skills; Critical Thinking; Integration and Application of Knowledge; Intellectual Breadth, Depth, and Adaptiveness; Understanding Society and Culture; and Values and Ethics. Mean scale scores were calculated for the items pertaining to each PUL. Because Core Communication and Quantitative Skills comprises a wide range of abilities, it was divided into three subscales: Language Skills, Quantitative Skills, and Information Resource Skills.

In order to demonstrate the extent of the difference between the scale means of schools and the scale mean for all IUPUI baccalaureate-seeking respondents of junior or senior standing, effect sizes were generated. Effect sizes determine the number of standard deviation units between the sample and population means. In general, an effect size of less than 0.2 standard deviations is seen as “trivial”, between 0.2 and 0.49 standard deviations is “small”, between 0.5 and 0.79 is “medium” and larger than 0.8 is “large”. In this report, effect sizes that are greater than 0.2 (i.e. 0.2 of a standard deviation) are denoted with an asterisk. For further information please consult the Student Surveys section of the IMIR website, located at <http://imir.iupui.edu/surveys/student>.

## 2012 Committee

Wednesday, October 27, 2010

~ *Meeting Summary* ~

**Members present:** S. Baker, T. Banta, K. Black, M. Ferguson, M. Fisher, M. Hansen, R. Jackson, S. Kahn, K. Marrs, I. Ritchie (by phone), J. Smith, T. Tarr, T. Varma-Nelson, R. Ward, E. Wright.

1. **Criterion Teams.** Karen Black is providing the content for Criterion One. Trudy Banta has met with the Faculty Council Planning Committee, chaired by Dan Baldwin, which will be working with Criterion Two. Pratibha Varma-Nelson and Kathy Johnson have scheduled a meeting of Criterion Team Three in mid-November. Criterion Team Four, led by Dominique Galli and Cliff Goodwin, will meet on October 30. Criterion Team Five has not met, but co-chair Bob Bringle is immersed in responsibilities at two major conferences this week.

There is so much overlap among the standards associated with the NCA-HLC Criteria that it will be imperative for Criterion Team chairs to meet periodically to sort out respective responsibilities. Meetings of the 2012 Committee seem to provide the most appropriate venue for such conversations. Accordingly, we will invite Criterion Team chairs to 2012 Committee meetings. With two co-chairs for most groups, we hope one will be able to attend each of our monthly meetings. Both will receive agendas and subsequent meeting summaries.

2. **Self Study Launch.** Mary Fisher reported that she has been in touch with Troy Brown about a formal launch for the self study that will take place later this year. We want faculty, students, and staff to know about the NCA-HLC review and its importance.

Town hall meetings in March 2011 will also raise awareness and provide opportunities for Criterion Teams to outline their areas and seek additional source materials, examples of accomplishments, and opinions about IUPUI's progress.

3. **PUL Evaluation.** Progress reports concerning faculty evaluation of student learning related to the PULs were received from the academic units represented at our meeting: Education, Liberal Arts, Science, SPEA, and University College. While there is good progress in these schools, we are not certain that all schools are taking steps to ensure that faculty are evaluating student learning and planning to report student ratings on schedule. Mary and Trudy will communicate with associate deans for undergraduate education to remind them of these on-going responsibilities.

4. **CTL Workshops.** Teri Tarr reported on participation in CTL workshops related to PUL teaching and student evaluation. The general workshops focused on these topics have attracted very few faculty this fall. Workshops offered for faculty in schools where CTL staff have been invited to offer the PUL-related information have been much more successful. In addition, CTL workshops dealing

with rubrics and student reflections as ways to assess student learning of PUL-related knowledge and skills have attracted more participants.

5. **SLO Request.** Since the last meeting of the 2012 Committee, a message has been sent to all faculty (through their deans) requesting for the *IUPUI Bulletin* student learning outcomes (SLOs) for every certificate- or degree-granting program. Again, associate deans should be informed that CTL workshops on writing SLOs are available for their faculty.

6. **Other Matters.** Rick Ward introduced the state-wide discussion taking place on the topic of course transferability. IUPUI may be called upon to designate ten transferable courses that qualify for general education credit. How will this affect our emphasis on PULs?

Concerns about dual credit from high schools also were discussed.

**2012 Committee  
November 29, 2010**

*~ Meeting Summary ~*

**Members Present:** K. Alfrey, D. Baldwin, T. Banta, K. Black, B. Bringle, M. Ferguson, M. Fisher, D. Galli, C. Goodwin, R. Jackson, K. Johnson, S. Kahn, R. Porter, S. Queener, I. Ritchie, J. Smith, M. Souza (via videoconference), T. Tarr, P. Varma-Nelson, R. Ward.

**Guest:** Gary Pike

1. **PUL Workshops** – The CTL workshop on PUL Learning Activities and Assessment held on October 20 had just one participant. Another workshop scheduled for January 28 has no registration so far and may be cancelled. Three departments have asked for their own consultation or workshop, however.
2. **SLO Workshops** – T. Tarr and M. Hansen will confer and design a workshop on the topic of developing student learning outcomes.
3. **School Reports** – Members reported steady progress in their schools on the process of evaluating student learning related to the PULs using measures that can be separated from end-of-course grades. To date, faculty in the Schools of Engineering & Technology and Science, as well as IUPUC, have taken steps to receive their data disaggregated by section so that some internal analysis and discussion can take place based on the findings.

All the professional schools have learning outcomes for undergraduate programs and are working on stating outcomes for their graduate programs. Faculty in schools with programs not subject to professional accreditation standards are working on outcomes statements at all program levels.

4. **Weighting PUL Data** – Gary Pike initiated our discussion of weighting the school-level PUL evaluation data submitted by faculty. We decided that weighting would not be necessary or desirable unless a particular school is significantly over- or under-represented as compared to the proportion of student credit hours its faculty produce. PUL data are to be aggregated semester after semester until each course has been evaluated according to our 5-year schedule. Thus numbers of students evaluated will soon be so large that weighting will not make an appreciable difference in school or campus averages anyway.
5. **Interpreting PUL Evaluation Data** – How should faculty interpret the data accumulating on faculty evaluations of student learning related to the PULs? A brief paper on this topic should be developed, and a committee to do that will be appointed.

6. **PUL Web Site** – M. Fisher reported that the PUL Web Site she and R. Jackson have designed will be available after December 1 on the Academic Affairs Web Site (<http://academicaffairs.iupui.edu/plans/pul/>).

7. **Criterion Team Reports** –

- a. K. Black is developing a report on Criterion One and communicating with chairs of other Criterion Teams where there seems to be overlap with Criterion One.
- b. D. Baldwin reported that Faculty Council Planning Committee members are working on Criterion Two. That committee has met twice and has a third meeting scheduled this week. Decisions about dividing the responsibility for the four components of Criterion Two have not yet been made.
- c. D. Galli and C. Goodwin have had one meeting and have assigned individuals to work on the four components of Criterion Three. They have determined that they need someone on their team to represent general education. R. Ward volunteered to represent general education on this team. Galli and Goodwin hope to glean information from the reports due to be submitted by the deans and vice chancellors by January 14, 2011.
- d. P. Varma-Nelson and K. Johnson have convened members of the Criterion Four team and have assigned tasks to members.
- e. B. Bringle reported that the Criterion Five team had met once and determined that defining their various constituents is important. Diversity is mentioned in the criterion, and this team needs information about that. There is also a need for the life sciences to be represented. Bringle will contact Steve Bogdewic in the School of Medicine to ask for a team member from that school.
- f. Gary Pike indicated that the Data Management Team has met once and has deployed its members to each of the Criterion Teams. These individuals will take data requests from the team on which they serve and provide appropriate information wherever possible. Pike announced that IUPUI's Profile of Progress—ten years of data related to IUPUI's primary mission themes—should be ready by early January. When available, Pike will add this reference to the NCA SharePoint site.

**2012 Committee**  
**~ Meeting Summary ~**  
**January 13, 2011**

**Members Present:** K. Alfrey, D. Baldwin, T. Banta, K. Black, M. Ferguson, M. Fisher, C. Goodwin, M. Hansen, R. Jackson, K. Johnson, R. Porter, P. Varma-Nelson, R. Ward, K. Yoder, and Susan Scott for S. Kahn.

1. Mary Fisher and Rick Jackson announced that a **newsletter** will be launched later this month to publicize 2012 activities for faculty, staff, and students. Faculty and Staff Council members, APPC and PRAC members, and undergraduate and graduate student leaders will receive copies of the newsletter via email. The first issue will explain regional accreditation and its history at IUPUI. Subsequent issues will focus on the work of the Criterion Teams.
2. Pratibha Varma-Nelson reported that interest in **faculty development workshops** on teaching and assessing the Principles of Undergraduate Learning has waned. Michele Hansen and Terri Tarr plan to offer a workshop in February—well in advance of the March 15 deadline for entering student learning outcomes in the online Bulletin—on writing student learning outcomes and mapping them to courses to illustrate where students may expect to learn the knowledge and skills related to each.
3. Jackson and Fisher described the content of the section of the new **Academic Affairs Web site** that contains **information about the PULs**.
4. Criterion Team members have experienced some difficulty getting into **SharePoint**, where self study materials are being collected. Data Team representatives should check with Gary Pike and Amol Patki to ensure that all Criterion Team members are approved for access to SharePoint, then regularly scan the entire site for materials related to the interests of their particular Criterion Team.
5. **Criterion Team co-chairs reported** that their groups have met at least twice and members are collecting information for review on SharePoint. Team 3 members await deans' and vice chancellors' 10-year summary reports, which now may be found at <http://nca.iupui.edu>.
6. Steve Graunke, Survey Research Coordinator in Information Management and Institutional Research (IMIR), has completed **10-year trend data on responses** of faculty, staff, and students **to survey items** that may be of interest in preparing the self study. This information also may be found at <http://nca.iupui.edu>.

7. Each Criterion Team may **send one representative**, preferably a co-chair, expenses paid, **to the annual meeting of the Higher Learning Commission** in Chicago April 8-12. Teams are encouraged to send the names of the team member selected for this travel to Trudy Banta ([tbanta@iupui.edu](mailto:tbanta@iupui.edu)) well before the early registration deadline of **March 1**.
8. Jackson and Fisher are planning **town hall meetings** to be held in March and April for the purpose of emphasizing the importance of self study and of reaccreditation, as well as presenting preliminary Criterion Team findings and collecting comments and opinions from other faculty, staff, and students.

**2012 Committee**  
**~ Meeting Summary ~**  
**February 24, 2011**

**Members Present:** K. Alfrey, S. Baker, T. Banta, B. Bringle, M. Fisher, D. Galli, M. Hansen, S. Kahn, K. Marrs, R. Porter, S. Queener, J. Smith, T. Tarr, P. Varma-Nelson, R. Ward, D. Winikates (by telephone from IUPUC).

1. **Faculty evaluations** of student learning **related to PULs** appear to be going well in the schools represented at our meeting, which included Education, Engineering and Technology, Science, University College, and Liberal Arts.
2. **Student learning outcomes** currently are being developed in most undergraduate programs. In the School of Science a jamboree is planned to celebrate completion of the SLOs for 30 graduate and undergraduate programs. Unfortunately, Dean Brater did not distribute information about the need to do the student learning outcomes to graduate program directors in the School of Medicine. S. Queener is attempting to make up for that by working with Simon Atkinson to contact the program directors about the need to meet the March 31 deadline for placing the SLOs in the *Bulletin*. Quite a few programs already have sent their SLOs to the Registrar for placement in the section of the *Bulletin* where the SLOs will reside.
3. K. Marrs reported that members of the Faculty Council Academic Affairs Committee have discussed how **faculty engagement in teaching and assessing student learning of the PULs** might be increased. A report on recommendations emerging from this conversation will be sent from Academic Affairs to the Faculty Council Executive Committee early next week.
4. The first **newsletter** on the 2012 reaccreditation process has been distributed. The title of the publication is *IUPUI: A Tradition of Innovation*. An issue per month will appear through the end of this academic year.
5. T. Tarr reported that a **workshop** on writing and assessing student learning outcomes will be presented on March 3. Currently a dozen faculty have registered for this event.
6. **Criterion Team reports** indicated that all groups are immersed in reviewing documents and beginning to outline their final reports. Most groups are using SharePoint to archive resource documents and member comments. M. Fisher reminded everyone that the questions Criterion Teams should be addressing include the following: Where have we been? Is our evidence of progress and attainment good enough? Where do we need to go?

7. We need a title, or **theme, for the 2012 self study**. The newsletter has been called “Tradition of Innovation,” but Criterion Teams are urged to send additional suggestions. Choosing a theme now will help to organize the content and the focus of the self study.

**2012 Committee**  
**March 25, 2011**

**~ Meeting Summary ~**

**Present:** Karen Alfrey, Sarah Baker, Trudy Banta, Bob Bringle, Dominique Galli, Margie Ferguson, Michele Hansen, Rick Jackson, Kathy Johnson, Susan Kahn, Becky Porter, Ingrid Ritchie, Josh Smith, Pratibha Varma-Nelson

**Progress reports from the Criterion Teams.** All Criterion Teams are gathering information and compiling lists of information for inclusion in their final outlines for the self study. All are planning their respective town hall meetings, where even more information will be gathered from those who attend.

**Town Hall Meetings:** The Criterion 5 Team will hold the first town hall meeting on March 30 from 3:30 to 5:00 p.m. The next meetings will take place as follows (all will take place in the Ruth Lilly Auditorium, University Library):

Criterion 4: Acquisition, Discovery, and Application of Knowledge  
Wednesday, April 13, 3:30 – 5:00 p.m.

Criterion 3: Student Learning and Effective Teaching  
Thursday, April 14, 10:30 a.m. – Noon

Criterion 1: Mission and Integrity and Criterion 2: Preparing for the Future  
Monday, April 18, 3:30 – 5:00 p.m.

All faculty, staff, and students are encouraged to attend the town hall meetings to (1) learn more about the accreditation process, and (2) contribute sources of information and specific examples of good practice.

In response to a recommendation, Mary Fisher or Trudy Banta will introduce each town hall meeting and the presenters. In addition, copies of the *Tradition of Excellence Newsletter* will be distributed to those who attend. Rick Jackson will ensure that everyone who attends signs in so that we will know how many attended each session.

**Plans for Higher Learning Commission Meeting in Chicago April 8-12.** Individuals representing Criterion Teams will attend the pre-conference workshop on self-study; then stay for as much of the conference as possible. On Saturday afternoon following the self-study workshop, Susan Kahn will convene our group to summarize learnings and recommendations for our work at IUPUI. Individuals attending include: Susan Kahn, Sarah Baker, Dominique Galli, Joan Kowalik, and Karen Black

**Self-Study Title.** “Tradition of Innovation” has been proposed as the title for the IUPUI self-study for 2012. One Criterion Team objected to the use of the word tradition because it sounds too traditional☺. Others object to use of the word impact because of all of its negative connotations. The word influence was suggested as a replacement for impact. But no agreement was reached on a good title.

**Faculty Development Workshops.** Pratibha Varma-Nelson reported that eleven faculty and staff members attended the workshop on student learning outcomes that Michele Hansen and colleagues presented in March. On March 16 thirty-seven faculty from the School of Medicine attended a workshop on assessing student learning outcomes and on another occasion, twenty SOM faculty attended a workshop on developing student learning outcomes. No other workshops on these accreditation-related topics are planned for the spring semester.

**School Reports on Progress Related to PUL Evaluation and Development of Student Learning Outcomes.** PUL evaluation and SLO development processes are proceeding in each school.

**Other Items.** We have information on the IUPUI Website that is old and outdated. For example, various figures on student retention at IUPUI are available on various portions of the Website. Josh Smith suggested that we try to locate discrepant figures and eliminate them or explain the differences.

Bob Bringle asked if the Faculty Annual Review System (FARS) could be used to retrieve data on matters such as the number of faculty civically engaged in our community. Rick Jackson will check with Carol McGarry to see if this is possible.

**2012 Committee**  
**April 27, 2011**

*~ Meeting Summary ~*

**Members Present:** Karen Alfrey, Sarah Baker, Trudy Banta, Bob Bringle, Margie Ferguson, Mary Fisher, Dominique Galli, Cliff Goodwin, Michele Hansen, Rick Jackson, Susan Kahn, Becky Porter, Sherry Queener, Ingrid Ritchie, Terri Tarr, Pratibha Varma-Nelson, Rick Ward, Debra Winikates, Karen Yoder

**Guest:** Hesta Friedrich-Nel

1. At least 10 faculty represented IUPUI at the **annual meeting** in Chicago of the **Higher Learning Commission (HLC)** April 9-12. S. Kahn summarized some recommendations from the pre-conference workshop on self study that several Criterion Team chairs and members attended:
  - Choose a self study theme soon so that Criterion Teams can focus on this as members develop their reports for the writing team.
  - Organize self study sections to describe strengths, weaknesses, and plans for the future, being self-reflective and evaluative throughout.
  - Read what the 2012 visiting team members will need to address in their final report and provide information in the self study that will be helpful to these reviewers in that process.
  - Emphasize assessment and improvement of student learning throughout the self study.
  - Engage all campus stakeholders, including trustees and the chancellor's Board of Advisors members in the self study process.
  - Prepare the self study for electronic dissemination; reviewers will receive a flash drive as opposed to a paper copy.
  - Engage a librarian to assist in preparing a virtual as well as a physical resource room. (Large documents should be available in paper format.)
  - Mary and Trudy will meet again with our library liaison to see if he wants to become involved in planning now, or continue to await self study drafts.

At the HLC meeting, S. Baker saw several self studies she thinks will be helpful as examples for IUPUI. She will send URLs for these documents.

2. Dates for the **campus visit** by HLC reviewers have been decided: **November 5-7, 2012**. Eric Martin, the **HLC liaison** for IUPUI has been invited to **visit** the campus in September 2011.
3. Criterion Team chairs are encouraged to submit at least a **draft** of their reports by the **end of June 2011** so that the writing team may begin its work during the summer. **Evaluative statements at the Core Component Level are sought**—not at the sub-component levels. Since

our overall purpose is to say how well IUPUI is achieving its mission, we should set our own standards for achievement, assembling data over time to demonstrate trends wherever possible. Nevertheless, we do have some data, such as NSSE responses, that will permit peer and national comparison.

4. A **theme for the IUPUI self study** was chosen: **Excellence through Collaboration and Innovation**.
5. IUPUC is conducting its own self study, which will be woven throughout the IUPUI self study as appropriate. D. Winikates reported that town hall meetings on the self study being held at IUPUC are being attended by a significant number of IUPUC faculty.
6. **Town Hall Meetings**, though rather sparsely attended at IUPUI, did produce valuable new information resources for each of the Criterion Teams. **Next fall a new series of Town Hall Meetings will be held**. Each will focus on a section of the self study and drafts of each section will be sent in advance to all faculty, staff representatives, and student leaders. Faculty and Staff Councils will be encouraged to make the preparations for reaffirmation of accreditation a topic for their meetings in 2011-12. IUPUI's trustees, as well as the chancellor's Board of Advisor's members, also will be briefed on the reaffirmation process.
7. **Posters, TV announcements, ads in the *Campus Citizen***, are needed in the fall to call attention to the self study and the town hall meetings.
8. S. Queener reported that the **Principles of Graduate Learning** were endorsed by members of the Faculty Council at the April Faculty Council meeting. Student learning outcomes for the graduate programs in the School of Medicine have not yet been provided for the *Bulletin*. T. Banta will contact Executive Associate Dean Maryellen Gusic to discuss this.
9. T. Tarr and P. Varma-Nelson reported that an **orientation for associate faculty** will occur on August 16. SLOs and PULs, as well as the need to teach and assess these outcomes, will be discussed.

**2012 Committee**  
**May 25, 2011**

**~ Meeting Summary ~**

**Members Present:** S. Baker, T. Banta, K. Black, B. Bringle, C. Goodwin, R. Jackson, K. Johnson, B. Porter, S. Queener, I. Ritchie, J. Smith, M. Souza, R. Ward, D. Winikates, E. Wright

1. **Criterion Team chairs** and members reported that most of their data collection is complete and their meetings now are devoted to reviewing their evidence and identifying strengths, concerns, and recommendations for future developments. Team members are conferring to address areas of overlap among Criteria. Several mentioned the deans' 10-year reports as significant sources of information. S. Queener is adding information about graduate programs to each of the Criteria as appropriate. Data from the graduate survey to be administered in the coming academic year may be available in time to include in the final draft of the self study.

D. Winikates and M. Souza reported that colleagues at **IUPUC** are forming their own Criterion Teams, each of which includes the IUPUC representative serving on the corresponding IUPUI Criterion Team. The first town hall meeting at Columbus was well attended and served to inform the campus community of the general requirements for accreditation. Subsequent town hall meetings have attracted representatives from the various IUPUC divisions and have focused on each Criterion serially.

T. Banta reported that a representative of the School of Medicine for Criterion Team 3 will be named shortly. This will be an individual who is fully engaged in developing the new curriculum for MDs and also will be involved in evaluating it when it is in place.

2. Banta expressed some concern about evidence mounting in some schools that a notable number of faculty scheduled to record **evaluations of student achievement of PUL-related knowledge and skills** are not doing so. Comments and questions included the following:
  - a) Do we want to emphasize compliance? (Perhaps thanking those faculty who do comply will be a more positive approach.)
  - b) Is the PUL evaluation project designed principally to demonstrate institutional accountability, or to ensure that students are learning what faculty have deemed essential knowledge and skills? (Perhaps more needs to be said about *both* purposes so that more faculty will understand the importance of the evaluations.)
  - c) What can schools actually *do* with the data? (Faculty are not receiving much feedback after their evaluations are submitted, so school-wide discussions of the data are just beginning in a small number of schools. Gary Pike will be sending a list of suggestions with the school reports for spring 2011.)

Fisher and Banta should meet with associate deans in the fall to discuss points a-c above and develop solutions. C. Goodwin observed that course coordinators (who communicate with associate faculty) and even department secretaries should be briefed about the importance of the PUL evaluations.

3. The **newsletter** issues explaining the Criteria and the importance of the institutional accreditation conferred by the Higher Learning Commission of the North Central Association were declared helpful. Distribution of the newsletter was not widespread, however. 2012 members agreed that the fall issues of the newsletter would be more interesting as pertinent points from drafts of the self study are offered, along with questions to be answered by readers. Circulation to all faculty, staff, and student leaders should occur then. Broader participation in **Town Hall Meetings** also should be encouraged via the newsletter issues. The PUL evaluation concern might be addressed in an issue. Another topic could be an explanation of the faculty role may be asked to play during the visit by reviewers in November 2012—what questions might they expect from reviewers visiting their school?

**2010-2011 PROGRAM REVIEW QUESTIONNAIRE  
SUMMARY FOR DEPARTMENTS**

Museum Studies, Intramural & Recreational Sports, Technology Services Dentistry, and Individual Major

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	2				
Tour of Department and Special Facilities	2				
Descriptive Overview of Department	2				
Review of Academic Programs					2
Student Interviews	1	1			
Museum Collaborators	1				1
Faculty Interviews	1		1		
Meeting with Representatives of Related Departments					2
Meeting with Liberal Arts Faculty & Staff		1			1
Meeting with Program Directors & Graduate Directors			1		1
Meeting with School Dean	1				1
Concluding Discussion	2				

### Rubric for Evaluating Program Review Self-Study

1. Stated goals and outcomes for the program:

- Program has developed a set of specific goals that are clearly identified
- Program has developed a set of measureable outcomes that are linked to program goals
- Program has explained the purpose/significance and the linkages between goals and outcomes
- Program has described the processes used for establishing its goals and outcomes

Comments:

2. Explicit connection between the program and IUPUI's mission, vision, values, and diversity statements

- Program has specific mission, vision, and values statements
- Program has explained its commitment to diversity and inclusion
- Program indicates how its mission, vision, values, and diversity/inclusion efforts are both derived from and aligned with those of the school and campus

Comments:

3. Evidence of program effectiveness, with a particular emphasis on assessment of student learning outcomes

- Program identifies specific learning outcomes for students
- Program has a documented process for assessing learning outcomes
- Program provides evidence of its effectiveness, including student learning outcomes, using a variety of measures (relevant, direct, indirect, quantitative, and qualitative)
- Program incorporates findings from its assessment process in ongoing continuous improvement efforts

Comments:

4. Critical questions to which the program is seeking answers or guidance from its program reviewers

- Program has developed specific questions for its program reviewers
- Program explains how these questions will facilitate improvement and planning efforts
- Program questions are related to and draw from information contained in the self-study document
- Program questions are written in a manner that can be understood and answered by members of the program review team

Comments:

5. Overall assessment of the program's strengths, areas for improvement, and plans for the future

- Program identifies and describes its strengths
- Program identifies and describes its areas for improvement
- Program identifies and describes its plans for the future
- Program establishes a linkage between information contained in the self-study document and its strengths, areas for improvement, and plans for the future

Comments:

6. Evidence-based information organized in a logical, well-written manner

- Program provides appropriate evidence to substantiate claims made in the self-study
- Program uses appropriate evidence in describing activities and accomplishments
- Program self-study is organized in a logical manner
- Program self-study is written in a manner free from major spelling, grammar, and organization errors

Comments:

# Guidelines for Academic Program Review at Indiana University-Purdue University Indianapolis

October 2011

Office of Planning & Institutional Improvement  
355 N. Lansing Street, AO 140 Indianapolis, IN 46202  
Phone: (317) 274-4111 Fax: (317) 274-4651  
[www.planning.iupui.edu](http://www.planning.iupui.edu)

## GUIDELINES FOR ACADEMIC PROGRAM REVIEW AT IUPUI

### PURPOSE FOR PROGRAM REVIEW

*Academic Program Review* at Indiana University-Purdue University Indianapolis (IUPUI) is a collaborative process designed to bring to bear the judgment of respected colleagues in assessing and improving the quality of academic units. The Program Review process involves students, faculty, community members, school and campus administrators, and external specialists in the discipline in:

1. Gathering information about a program (i.e., a department, a school-wide unit such as a placement office, or a school);
2. Developing an evidence-based self-study organized in a manner to aid in the ongoing improvement of the program undergoing review;
3. Identifying appropriate members of a review team;
4. Reviewing and analyzing the self study information during a site visit by the review team;
5. Synthesizing all available information and making judgments about overall program quality and recommendations for improvement; and
6. Following up to ensure that the unit is fully supported in its efforts to address the outcomes of the review.

Program Review at IUPUI places emphasis on:

1. Involvement of campus administrators and faculty from IUPUI units other than the one undergoing review;
2. Linkages between the program and the community it serves; and
3. Connections between the review and improvement, planning, decision-making, and resource allocation at departmental, school, and campus levels.

These emphases ensure that the reviews contribute in a fundamentally important way to the attainment of the campus mission and that warranted recommendations for improvement stemming from them are carried out. Indeed, it is the emphasis on *internal improvements* that is the hallmark of IUPUI's history, tradition, and use of the program review process. Program review also contributes to enhancing the overall quality, reputation, and accountability of IUPUI by strengthening its programs through *external peer review*.

Program review at IUPUI increases the sense of shared purpose among its many diverse academic programs and reinforces the need for coordinated planning for the future by all campus units. In doing so, the program review process intentionally involves several key stakeholders:

1. The involvement of *faculty, staff, and students, and other stakeholders in programs undergoing review* provides an opportunity for those directly involved in the program to assess its strengths and areas for improvement;
2. The involvement of *school and campus administrators* in the reviews ensures that meaningful and effective follow-up for each review will occur;
3. The involvement of *IUPUI faculty from academic units outside the one being reviewed*

promotes campus-wide understanding of the contributions of each unit to the mission of the institution;

4. The involvement of *external specialists from the discipline* brings to bear peer review and input on strengthening the program's purpose, reputation, and future directions; and
5. The involvement of *community members who have an interest in the program* emphasizes the importance of IUPUI's connections with the community it serves and, at the same time, furthers community understanding of the program and of IUPUI as well as civic engagement. It should be noted that the term *community* may be construed broadly in this context; some programs may perceive their community to be Indianapolis and central Indiana, others may wish to involve community members from throughout the State, while still others consider the region, the nation, or the world as their community.

## **RESPONSIBILITY FOR PROGRAM REVIEW**

All academic units will be scheduled for review over an eight-year period. If a school is a unit with no departments, the program review will focus at the school level. It may even be coordinated with the administrative review of the school dean. If a unit also experiences periodic peer review for purposes of accreditation, the internal and external review processes will be carefully coordinated to minimize duplication of faculty time and effort.

The dean of each school will be responsible for carrying out the reviews of programs within his or her school. The Director of Program Review, based in IUPUI's Office of Planning and Institutional Improvement, will develop and coordinate the overall review schedule and orient academic units using these *Guidelines*. The Program Review and Assessment Committee, which includes two representatives appointed by the dean of each school as well as representatives of Student Life and several other academic support units, will serve in an advisory role to the Director of Program Review in order to ensure the continuity and integrity of the review process and follow-up activities.

The Director of Program Review and other Planning and Institutional Improvement staff will work with the dean of the school, and the program chair if the unit is a department, to plan the self-study and review. The program chair and representative faculty and students will prepare a self-study in the year prior to the review using the "Options for Program Review Self-Study Development" outlined below. The self-study will be reviewed by a subcommittee of the campus Program Review and Assessment Committee in advance of the visit by the review team. The unit responsible for the self-study is expected to revise the self-study based on feedback received from this internal review.

Two or three external reviewers from the discipline will be chosen to take part in a site visit. Two internal reviewers (IUPUI faculty or staff) and a community member also will be selected to join the review team. The Chancellor and his/her staff, the dean of the school and her/his staff, chairs and interested faculty and staff from related departments, program advisory groups, faculty, students, graduates, and other stakeholders will take part in the review according to a pre-arranged schedule developed by the dean and/or department chair in cooperation with the Director of

Program Review. Participation by those who support the program as well as those who participate in it and benefit from its offerings serves to emphasize the openness of the review process.

## **OPTIONS FOR PROGRAM REVIEW SELF-STUDY DEVELOPMENT**

The self-study is a key element of the Program Review process. It is intended to give program faculty and staff an opportunity to conduct a critical evaluation of their current activities, including identifying specific strengths and areas for improvement. Several campus offices, including the Office of Information Management and Institutional Research and the University Library, will be able to assist faculty, staff, and students in the program undergoing review in assembling information for the self-study.

The self-study approaches that follow are meant to be suggestive rather than prescriptive. Each department will have additional information to include and may choose a different order for parts of the narrative. Options for developing the self-study document include:

1. Legacy approach
2. Discipline-specific approach
3. Mission-centric approach
4. Elements common for all self-study approaches

***Legacy Approach:*** This approach uses the suggested self-study outline in place since program review began at IUPUI in 1993. This permits programs to structure self-study documents in a similar manner for each internal program review, thereby providing an opportunity for program stakeholders to make comparisons from one self-study to another. The legacy approach is especially useful for programs that do not have a discipline-specific accrediting agency, as this provides a comprehensive analysis of a program's resources, processes, and outcomes. As such, this approach has widespread utility for the multitude of disciplines represented at IUPUI.

Elements of the legacy approach to organizing the self-study include:

### **Purposes, Reputation, Aspirations:**

- Brief History of the Program
  - Origin and significant events in its development
- Mission and Goals
  - Statement of mission, including relationship to school and campus missions
  - Specific goals in the areas of teaching and learning; research, scholarship, and creative activity; and civic engagement (attach planning documents and relevant policy statements)
  - Evidence of external demand and internal (campus) needs for the program
- Reputation
  - Estimate of the program's national ranking based upon numbers of graduates, subsequent placement of graduates, level of support, or other criteria appropriate to the discipline. [Comment: This is an area worth additional conversation, I think. Is the number of graduates really a criterion for national ranking? I believe that it is used as a

surrogate more often than I care to think, but surely national reputation is built more on the quality of graduates, e.g. how many undergraduates from this program go on to graduate work and where do they go, how many graduates of this program hold faculty positions, etc.]

**Resources:**

- Students (Data for the past 5 years, if available)
  - Characteristics of students majoring in the program (number, SAT, GRE, GMAT, LSAT scores, GPA, TOEFL scores for international students and other relevant characteristics)
  - Description of recruitment practices and admissions criteria for both undergraduate and graduate students including how judgments are made
  - Activities and resources that serve University College students who declare a major in the department but have not yet met the department's entrance requirements
  - Number of students who have declared a major in the department but failed to meet the department's entrance guidelines
  - Types and levels of financial assistance available
  - Numbers/percentages of women, minorities, international students in the population of majors. Description of any special programs to recruit minority students
  - Number of students in service courses

Faculty

- General description of faculty, including year hired, rank, teaching assignments
- Student-faculty ratios
- Faculty development opportunities available in past 5 years
- Evidence of faculty accomplishments, including participation in University College and other campus-wide student initiatives, and teaching evaluations obtained from students, graduates, and peers
- Description of criteria for evaluation/reward/recognition of faculty
- Curriculum vitae for each faculty member, including list of courses taught, description of advising/mentoring responsibilities, record of service, research interests, publications, and sources of external support

Program Costs

- Analysis of income and expenses associated with the program for the current or most recently completed academic/fiscal year
- Projected analysis for at least two successive years of program income and expenses with budgetary implications of any planned or anticipated changes in the program
- Analysis of how graduate students are funded
- Amount and sources for fellowships and fee scholarships for graduate students
- Description of how the department is organized for participation in externally funded grants
- Description of travel funds for students to attend and make presentations at national or international research meetings

Library

- Description of library holdings and an assessment of their adequacy

Physical Facilities

- Overview of the physical environment for the program, including instructional technologies, other equipment, and supplies

**Program Processes:**

- Program Content
  - Distinctive characteristics of the program
  - Structure, breadth, and depth of curriculum
  - Interdisciplinary program offerings
  - Desired learning outcomes for students
  - Requirements for minors taken by graduate students in the department
  - How has the department curriculum responded to new directions in the discipline?
  - What is the philosophy that has driven the establishment of the core, elective, and minor (i.e., minors offered for students in other departments) curricula?
  - If the graduate curriculum is related to a professional curriculum that exists separately (e.g. the M.D. curriculum) describe the relationship.
- Student Support
  - Description of student course placement procedures, orientation, advising, tutoring, mentoring, monitoring of progress, out-of-class contact with faculty, involvement in research and independent study, internships/field experiences, professional organizations and clubs, and other out-of-class learning opportunities
  - Evidence that remedial requirements by the department in mathematics, reading, and English are appropriate and increase the likelihood of student success in departmental courses
  - Opportunities for student involvement in program planning and evaluation
  - Description of efforts made to place graduates
  - Description of efforts to support entering students, including first-year seminars and learning communities
  - Description of research opportunities for beginning honors students and for graduate students. What opportunities are there for students and faculty to discuss their research either formally or informally? How are graduate students encouraged to attend national/international research meetings?
  - Description of how and when advisory committees are selected or assigned for graduate students.
  - How and when are research advisors selected for graduate students?
  - Description of how graduate students are advised for placement
  - Description of special programs to advise graduate international students.
  - When do international students take additional English courses recommended following the EAP test?
  - Description of processes to help graduate students learn to teach
  - Description of how graduate students advance to candidacy for doctoral degrees
  - Description of how and when graduate students select a thesis committee
  - Description of how the department monitors each graduate student's progress
  - Description of how students are selected to be teaching assistants

**Outcomes:**

- Indicators of Program Quality
  - Evidence of student demand for entry/transfer into the program
  - Evidence of quality of applicant pool (GPA, SAT, GRE, MCAT, GMAT, LSAT scores, other relevant characteristics)
  - Evidence of student retention in the program
  - Number of graduates
  - Evidence of student mastery of generic skills (Principles of Undergraduate Learning and the Principles of Graduate & Professional Learning)
  - Evidence of student achievement of specified learning outcomes in the major
  - Evidence of student learning in service courses offered by the department
  - Evidence of placement of graduates in employment in the field or in further education.
  - Evidence of the placement of graduate students. List graduates by current position, title, and employing institution and identify mentor for graduate work
  - Evidence of program quality derived from surveys/interviews of current students, graduates, employers, community members or agencies
  - External recognition of students, faculty, or graduates including awards or honors and research awards
  - Evidence that honors students benefit from honors initiatives sponsored by the department
  - Publications by students in the program

***Discipline-specific Approach:*** Several programs at IUPUI are accredited by discipline-specific accrediting agencies. This approach permits an accredited program to organize the self-study in a manner consistent with external self-study documents, thereby aligning the internal program review with external frameworks and reporting requirements to avoid unnecessary duplication of effort. It also provides programs undergoing external accreditation an opportunity to leverage the program review process to help make improvements in advance of such discipline-specific accreditation cycles. External discipline-specific accreditation inherently seeks to establish a program's level and nature of compliance with stated criteria, while IUPUI's program review process actively promotes an improvement-oriented approach. Thus, for the purpose of program review, programs are encouraged to address in the self-study document both their compliance with externally-developed, discipline-specific criteria *and* areas identified for internal improvement. In doing so, the aims and purposes of both the internal and external reviews can be maximized. Please consult the discipline-specific accrediting agency for specific criteria used to evaluate program quality and effectiveness.

***Mission-centric Approach:*** Program reviews may be conducted to examine the broader capabilities and effectiveness of a particular program. This approach encourages the self-study document to be developed, organized, and aligned with the broad elements of IUPUI's mission. It permits programs to leverage and use the information from annual planning and budgeting reports and other sources in the development of the self-study document, thereby encouraging the integration of data and information routinely collected and analyzed for inclusion in the program review process. The mission-centric approach also provides programs the ability to report on strengths and areas for improvement in a manner consistent with the full portfolio of activities in a given program and recognizes that several programs demonstrate their effectiveness in holistic

ways.

Elements of the mission-centric approach to organizing the self-study include activities related to the following campus mission-related themes and goals:

**Excellence in Teaching and Learning:**

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

**Excellence in Research, Scholarship, and Creative Activity:**

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

**Excellence in Civic Engagement, Locally, Nationally, and Globally:**

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

***Elements Common to All Self-Study Options:*** Regardless of which approach is used to develop the self-study document, all program review self-studies should also contain the following elements:

- Stated goals and outcomes for the program
- Explicit connection of the program to IUPUI's mission, vision, values, and diversity statements
- Evidence of program effectiveness, with a particular emphasis on assessment of student learning outcomes
- Critical questions to which the program is seeking answers or guidance from its program reviewers
- Overall assessment of the program's strengths, areas for improvement, and plans for the future
- Evidence-based information that is organized in a logical, well-written manner

Please refer to the Appendix for a sample rubric for evaluating each of these elements.

## **THE FOLLOW-UP PROCESS**

Within a month of the date of the site visit, external and internal reviewers will collaborate to produce a single written report summarizing the strengths of the program and recommending changes if these seem appropriate. Within six months following receipt of the reviewers' report, the program faculty will draft a written response to the reviewers' report, indicating the actions to be taken to address each recommendation for which action is warranted.

The dean of the school will call a follow-up meeting within six months to a year of the date of the site visit for the purpose of discussing the program faculty's response to the reviewers' report. All appropriate representatives of the campus administration and the two internal reviewers will be invited to this meeting in order to bring to bear all the university resources that are needed to assist the unit in making essential improvements. In subsequent years, the program's progress in each targeted improvement area should be addressed in its annual planning/budgeting review. During the third or fourth year following the review, the Program Review and Assessment Committee will schedule a meeting with the department chair for discussion of the longer-term outcomes of the review.

### **ADDITIONAL QUESTIONS**

Program Review at IUPUI is designed to help programs demonstrate their effectiveness and to aid in ongoing improvement efforts. Considerable campus-level support is available to program stakeholders throughout the program review process. Questions concerning program review should be directed to the Director of Program Review in IUPUI's Office of Planning and Institutional Improvement ([www.planning.iupui.edu](http://www.planning.iupui.edu)).

**Appendix:**  
**Sample Rubric for Evaluating Elements Common to All Self-Study Approaches**

Stated goals and outcomes for the program:

- \_\_\_\_\_ Program has developed a set of specific goals that are clearly identified
- \_\_\_\_\_ Program has developed a set of measureable outcomes that are linked to program goals
- \_\_\_\_\_ Program has explained the purpose/significance and the linkages between goals and outcomes
- \_\_\_\_\_ Program has described the processes used for establishing its goals and outcomes

Comments:

Explicit connection between the program and IUPUI's mission, vision, values, and diversity statements

- \_\_\_\_\_ Program has specific mission, vision, and values statements
- \_\_\_\_\_ Program has explained its commitment to diversity and inclusion
- \_\_\_\_\_ Program indicates how its mission, vision, values, and diversity/inclusion efforts are both derived from and aligned with those of the school and campus

Comments:

Evidence of program effectiveness, with a particular emphasis on assessment of student learning outcomes

- \_\_\_\_\_ Program identifies specific learning outcomes for students
- \_\_\_\_\_ Program has a documented process for assessing learning outcomes
- \_\_\_\_\_ Program provides evidence of its effectiveness, including student learning outcomes, using a variety of measures (relevant, direct, indirect, quantitative, and qualitative)
- \_\_\_\_\_ Program incorporates findings from its assessment process in ongoing continuous improvement efforts

Comments:

Critical questions to which the program is seeking answers or guidance from its program reviewers

- \_\_\_\_\_ Program has developed specific questions for its program reviewers
- \_\_\_\_\_ Program explains how these questions will facilitate improvement and planning efforts
- \_\_\_\_\_ Program questions are related to and draw from information contained in the self-study document
- \_\_\_\_\_ Program questions are written in a manner that can be understood and answered by members of the program review team

Comments:

Overall assessment of the program's strengths, areas for improvement, and plans for the future

- \_\_\_\_\_ Program identifies and describes its strengths
- \_\_\_\_\_ Program identifies and describes its areas for improvement
- \_\_\_\_\_ Program identifies and describes its plans for the future
- \_\_\_\_\_ Program establishes a linkage between information contained in the self-study document and its strengths, areas for improvement, and plans for the future

Comments:

Evidence-based information organized in a logical, well-written manner

- \_\_\_\_\_ Program provides appropriate evidence to substantiate claims made in the self-study
- \_\_\_\_\_ Program uses appropriate evidence in describing activities and accomplishments
- \_\_\_\_\_ Program self-study is organized in a logical manner
- \_\_\_\_\_ Program self-study is written in a manner free from major spelling, grammar, and organization errors

Comments:

**Spring 2009-2010 and Fall 2010-2011 Faculty Ratings of Student Performance on  
Principles of Undergraduate Learning  
~Report for 400 Level Classes~**

Office of Information Management and Institutional Research

February 2011

**Faculty Ratings of Student Performance on PULs – Major Emphasis (400 level only)\***

PUL – Major Emphasis	Mean	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	420 3.30	4 1.0%	58 13.8%	165 39.3%	193 46.0%	420 100%
1B. Quantitative Skills	340 3.55	12 3.5%	12 3.5%	93 27.4%	223 65.6%	340 100%
1C. Information Resource Skills	68 3.19	5 7.4%	7 10.3%	26 38.2%	30 44.1%	68 100%
2. Critical Thinking	734 3.21	40 5.4%	85 11.6%	289 39.4%	320 43.6%	734 100%
3. Integration and Application of Knowledge	1929 3.44	55 2.9%	113 5.9%	686 35.6%	1075 55.7%	1929 100%
4. Intellectual Depth, Breadth, and Adaptiveness	622 3.45	20 3.2%	39 6.3%	207 33.3%	356 57.2%	622 100%
5. Understanding Society and Culture	558 3.44	30 5.4%	43 7.7%	136 24.4%	349 62.5%	558 100%
6. Values and Ethics	285 3.32	7 2.5%	20 7.0%	133 46.7%	125 43.9%	285 100%
Total	4956 3.39	173 3.5%	377 7.6%	1735 35.0%	2671 53.9%	4956 100%

\* Includes Columbus; IUPUC not included in original Spring 2010 report

Combined number of student ratings in all 400-level courses sampled in Spring 2009-2010 and Fall 2010-2011

**Scale:** 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

**Faculty Ratings of Student Performance on PULs – Moderate Emphasis (400 level only)\***

PUL – Moderate Emphasis	Mean	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	399 3.16	31 7.8%	42 10.5%	157 39.3%	169 42.4%	399 100%
1B. Quantitative Skills	89 3.33	3 3.4%	13 14.6%	25 28.1%	48 53.9%	89 100%
1C. Information Resource Skills	363 3.68	3 0.8%	18 5.0%	71 19.6%	271 74.7%	363 100%
2. Critical Thinking	523 3.27	27 5.2%	50 9.6%	200 38.2%	246 47.0%	523 100%
3. Integration and Application of Knowledge	384 3.25	6 1.6%	42 10.89	186 48.4%	150 39.1%	384 100%
4. Intellectual Depth, Breadth, and Adaptiveness	195 3.65	3 1.5%	10 5.1%	40 20.5%	142 72.8%	195 100%
5. Understanding Society and Culture	733 3.51	11 1.5%	34 4.6%	261 35.6%	427 58.3%	733 100%
6. Values and Ethics	321 3.37	2 0.6%	12 3.7%	171 53.3%	136 42.4%	321 100%
Total	3007 3.40	86 2.9%	221 7.3%	1111 36.9%	1589 52.8%	3007 100%

\* Includes Columbus; IUPUC not included in original Spring 2010 report

Combined number of student ratings in all 400-level courses sampled in Spring 2009-2010 and Fall 2010-2011

**Scale:** 1 = “Not Effective”, 2 = “Somewhat Effective”, 3 = “Effective”, 4 = “Very Effective”

## Using the Results of PUL Assessments for Planning and Improvement

During the Spring 2011 semester faculty members teaching a variety of undergraduate courses evaluated the performance of their students on the Principles of Undergraduate Learning (PULs) identified as receiving a major and a moderate emphasis in their courses. In Spring 2011 Information Management and Institutional Research (IMIR) staff also administered the *Continuing Student Satisfaction and Priorities Survey* (CSS) to a random sample of undergraduates at IUPUI. Several questions on the CSS ask students to rate their own PUL skills. Although these assessment activities provide information about student learning for two different populations, taken together, these sources can be used in planning and improvement efforts at campus and school levels.

The following **questions** may be helpful in guiding your analysis of the PUL results:

1. Are you satisfied with the combined ratings of the PULs for your school? That is, do the ratings satisfy your standards or expectations?
2. Have you compared the results of faculty members' direct assessments (faculty ratings of effectiveness) of the PULs for 400-level classes to upper-division students' indirect assessments (self ratings of effectiveness) of the PULs?
3. Does the pattern of strengths and weaknesses on the various PULs match findings from other studies, expectations, or hunches about strengths and weaknesses?
4. Have you shared the pattern of strengths and weaknesses with students, graduates, employers? What are their observations about the findings?
5. Have you shared the PUL ratings in courses with individual students in those courses?
6. If there is a particular PUL on which the rating is disappointing, have you checked your matrix (see the PUL matrix at <http://www.planning.iupui.edu/pul/matrix/>) to see if there is adequate coverage of that PUL in a sufficient number of courses that students are likely to take?
7. Have faculty in your school shared best practices in teaching and assessing the PULs? Has there been any conversation about agreeing on some rubrics for use in assessment across sections of the same course or across courses in a discipline?
8. Have you made changes in curriculum or instruction (including more on-line offerings) that could affect the PUL ratings?
9. Is there improvement over time in any PUL in which there may be a student weakness, or in which you have made a curriculum or instructional change?
10. Have you considered using individual students' patterns of strengths and weaknesses in PUL achievement in advising individual students?

Faculty ratings of student performance in their classes provide **direct** evidence for the campus and schools about the overall performance of students taking classes in a particular school or department. These students may or may not be majors in that school. The percentage of students performing at a given level and the mean for all students evaluated are provided in the results tables. In order to make the best use of the results of these assessments, schools should first define desired levels of performance in classes. These desired levels of performance may differ by academic discipline, course level, or by individual course. Studying the results of the assessment activities involves comparing actual levels of student performance to desired levels. For example, if the expectation for 400 level courses in the School of Liberal Arts is that 90% of students taking those courses demonstrate that they are “effective” or “very effective” in critical thinking, and nearly 90% (or more) of the students perform at that level, the students in courses that have been assessed could be said to have achieved the desired goal. However, if only 50% of the students are effective or very effective in critical thinking, additional study and/or improvement actions may be warranted.

The *Continuing Student Satisfaction and Priorities Survey* is administered to a random sample of enrolled undergraduates. Juniors’ and seniors’ mean self ratings of effectiveness on each PUL provide **indirect** evidence about the performance of majors in a school. The results reflect students’ entire undergraduate experiences, not just learning in a given course. Comparisons of ratings by upper-division students enrolled in a particular school with the ratings of all IUPUI students or of peers enrolled in another school yields a second source of information about student learning. For example, students in the School of Engineering and Technology report greater quantitative proficiency than do students campus wide. In the 2011 report the Engineering and Technology students’ mean rating for quantitative skills was 3.18, notably higher than the campus-wide average of 2.98. However, the Engineering and Technology outcome might indicate a need for further study and improvement if the school has set a goal of 3.5 on the 4-point scale.

Although the direct and indirect assessments of the PULs represent slightly different populations, the direct assessments of students in 400-level courses, and perhaps students in 300-level courses, may be comparable to the indirect assessment results for upper-division students. Comparison of these results can provide additional insights about program strengths and opportunities for improvement. In addition, comparison of the results from the PUL assessments to data from exit surveys, interviews, evaluations of capstone performance, etc. can be used to triangulate assessment results. Another way to gain additional insights into the results of the PUL assessments is to share these results with stakeholders—faculty, students, alumni, and employers. These groups bring different perspectives to the interpretation of PUL results. Their observations may help identify courses of action to improve performance on the PULs.

If the results for a particular PUL are disappointing, it may be helpful to return to the PUL matrix and identify the courses in which that PUL is taught. Perhaps the PUL in question should be emphasized in other courses. Faculty can also exchange best practices about teaching and assessing the PULs and even share rubrics for use across sections of the same course. Changes made in the curriculum should be identified and improvements in PUL performance tracked. Using the results of the PUL assessments in advising is another strategy that can lead to improved performance and help students take greater responsibility for their learning.