Indiana University-Purdue University Indianapolis

2012 - 2013

ANNUAL REPORT
Planning and Institutional Improvement

COMPONENT OFFICES:

- **Information Management and Institutional Research**

- **Institutional Effectiveness**

- **Testing Center**

- **Program Review**

- **Planning and Institutional Improvement/Senior Advisor**

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2012-2013 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. supporting collaborative planning campus-wide, with other units, and within our division;
   - Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).
2. gathering, interpreting, and presenting information about the campus and its units to support decision-making and to inform stakeholders;
3. leading and supporting evaluation and improvement efforts to accomplish campus and unit goals.

COMPONENTS OF THE OFFICE

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

Information Management and Institutional Research (IMIR)

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

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

Office of Institutional Effectiveness (OIE)

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

Office of Program Review

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

Testing Center (TC)

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

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

Planning & Institutional Improvement
2012-13

~ Highlights ~

External Awards and Appointments

PAII staff coordinated the development of the self study and the campus visit associated with reaffirmation of accreditation by the Higher Learning Commission (HLC) of the North Central Association. Trudy Banta, Karen Black, Susan Kahn, and Susan Scott each wrote a chapter of the self study. Kahn also wrote the report's introduction and preface and served as lead editor of the entire report, with assistance from Scott. The result of the campus visit and subsequent reviewers' report was the removal of all stipulations on IUPUI's affiliation with the HLC and approval for use of the less restrictive Open Pathways process, with the next Reaffirmation of Accreditation in 2022-23.

Gary Pike received the Charles F. Elton Best Paper Award for his paper *NSSE benchmarks and institutional outcomes: A note on the importance of considering the intended uses of an instrument in validity studies* presented at the annual meeting of the Association for Institutional Research in New Orleans, LA in 2012.

Pike was a plenary speaker at the annual meeting of the Middle East-North Africa Association for Institutional Research in November 2012.

Banta was named an Emens Distinguished Professor at Ball State University.

Banta gave keynote addresses at two international conferences, the first in February at the National Technical University in Singapore, and the second in June at the China University of Geosciences in Wuhan, China. She also presented workshops for faculty and graduate students at those universities.

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

Scott served as track chair for the 2012 AAEEBL conference program.

Kahn and **Scott** led IUPUI participation in two national projects, collaborating with 33 other institutions to develop national models and best practices for ePortfolio use in higher education. For the Connect to Learning Initiative, work included contributing 4 articles on "Polished Practices" for a comprehensive ePortfolio resource web site. For Cohort 6 of the Inter/National Coalition for Electronic Portfolio Research, this work included extensive research on the use of reflection for assessment and accreditation in ePortfolio projects at IUPUI.

Steve Graunke was elected President of the Indiana Association for Institutional Research (INAIR).

Graunke was awarded the Carol B. Nathan IUPUI Staff Council Scholarship.

Teaching and Learning

Testing Center staff developed and launched the ALEKS Math pilot project in collaboration with the Dean of University College, Department of Mathematical Services, and Offices of Orientation Services, Undergraduate Admissions, and International Affairs. (Total number of 'International' or 'Non-Resident' students served: 38)

Testing Center staff administered a total of:
- 1,767 Chemistry Placement Tests (approximately 15.4% increase from 1,531 tests administered in 2011-2012);
- 655 English for Academic Purposes (EAP) Placement Tests (approximately 6.2% increase from 617 tests offered in 2011-2012);
- 5,233 COMPASS Mathematics Placement Tests (approximately 7.1% increase from 4,887 tests administered in 2011-2012); and
- 1,729 World Language Placement Tests (up by about 11.7% from 1,548 language placement tests administered in 2011-2012).

Banta was named to the national advisory board for the Quality Collaboratives Project of the Association of American Colleges & Universities.

Black taught TCM 3990 in technical communications.

Graunke and Michele Hansen presented a workshop for the Center for Service and Learning IUPUI Research Academy titled *Designing Surveys to Assess Service Learning* in May 2013.

Kahn directed and **Scott** coordinated the campus's growing ePortfolio Initiative, bringing use to an all-time high with approximately 40 projects under way in 17 schools (25 programs) and 7 other units. Kahn also consulted closely with the Office of International Affairs on a 2013 pilot of ePortfolios in four Study Abroad programs.

Kahn and **Scott** provided five faculty development workshops, including two new topics, and worked closely with University College on continued development of the ePortfolio-based Personal Development Plan. We also supported participation in the AAEEBL global ePortfolio conference for 12 IUPUI faculty and professional staff plus two students and launched a new monthly brown-bag series for informal peer support and idea exchange.

Kahn and **Scott** organized the ePortfolio tracks for the 2012 and 2013 IUPUI Assessment Institutes.

Kahn team-taught the Capstone Seminar in English with Professor Karen Johnson.

Howard Mzumara served as a member of the IUPUI *Task Force on Promoting Undergraduate Student Learning and Success*; and participated in a campus-wide meeting on *Evidence-Based Credit Assessment and Evaluation at IUPUI* (June 19, 2013).

Testing Center staff compiled course placement data that assisted faculty in the Department of World Languages and Cultures to revise cut scores for the French, German, and Spanish Placement Tests.

Testing Center staff compiled placement trend data (i.e., *Comparative Percentage Distribution of COMPASS Mathematics Placement Domain Scores for Fall Semesters 2002-2012*) in support of the self-study report compiled by faculty in the Department of Mathematical Sciences.

Pike taught Y500/Y502 (Intermediate Statistics) in Fall 2012.

Malika Tukibayeva served as a course assistant for C750 (Research on Student Engagement) with Professor Alex McCormick in Summer I 2013.

Research and Scholarship

Banta presented a peer-reviewed paper at the annual meeting of the European Association for Institutional Research in Stavanger, Norway.

Graunke presented a paper titled *Critical Thinking and Deep Learning: Using NSSE with Local Survey Results* at the Association for Institutional Research Annual Forum, Long Beach, CA, May 2013.

Graunke and **Kate Forrest** presented a paper titled *Assessing the Student-Athlete Experience: A Collaborative Effort Between Athletics and IR* at the Higher Education Data Sharing Consortium Annual Conference, Indianapolis, IN, June 2013.

Demetrees Hutchins and Pike prepared the report *Mapping the Transition from High School to College: An Analysis of the College Attendance and Success Rates of Marion County High School Graduates* for the Central Indiana Community Foundation and the Talent Alliance in September 2012.

Hutchins and Pike presented *Institutional Research in Non-Postsecondary Settings: A Look at College Readiness and Persistence Using the National Student Clearinghouse's High School Student Tracker Program* at the annual meeting of the Indiana Association for Institutional Research in Indianapolis, IN, March 2013.

Kahn published one book chapter and presented or co-presented six workshops and talks at national and international venues.

Kahn served as a reviewer for the *International Journal of ePortfolio* and the *Journal on the Scholarship of Teaching and Learning*.

Scott authored one article and co-presented two sessions at national and international conferences.

Mzumara served as Co-PI (evaluator) for the CI-STEP project team that participated in the NSF STEP *Third Year Review Meeting* with NSF Program Officers, and co-facilitated a poster session at the NSF *STEP Grantees Annual Meeting* held in Washington, DC (March 13-15, 2013).

Mzumara continued to serve as evaluator for two 5-year collaborative research grant projects funded by the National Science Foundation and led by faculty in the IUPUI School of Science [i.e., *Central Indiana – STEM Expansion Program (CI-STEP),* http://step.iupui.edu; and *Undergraduate Research and Mentoring in Biological Sciences (IUPUI-URM Program)*]. (Total number of technical reports completed with faculty: 6)

Mzumara and Stephen Hundley gave a presentation (titled *Increasing STEM Retention, Persistence, and Success: Interventions, Evidence, and Progress*) at the 2013 Annual Conference of the Higher Learning Commission (Chicago, IL).

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

Pike's article "NSSE benchmarks and institutional outcomes: A note on the importance of considering the intended uses of an instrument in validity studies" was published in *Research in Higher Education, 54,* pp. 149-170 in February 2013.

Pike's column "ExamSoft® examination management" was published in *Assessment Update: Progress, Trends, and Practices in Higher Education, 25*(2), pp. 12-13 in March/April, 2013.

Pike's column "The ACT Engage survey" was published in *Assessment Update: Progress, Trends, and Practices in Higher Education, 24*(5), pp. 8-9 in September/October, 2012.

Pike presented the paper *Time-varying effects of student background characteristics, high school experiences, college expectations, and initial enrollment characteristics on degree attainment* at the annual meeting of the Association for Institutional Research in Long Beach, CA in May 2013.

Kent Stoelting [in conjunction with faculty in the IUPUI School of Education and the Evaluation Systems group at Pearson (www.teacher.pearsonassessments.com)] successfully completed a pilot test of the *Indiana CORE Assessments for Educator Licensure – Core Academic Skills Assessment (CASA)* with 23 test takers. Effective January 2013, the IUPUI Testing Center added the CASA test battery to the list of certification tests offered in the BS 3000 testing facility.

Tukibayeva was selected to work as a research intern with the American Council on Education (ACE) in Washington DC for the academic year 2013-2014.

Civic Engagement/Professional Service

Banta was invited to conduct a state-mandated review of the higher education graduate program at the University of Arkansas Little Rock.

Banta was elected vice chair of the board of directors, Westside Community Development Commission.

Black chaired a United Way evaluation site visit of Youth Connections.

PAII staff conducted the 21ˢᵗ annual Assessment Institute in Indianapolis.

Graunke served as Conference Chair for the 2013 Indiana Association for Institutional Research Annual Conference.

Graunke served on the search committee for a Research Associate in the Center for Service and Learning.

Hutchins worked with the Marion County public school corporations and four archdiocese high schools to track the college attendance and success of Marion County high school graduates.

Hutchins made presentations about the Talent Alliance Student Tracker program to the Urban Education Conference (Indiana Department of Education), Civic Engagement and Community Impact Conference (IUPUI), Medical and Law Professionals Conference (IU Law School), Community Engagement Summit (UWCI), Indiana Youth Institute (College Summit, Indianapolis Boys and Girls Club, Starfish Initiative, CLD, and La Plaza), the Indianapolis Archdiocese, and the University College Cabinet (IUPUI).

Kahn was a member of an HLC team for a Focused Visit to the University of Charleston, West Virginia and assisted the team chair with preparation of the visit reports.

Kahn convened and chairs a new Indiana University ePortfolio Advisory Committee and co-chairs a Joint Working Group on ePortfolio Platforms that leads university-wide development of ePortfolio requirements and has prepared a Request for Information from platform vendors. **Scott** serves as staff to both committees.

Kahn served on the Steering Committee for the Council on Retention and Graduation, the Student Success Task Force for the current IUPUI strategic planning effort, and a Task Force on Implementation of the RISE Initiative, among other IUPUI committees.

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

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

Mzumara served as a member of the team that conducted a comprehensive review of the IMIR office at IUPUI (November 28-29, 2012).

Mzumara served as a member of the *Search & Screen Committee* for two *Management Analyst* positions in the Office of Information Management and Institutional Research.

Mzumara and **Stoelting** served as Testing Center representatives on the newly established *Academic Testing Advisory Committee*.

Pike served as chair of the selection committee for the editor of the *New Directions for Institutional Research* series published by Jossey-Bass.

Pike served as a reviewer for the Institute of Education Sciences (U.S. Department of Education) grant competition.

Pike served as consulting editor for *Research in Higher Education.*

Pike served as a reviewer for the *Journal of Higher Education, Review of Educational Research, Review of Higher Education,* and *Educational Researcher*.

Best Practices

PAII staff conducted 12 program reviews and 3 follow-up sessions, and planned 12 reviews for coming years.

PAII staff held several discussions regarding the conduct of program reviews and ways to improve the instances of use of data in self studies. A program for chairs of departments undergoing review past and present is planned for early Fall 2013.

IMIR staff provided data to support 14 self-studies for program review and accreditation.

IMIR staff developed and implemented a new automatic reporting feature that was included in the survey services system.

IMIR staff participated in the "Service with Distinction" program developed by Human Resources.

Testing Center staff undertook two staff retreats and worked collectively in refining FY 2012-2013 goals and objectives for the Center.

Testing Center maintained its client base, forged new initiatives in placement testing and proctored CBT services, exceeded the revenue budget amounts, and earned positive account balances at the close of Fiscal Year 2012-2013.

Testing Center's development unit updated the Testing Center website (http://tc.iupui.edu).

Kahn developed the annual IUPUI Performance Report, in coordination with the Office of External Affairs.

Kahn and **Scott** organized and co-led the second annual peer review of annual school/unit assessment reports for 2011-2012, in connection with their roles as PAII representatives to the Program Review and Assessment Committee.

Scott authored and **Kahn** edited the annual IUPUI Assessment Report for publication on the PAII web site.

Kahn and **Scott** hosted visitors from DUOC UC, part of Pontifica Catholic University of Chile, and met with campus visitors from Kansai University in Osaka, Japan, Wright State University, and the Association of American Colleges and Universities interested in learning about IUPUI's approach to ePortfolio implementation.

Leah Kirkpatrick and **Clif Marsiglio** facilitated initiatives that involved development of work protocols for proctor staff and implemented policies and procedures that enhanced incremental quality improvements in proctoring a variety of tests in the BS 3000 and SL 070 Testing Center Facilities, respectively.

Marsiglio developed and implemented a procedure to facilitate manual upload of students' test scores from the 'unproctored' version of the ALEKS Math Assessments (http://tc.iupui.edu/a/aleks) to the IU Student Information System (SIS).

Mzumara facilitated a 'Brown Bag' session on best practices in test construction (titled: *Developing Effective Multiple-Choice Tests that Demand Higher-Order Cognitive Abilities*) for faculty in the IU McKinney School of Law at IUPUI (November 15, 2012).

Stoelting and **Kate Forrest** assisted several academic units at IUPUI in adopting new practices and procedures for processing course/instructor evaluations using the *Class Climate course evaluation feedback system* administered by the Testing Center (Evaluation & Data Processing Services).

Collaboration

IMIR staff contributed to the School of Liberal Arts Accelerated Improvement Process examining the processes surrounding the application for graduation and Liberal Arts Exit Survey.

IMIR staff worked with faculty and staff from the School of Public Health and University Human Resources to implement the Indiana University Workplace Health and Wellness survey.

IMIR staff worked with UITS staff to implement a new Point-in-Cycle enrollment reporting system.

IMIR staff began work with UITS staff to implement a web-based retention and graduation reporting system and a new trend-report system for annual planning, budgeting, and reporting.

IMIR staff responded to six requests for information from Purdue and other universities.

Testing Center staff collaborated with UITS, the IUPUI Schools of Science and Nursing, and other campus units and participated in the Ribbon-Cutting Ceremony for the new SL 070 Testing Center Facility (held on September 12, 2012 at IUPUI).

Testing Center staff assumed the primary responsibilities and duties for proctoring of computer-based tests (CBT) and successfully completed the one-year trial period for proctored CBT services in the new SL 070 Testing Center Facility.

Testing Center staff collaborated with faculty in the Schools of Science and Nursing in developing and implementing test administration policies and procedures for computer-based tests offered in the SL 070 Testing Center facility.

Stephen Hancock began working with Ivy Tech Community College on the Quality Collaboratives project to develop a portfolio method of tracking student progress to degree.

Mzumara and **Larry Miles** collaborated and compiled data for three technical reports in support of the NSF-funded CI-STEP grant project housed in the IUPUI Department of Mathematical Sciences.

Diversity

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

IMIR staff responded to seven ad hoc requests for data related to campus diversity.

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

Implementation Strategies		Performance Indicators/Milestones		Person(s) Responsible
Goal I.	**Engage in collaborative planning campus wide, with other units, and within our division.**			
I.1.	Assist in developing campus plans and priorities	1.1a.	Plans for campus and schools integrated appropriately in self-study for reaffirmation of accreditation by the HLC of the NCA.	Trudy
		I.1b.	Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI.	
		I.1c.	HLC visiting team advice implemented in new strategic plan.	
I.2.	Communicate broadly the campus mission/vision.	I.2a.	Annual Performance Report produced and disseminated.	Susan K.
		I.2b.	HLC self study completed and campus visit organized and carried out.	All PAII staff
I.3.	Plan agenda and retreats for Council of Deans	1.3.	Agenda for 2012 Council of Deans retreat planned, space identified and arranged, and retreat implemented.	Trudy
I.4.	Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	I.4a.	At least 20 units assisted with planning annually.	Karen and Trudy
		I.4b.	At least 50 planning consultations/projects conducted annually.	Karen et al.
I.5	Contribute to IUPUI's reaffirmation of accreditation in 2012 by co-chairing the 2012 Committee, planning and developing the 2012 Web site, and assisting the HLC visiting team members with their on-campus schedules.	1.5a.	Reaffirmation of accreditation achieved.	Trudy, Karen, Susan K. and Susan S.
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 campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.	I.8a.	Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.	Gary and Larry
I.9	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.9a.	In collaboration with UITS and participating schools, plans to offer and sustain proctoring services in the integrated testing facilities developed and implemented.	Howard and Kent
		I.9b.	New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.	Howard and Kent
		1.9c.	Appropriate enterprise software packages to facilitate development and/or secure administration of class tests offered in the Testing Center facilities identified and deployed in conjunction with UITS and course coordinators from participating academic units.	Howard and Kent
I.10	Develop a coordinated communication and marketing plan to highlight the services of the Testing Center.	I.10a.	TC website and brochures revised and updated to reflect recent changes in Testing Center programs and services.	Kent and Howard
		I.10b.	Communication about the Testing Center's role and function increased within academic/student support units.	Howard
Goal II. Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders.				
II.1.	Provide leadership for IUPUI Student Pulse surveys.	II.1.	2-4 Pulse surveys conducted annually.	Trudy, Gary, and Steve
II.2.	Prepare 2011-12 Performance Report for print and web distribution to multiple stakeholders.	II.2.	Print and web publication complete in early February 2013.	Susan K. and Gulshan
II.3.	Prepare 2011-12 annual report on assessment of learning at IUPUI.	II.3a.	Decisions for fine-tuning report purpose and contents of 2012 report reached by December.	Susan K. and Susan S.
		II.3b.	Report reviewed and completed for distribution by end of February 2013.	Susan K. and Susan S.

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

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

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

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

Summary of Progress on Goals and Objectives – FY2012-13

Goal I:	**Engage in collaborative planning campus wide, with other units, and within our division.**
Timeframe:	Ongoing
Campus Planning Theme:	Collaboration Best Practices
Implementation Strategy	**I.1** **Assist in developing campus plans and priorities**
Performance Indicator	**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.**
Campus Planning Theme:	Collaboration Best Practices
Activities in 2012-2013:	Self study completed and HLC visit supported in November 2012. (See Appendix A.)
Evidence of Effectiveness:	Reaffirmation of accreditation by the HLC was attained. (See Appendix B.)
Plans for 2013-2014:	Banta is a member of the Steering Committee for developing a new strategic plan for IUPUI. She identified Brent Ruben, distinguished professor at Rutgers University and frequent strategic planning consultant, to provide guidance for the development of IUPUI's strategic plan. That plan should be completed during spring 2014.
Performance Indicator:	**I.1b.** **Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI.**
Campus Planning Theme:	Collaboration Best Practices
Activities in 2012-2013:	Banta provided counsel at all meetings of the Strategic Planning Steering and Executive Committees.
Evidence of Effectiveness:	Several drafts of the new plan have been produced, vetted, and subsequently revised. (See http://strategicplan.iupui.edu/ and Appendix C for responses to a planning-related event.)

Plans for 2013-2014:	The new strategic plan will contain IUPUI's priorities for the future.
Performance Indicator	**I.1c.** **HLC visiting team advice implemented in new strategic plan.**
Campus Planning Theme:	Collaboration Best Practices
Activities in 2012-2013:	Banta assisted EVC Paydar in all the phases of developing a new campus-wide strategic plan.
Evidence of Effectiveness:	By June 2013 three major themes and ten goals related to the themes had been identified.
Plans for 2013-2014:	The IUPUI strategic plan will be completed by early 2014 and PAII staff will assist in developing performance indicators and a newly structured annual report to chart progress on the plans' goals.
Implementation Strategy	**I.2.** **Communicate broadly the campus mission/vision.**
Performance Indicator	**I.2a.** **Annual Performance Report produced and disseminated.**
Campus Planning Theme:	Best Practices
Activities in 2012-2013:	Performance Report for 2011-12 completed and published in February 2013, with focus on student success.
Evidence of Effectiveness:	
Plans for 2013-2014:	Performance Report for 2012-13 will focus on strategic planning.

Performance Indicator	I.2b.	HLC self study completed and campus visit organized and carried out.
Campus Planning Theme:	Collaboration	
Activities in 2012-2013:	IMIR staff assisted in collecting evidence for the self-study. IMIR staff created the resource room website for the visiting team.	
Evidence of Effectiveness:	Required data were collected and the website was successfully created and used by the visiting team. Reaffirmation attained.	
Plans for 2013-2014:	Completed.	
Implementation Strategy	I.3.	Plan agenda and retreats for Council of Deans
Performance Indicator	I.3a.	Agenda for 2012 Council of Deans retreat planned, space identified and arranged, and retreat implemented.
Campus Planning Theme:	Best Practices Collaboration	
Activities in 2012-2013:	The 2012 Council of Deans retreat was held at Banker's Life Fieldhouse. Aaron Renn, an urbanologist (The Urbanophile), was the speaker.	
Evidence of Effectiveness:	Renn influenced subsequent thinking about the new IUPUI vision and goals.	
Plans for 2013-2014:	Plan the 2013 Council of Deans retreat to be held at The Inn at DePauw College.	
Implementation Strategy	I.4.	Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).
Performance Indicator	I.4a.	At least 20 units assisted with planning annually.
Campus Planning Theme:	Best Practices Collaboration	
Activities in 2012-2013:	PAII staff continue to provide planning assistance to campus units. (See Appendix D.)	

Evidence of Effectiveness:	PAII staff assisted 18 IUPUI units with planning this year, (19 in 2011-12; 39 in 2010-11, 27 in 2009-10, 22 in 2008-2009, 16 in 2007-2008, 23 in 2006-2007, 24 in 2005-2006, 33 in 2004-05, 17 in 2003-04, 18 in 2003-03, and 16 in 2001-02).
Plans for 2013-2014:	Continue to support the program review process and improve where possible.

Performance Indicator	I.4b. **At least 50 planning consultations/projects conducted annually**

Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Relationships with new and former academic clients continue to provide opportunities for consultations. (See Appendix D.)
Evidence of Effectiveness:	PAII staff participated in 213 planning consultations/projects this year (288 in 2011-12; 82 in 2010-11, 33 in 2009-10, 39 in 2008-2009, 37 in 2007-2008, 51 in 2006-2007, 59 in 2005-2006, 66 in 2004-05, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02).
Plans for 2013-2014:	PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of consultations/projects conducted.

Implementation Strategy	I.5. **Contribute to IUPUI's reaffirmation of accreditation in 2012 by co-chairing the 2012 Committee, planning and developing the 2012 Web site, and assisting the HLC visiting team members with their on-campus schedules.**

Performance Indicator	I.5a. **Reaffirmation of accreditation achieved.**

Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Reaffirmation of accreditation was achieved in April 2013. IMIR staff assisted in collecting evidence for the self-study. IMIR staff created the resource-room website for the visiting team.
Evidence of Effectiveness:	The HLC visiting team had no negative comments and made no recommendation for follow-up action—an outstanding achievement due in no small part to the efforts of PAII staff.

Plans for 2013-2014:		Completed.
Implementation Strategy	**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.**
Performance Indicator	**I.6a.**	**Project plans and reports kept current on FIPSE project web sites, with updates included in regular campus reports and ePortfolio web site as appropriate.**
Campus Planning Theme:		Student Success Best Practices Collaboration
Activities in 2012-2013: **Evidence of Effectiveness:**		Maintained monthly participation in online forums, preparation of website documents, and completion of project planning and evaluation reports.
Plans for 2013-2014:		Continue high level of national participation and strong support locally. Apply for six-month extension for additional time to support national goals and implement next steps locally.
Implementation Strategy	**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.**
Performance Indicator	**I.7a.**	**Committee initiated**
Campus Planning Theme:		Best Practices Collaboration
Activities in 2012-2013: **Evidence of Effectiveness:**		Group convened in October 2012 and two organizing meetings conducted related to "Promote Undergraduate Student Learning and Success."
Plans for 2013-2014:		Leverage expanded through inter-campus collaboration on ePortfolios.

Implementation Strategy	**I.8.**	**IMIR staff will work with campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.**
Performance Indicator	**I.8a.**	**Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.**
Campus Planning Theme:	Enrollment Management Best Practices Collaboration	
Activities in 2012-2013:	Analyses conducted and results reported to the University College Admissions Committee regarding Fall 2014 admission standards. Enrollment forecasts prepared for the Strategic Enrollment Management Task Force as part of the IUPUI strategic planning process. A new Point-in-Cycle Enrollment reporting system was developed and implemented.	
Evidence of Effectiveness:	IMIR reports were used to set University College admission standards for Fall 2014, IMIR reports were used in creating the Strategic Enrollment management plan. The new Point-in-Cycle system was implemented and positive feedback was received from deans and administrative staff.	
Plans for 2013-2014:	Continue to evaluate admission standards for new beginners and transfer students to ensure that students admitted to IUPUI have a high likelihood of being successful academically. Continue to work with the Strategic Enrollment Management Task Force to improve the strategic plan.	
Implementation Strategy	**I.9.**	**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.**
Performance Indicator	**I.9a.**	**In collaboration with UITS and participating schools, plans to offer and sustain proctoring services in the integrated testing facilities developed and implemented.**
Campus Planning Theme:	Student Success Best Practices Collaboration	

Activities in 2012-2013:	In Summer 2012, Testing Center staff assumed management responsibilities and duties to offer proctored computer-based testing services to students enrolled in the IUPUI School of Science. (Note: Ribbon-cutting ceremony for the new SL 070 Testing Center facility was held on September 12, 2012)
Evidence of Effectiveness:	The Testing Center successfully completed the one-year trial period for proctored CBT services in the new SL 070 Testing Center Facility. Total number of class tests proctored in SL 070 testing facility during AY 2012-2013 exceeded 45,000.
Plans for 2013-2014:	Testing Center staff will work with the newly established Classroom Testing Advisory Committee (including four working groups) to implement long-term funding and staffing solutions to sustain proctored CBT services at the Testing Center.

Performance Indicator	**I.9b.**	**New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.**

Campus Planning Theme:	Best Practices Collaboration	
Activities in 2012-2013:		Following discontinuation of an in-house developed scheduling application (with Galvin Technologies), the Testing Center acquired and implemented a vended solution using Appointment-plus online appointment scheduling software (www.appointment-plus.com).
Evidence of Effectiveness:		Relatively minor progress has been made to develop an 'in-house' test scheduling application for use in the Testing Center facilities. However, Testing Center staff pursued a 'vended solution' and successfully implemented a pilot initiative (using Appointment-plus software) for scheduling tests offered in the BS 3000 Testing Center facility.
Plans for 2013-2014:		Testing Center staff will collaborate with the Classroom Testing Advisory Committee's working group addressing technical issues (with team leader Kevin M. Brokamp, Learning Environment Engineer) to identify and pursue long-term solutions for implementing a viable and cost-effective test scheduling application for use in the Testing Center facilities.

Performance Indicator	I.9c.	**Appropriate enterprise software packages to facilitate development and/or secure administration of class tests offered in the Testing Center facilities identified and deployed in conjunction with UITS and course coordinators from participating academic units.**
Campus Planning Theme:	Best Practices Collaboration	
Activities in 2012-2013:		A team of staff from UITS, Testing Center, and course coordinators from the School of Science participated in work group meetings that focused on identification of viable solutions to address some of the technical issues encountered in administration of class tests in the SL070 TC facility.
Evidence of Effectiveness:		Aside from discussing software-based solutions, relatively minor progress was made in deploying enterprise software to facilitate proctored CBT services in the Testing Center facilities. However, steady progress was made toward development of action plans for review and implementation by the Classroom Testing Advisory Group.
Plans for 2013-2014:		Testing Center will collaborate with the Classroom Testing Advisory Committee's working group addressing technical issues related to operations in the Testing Center facilities, a small work group will identify and implement software-based solutions to facilitate incremental quality improvements in the security and integrity of the testing environment in the IUPUI Testing Center facilities.
Implementation Strategy	I.10.	**Develop a coordinated communication and marketing plan to highlight the services of the Testing Center.**
Performance Indicator	I.10a.	**TC website and brochures revised and updated to reflect recent changes in Testing Center programs and services.**
Campus Planning Theme:	Student Success Best Practices Collaboration	
Activities in 2012-2013:		TC staff revised the content and updated the Testing Center website: http://tc.iupui.edu

Evidence of Effectiveness:	Developed and posted new information on classroom testing services via the Testing Center website: (http://tc.iupui.edu/classtesting)
Plans for 2013-2014:	Create processes and procedures to update continually the content as changes are made within the Testing Center. Clif Marsiglio and one work study student will be responsible for implementing updates to the TC website.
Performance Indicator	**I.10b. Communication about the Testing Center's role and function increased within academic/student support units.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	On a limited basis, TC disseminated information to promote proctored CBT services to academic units.
Evidence of Effectiveness:	Increased visits or inquiries from faculty interested in using proctored computer-based testing services at the Testing Center.
Plans for 2013-2014:	Testing Center staff will participate on the Classroom Testing Advisory Committee's Working Group that will address and coordinate communication, marketing, and utilization of proctored CBT services at the Testing Center facilities.
Goal II:	**Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders.**
Timeframe:	On-going
Campus Planning Theme:	Best Practices Collaboration
Implementation Strategy	**II.1. Provide leadership for IUPUI Student Pulse surveys.**
Performance Indicator	**II.1a. 2-4 Pulse surveys conducted annually.**
Campus Planning Theme:	Student Success Best Practices Collaboration

Activities in 2012-2013:	Three Pulse surveys administered during AY 2012-13 (Democracy Plaza, 2013 Campus Safety, and Financial Literacy).
Evidence of Effectiveness:	All surveys administered without difficulties. Democracy Plaza report released in March 2013. Campus Safety to be released in July 2013. (See IMIR Website www.imir.iupui.edu)
Plans for 2013-2014:	Additional Pulse surveys, on topics of particular interest to students, will be undertaken in 2012-13.
Implementation Strategy	**II.2.** **Prepare 2011-12 Performance Report for print and web distribution to multiple stakeholders.**
Performance Indicator	**II.2a.** **Print and web publication complete in early February 2013.**
Campus Planning Theme:	Best Practices
Activities in 2012-2013:	Completed.
Evidence of Effectiveness:	
Plans for 2013-2014:	Continue to develop print and web versions of the IUPUI Performance Report.
Implementation Strategy	**II.3.** **Prepare 2011-12 annual report on assessment of learning at IUPUI.**
Performance Indicator	**II.3a.** **Decisions for fine-tuning report purpose and contents of 2012 report reached by December.**
Campus Planning Theme:	Student Success Best Practices Collaboration
Activities in 2012-2013: **Evidence of Effectiveness:** **Plans for 2013-2014:**	Expect to revert to usual timeline in 2013.

Performance Indicator	**II.3b.**	**Report reviewed and completed for distribution by end of February 2013.**
Campus Planning Theme:	Best Practices Collaboration	
Activities in 2012-2013: **Evidence of Effectiveness:** **Plans for 2013-2014:**	Timeline delayed due to HLC preparations, but report was completed and distributed in late March 2013. Complete report by early January 2014.	
Implementation Strategy	**II.4.**	**Maintain IUPUI reputation for leadership in the field of ePortfolio development, use, and assessment through national and international presentations, publications, and ongoing service on national committees and boards.**
Performance Indicator	**II.4a.**	**Continued national presentations, publications, and professional service**
Campus Planning Theme:	Best Practices	
Activities in 2012-2013: **Evidence of Effectiveness:** **Plans for 2013-2014:**	Leadership continued, with details in Teaching, Learning, & Service report. Continue to develop presentations and publications and to carry out professional service	
Implementation Strategy	**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.**

Performance Indicator	II.5a.	The Point-in-Cycle system updated weekly and disseminated widely.
Campus Planning Theme:	Enrollment Management Collaboration	
Activities in 2012-2013:		Point-in-Cycle system was redesigned for Fall 2013 to allow Mac users to access the reports and to provide greater upload speeds.
Evidence of Effectiveness:		New Point-in-Cycle system was successfully implemented in March 2013.
Plans for 2013-2014:		Continue to explore ways of making the Point-in-Cycle system more accessible to deans and campus administrators, and expand the range of standard reports available through the system.
Performance Indicator	II.5b.	**Management Indicators, Performance Indicators, Diversity Indicators, and the Institutional Portfolio updated in a timely manner and the data disseminated widely.**
Campus Planning Theme:	Best Practices Collaboration	
Activities in 2012-2013:		Management Indicators, Performance Indicators, and Diversity Indicators, as well as the Institutional Portfolio were successfully updated. As part of the business Intelligence initiative IMIR began developing a new system of Management, Performance, and Diversity Indicators with substantially enhanced capabilities for decision makers.
Evidence of Effectiveness:		Indicators were successfully updated in time for reports to be completed in a timely manner.
Plans for 2013-2014:		Continue to develop appropriate management and performance metrics and explore ways to automate the extraction, analysis, and reporting of the measures. Examine alternatives to the Institutional Portfolio as a means of disseminating data about campus performance.

Implementation Strategy	**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.).**
Performance Indicator	**II.6a.**	**Passport Report, Work Retention Report, Delaware Report, and PUL Reports completed in a timely manner and disseminated widely.**
Campus Planning Theme:	Student Success Collaboration	
Activities in 2012-2013:		Passport, Work-Retention, and PUL reports were prepared and disseminated to campus decision makers. (See PUL Report at http://planning.iupui.edu/assessment/SLO/May_2013_400_level_PUL_direct_assessment.pdf)
Evidence of Effectiveness:		Results were presented at the Passport Breakfast, the Enrollment Management Council, the Council on Undergraduate Retention and Graduation, the Program Review and Assessment Committee, and Faculty Council.
Plans for 2013-2014:		Continue to prepare recurring reports for use by campus decision-makers.
Implementation Strategy	**II.7.**	**IMIR staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.**
Performance Indicator	**II.7a.**	**Surveys of students, faculty, staff, and alumni administered on a regular schedule.**
Campus Planning Theme:	Student Success Graduate Education Inclusive Campus Climate Develop Faculty & Staff Best Practices	
Activities in 2012-2013:		The Healthy IU Survey was sent to all full-time faculty and staff on all IU campuses. Data were prepared for reporting and provided to the School of Public health for dissemination. Began work on a revised staff survey to be administered in Fall 2013.

Evidence of Effectiveness:	Results of the healthy IU survey have been disseminated university-wide. Staff survey revised and is being administered in Fall 2013.
Plans for 2013-2014:	Continue to administer surveys to students, faculty, staff, and alumni.
Implementation Strategy	**II.8.** **IMIR staff will respond to ad hoc requests for information from campus leaders, schools, and departments.**
Performance Indicator	**II.8a.** **Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.**
Campus Planning Theme:	Student Success Graduate Education Inclusive Campus Climate Develop Faculty & Staff Best Practices
Activities in 2012-2013:	Ad hoc request for information were received from senior campus administrators, deans/directors, and faculty/staff/students at IUPUI, and required analyses were conducted. Ad hoc requests for information were received from Indiana University administrators and required analyses were conducted. Ad hoc requests for information were received from external (community, state, and national) organizations, and required analyses were conducted.
Evidence of Effectiveness:	Reports were prepared in response to ad hoc requests and disseminated to decision makers.
Plans for 2013-2014:	IMIR staff will continue to respond to requests for information, although demands on staff resources require prioritizing how IMIR responds to information requests.
Implementation Strategy	**II.9.** **Contribute evaluation resources for campus programs and community organizations.**

Performance Indicator	**II.9a. At least 1 evaluation study funded and conducted for campus constituents.**
Campus Planning Theme:	Student Success Innovation/Discovery Best Practices
Activities in 2012-2013:	In collaboration with faculty, Mzumara served the role of internal evaluator and conducted assessment / evaluation activities in support of the NSF-funded CI-STEP and the IUPUI URM grant projects based in the School of Science.
Evidence of Effectiveness:	Mzumara facilitated data collection and annual reporting activities for the assessment/evaluation components of the CI-STEP and IUPUI URM projects.
Plans for 2013-2014	Mzumara will continue to serve as internal evaluator and collaborate with the faculty in the School of Science to co-author scholarly papers as part of dissemination activities for the collaborative CI-STEP project funded by NSF.
Performance Indicator	**II.9b. Program evaluation resource site redesigned, deployed, and updated.**
Campus Planning Theme:	Student Success Innovation/Discovery Best Practices
Activities in 2012-2013:	Testing Center staff deployed an evaluation resource site that provides a list of links to evaluation glossaries, logic models, and related resources for program evaluation and evaluation research.
Evidence of Effectiveness:	TC evaluation resource site is accessible via the following webpage link: http://programevaluation.iupui.edu
Plans for 2013-2014	Testing Center will continue to maintain the evaluation resource site (as staff resources allow).
Performance Indicator	**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).**

Campus Planning Theme:	Student Success Best Practices		
Activities in 2012-2013:		TC staff continued to expand proctored computer-based testing services with addition of classroom testing for Schools of Science and Nursing and teacher certification tests [in collaboration with the School of Education and the Evaluation Systems group at Pearson (www.teacher.pearsonassessments.com)]	
Evidence of Effectiveness:		Maintained over 225 units that used a variety of services at the Testing Center. (See Appendix D.)	
Plans for 2013-2014		Pursue strategic partnerships with existing or new units, and continue to expand proctored CBT services to increase test volume and revenue from fee-based proctoring services and maximize utilization of the Testing Center facilities.	
Performance Indicator	II.9d.	**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.**	
Campus Planning Theme:	Student Success Best Practices		
Activities in 2012-2013:		Mzumara collaborated with faculty in the School of Science in undertaking dissemination and annual reporting activities for the CI-STEP project funded by NSF.	
Evidence of Effectiveness:		Mzumara co-authored 1 presentation for a national conference (HLC 2013 Conference), 1 poster (for NSF STEP 2013 Grantees Meeting), and 3 annual reports for the CI-STEP grant project.	
Plans for 2013-2014		Mzumara will continue to team with PIs/faculty in the School of Science to co-author scholarly papers as part of dissemination activities for the CI-STEP project.	
Goal III:	**Lead and support evaluation and improvement efforts to accomplish campus and unit goals.**		
Timeframe:	On-going		
Campus Planning Theme:	Best Practices Collaboration		

Implementation Strategy	III.1. Continuously improve the campus practice of assessment.
Performance Indicator	III.1a. Number of units assisted with assessment remains steady at 30.
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	See Evidence of Effectiveness. (See Appendix D.)
Evidence of Effectiveness:	PAII staff responded to 35 IUPUI unit requests for assistance with assessment this year (27 in 2011-12; 36 in 2010-11, 38 in 2009-10, 33 in 2008-2009, 32 in 2007-2008, 34 in 2006-2007, 43 in 2005-2006, 55 in 2004-2005, 34 in 2003-04, 34 in 2002-03, and 75 in 2001-02).
Plans for 2013-2014:	PAII staff will continue to respond to requests for assistance with outcomes assessment.
Performance Indicator	III.1b. Number of assessment consultations/ projects remains steady at 150.
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	See Evidence of Effectiveness. (See Appendix D.)
Evidence of Effectiveness:	PAII staff fulfilled 282 requests for assistance with assessment this year (155 in 2011-12; 198 in 2010-2011, 375 in 2009-10, 287 in 2008-2009, 187 in 2007-2008, 144 in 2006-2007, 158 in 2005-2006, 202 in 2004-2005, 90 in 2003-04, 173 in 2002-03, and 189 in 2001-02).
Plans for 2013-2014:	PAII staff will continue to consult with other units on outcomes assessment.
Performance Indicator	III.1c. Faculty assisted in adopting best practices for placement testing in chemistry, Writing, English for Academic Purposes, mathematics, and world languages.

Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Placement Testing Advisory Committee members and Testing Center staff worked collaboratively and implemented changes or new initiatives in placement testing practices (that included revision of placement cut scores for the IUPUI world language placement tests and implementation of a pilot project using ALEKS Math products).
Evidence of Effectiveness:	Testing Center staff developed a website and successfully offered unproctored Internet testing using ALEKS Math products (http://tc.iupui.edu/a/aleks) to International students and Non-Indiana Resident students who participated in a pilot project during summer 2013.

Implemented revised placement cut scores for World Language Placement Tests in collaboration with faculty in the Department of World Languages & Culture. |
Plans for 2013-2014:	Testing Center will continue to work with the Placement Testing Advisory Committee members to scale-up the ALEKS Math pilot project and implement policy/procedural changes in placement testing practices for incoming students.
Performance Indicator	**III.1d. Information derived from the placement testing and validation processes enhanced.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Testing Center staff compiled a cumulative dataset (for COMPASS Math placement domain scores based on 2002-2012 Fall Cohorts) that enhanced analysis and reporting of trend data for course placement in Math.
Evidence of Effectiveness:	Compiled Math placement trend data and comparative placement score distributions for 2002-2012 Fall cohorts.
Plans for 2013-2014:	Continue to work with faculty in exploring the viability and utility of using ALEKS Math products for course placement in Mathematics and Chemistry.

Performance Indicator	**III.1e. At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.**
Campus Planning Theme:	Student Success Collaboration
Activities in 2012-2013:	Testing Center staff assisted an estimated total of 14 academic units with creation of web-based course/instructor evaluation surveys.
Evidence of Effectiveness:	Testing Center has successfully assisted academic units that have opted to administer their online course/faculty evaluations via TC's Class Climate course evaluation feedback system.
Plans for 2013-2014:	Testing Center staff will continue to work with new and existing clients to make incremental quality improvements in generating web-based course/faculty evaluation surveys and reports using advanced features of the Class Climate software package.
Performance Indicator	**III.1f. Improvements in course placement services accomplished through use of outreach testing services.**
Campus Planning Theme:	Student Success Best Practices Collaboration
Activities in 2012-2013:	TC staff worked with colleagues in the EAP Program and Office of International Affairs and tested over 200 international students in two group sessions in SL070 Testing Center facility.
Evidence of Effectiveness:	Testing Center staff successfully increased outreach placement testing services using new computer labs in the SL 070 Testing Center.
Plans for 2013-2014:	Continue to offer remote placement testing options for incoming students, and work with Placement Testing Advisory Committee on additional outreach testing options.
Performance Indicator	**III.1g. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.**
Campus Planning Theme:	Best Practices

Activities in 2012-2013:	The Testing Center staff participated in the Service with Distinction (SWD) initiative during the summer of 2012.
Evidence of Effectiveness:	The center's in-house survey, along with the SwD survey, indicated that the center scored above 95 percent.
Plans for 2013-2014:	Continue to incorporate SwD standards and behaviors in Testing Center's programs and services.

Performance Indicator	**III.1h. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.**
Campus Planning Theme:	Student Success Collaboration
Activities in 2012-2013:	TC staff processed evaluation forms for the Athletics department and programs in the University College, and also processed requests for changes to course/instructor evaluation reports for departments in the School of Liberal Arts.
Evidence of Effectiveness:	TC staff made custom changes to improve the usefulness of course/instructor evaluation reports for departments in the School of Liberal arts.
Plans for 2013-2014:	Testing Center staff will continue to pursue viable options to assist academic units or faculty in making incremental quality improvements in course/instructor evaluation services.

Implementation Strategy	**III.2. Implement strategies for evaluating student learning of the PULs.**
Performance Indicator	**III.2a. Faculty evaluation of PUL-related learning proceeding on schedule.**
Campus Planning Theme:	Best Practices
Activities in 2012-2013:	PUL data extracts occurring on schedule and reports distributed in a timely fashion. (See Appendix D.)
Evidence of Effectiveness:	Faculty members continue to ask questions about reports and deans are following-up with faculty not submitting data.

Plans for 2013-2014:	Meetings will be held with deans and associate deans to emphasize the importance of **using** PUL data in improvement efforts. IMIR will continue to extract, analyze, and report data regarding faculty evaluations of student performance on the PULs.
Implementation Strategy	**III.3.** **Disseminate evaluative findings.**
Performance Indicator	**III.3a. Participation in PAII national conference maintained at 950.**
Campus Planning Theme:	Innovation/Discovery Best Practices
Activities in 2012-2013:	1038 individuals attended the 2012 Assessment Institute. (See Appendix E.)
Evidence of Effectiveness:	2012 registration was 1038. The Assessment Institute in Indianapolis attracted people from 460 different colleges, universities, and organizations; 48 states and Puerto Rico and Washington D.C.; and 7 other countries: Australia, Canada, Chile, Lebanon, New Zealand, Norway, Qatar and United Arab Emirates. Evaluation statistics indicate that the Institute is perceived as effective. There is some dissatisfaction with the 30-minute sessions. (See Appendix F.)
Plans for 2013-2014:	Continue to make changes in Institute formats to respond to evaluative findings.
Performance Indicator	**III.3b. Number of national and international invitations for PAII staff maintained at 100.**
Campus Planning Theme:	Innovation/Discovery Best Practices
Activities in 2012-2013:	PAII staff received invitations to make or to consult with international and national organizations, but were unable to accept all of these.

Evidence of Effectiveness:	PAII staff received 81invitations to make presentations or to consult with international and national organizations (40 in 2011-12, 48 in 2010-11, 55 in 2009-10, 86 in 2008-09, 64 in 2007-2008, 41 in 2006- 2007, 101 in 2005-2006, 102 in 2004-05) but were unable to accept 23 (18 in 2011-12, 23 in 2010-11, 11 in 2009-10, 25 in 2008-2009, 56 in 2007-2008, 20 in 2006-2007, 28 in 2005-2006, 37 in 2004-05) of these.
Plans for 2013-2014:	Continue to monitor and increase PAII dissemination efforts.
Performance Indicator	**III.3c. Number of external information requests maintained at 210.**
Campus Planning Theme:	Innovation/Discovery Best Practices
Activities in 2012-2013:	IMIR staff continue to receive requests from external organizations (Department of Labor, Urban Serving Universities, NSF/NIH, Indiana University) for information.
Evidence of Effectiveness:	PAII staff responded to 763 information requests from external constituents this year (648 in 2011-12; 688 in 2010-11, 544 in 2009-10. 428 in 2008-2009, 404 in 2007-2008, 392 in 2006-2007, 251 in 2005-2006, 144 in 2004-2005). (See Appendix D.)
Plans for 2013-2014:	Continue to monitor and increase PAII dissemination efforts.
Implementation Strategies	**III.4. Organize IUPUI ePortfolio research, in conjunction with I/NCEPR Cohort 6, to identify effective models for ePortfolio reflection and assessment, and seek new ways to engage faculty across campus in scholarship of teaching and learning around ePortfolio work.**
Performance Indicator	**III.4a. Information from faculty gathered, findings summarized, and preliminary report prepared.**
Campus Planning Theme:	Innovation/Discovery Best Practices

Activities in 2012-2013: **Evidence of Effectiveness:**	Faculty interviews completed and transcribed, and coding is proceeding. Interim report delivered and presented in March 2013.
Plans for 2013-2014:	Complete analysis in spring 2014; publication developed the following year.
Implementation Strategy	**III.5.** **Provide leadership and information support for the Talent Alliance.**
Performance Indicator	**III.5a. Talent Alliance achieving its goals.**
Campus Planning Theme:	Community Engagememt Collaboration
Activities in 2012-2013:	The Talent Alliance is continuing. IMIR staff members continue to work with Marion County high schools and school districts to track the college attendance and academic success of high school graduates. IMIR received a grant from the Central Indiana Community Foundation to continue the High School Student Tracker project.
Evidence of Effectiveness:	A small grant from the Central Indiana Community Foundation was obtained to enable IMIR staff to assist additional local high schools in obtaining enhanced information about their graduates.
Plans for 2013-2014:	Talent Alliance staff will continue to seek funding to support their work.
Implementation Strategy	**III.6.** **Continue to develop a more uniform and concise set of campus-wide performance indicators.**
Performance Indicator	**III.6a. Institutional portfolio and annual campus report based on key performance indicators linked to new campus goals/President's Principles of Excellence.**
Campus Planning Theme:	Best Practices Collaboration

Activities in 2012-2013:	We decided to maintain organization under the 2002 strategic plan for the 2012-2013 report. The 2013-2014 report will be organized around the ten strategic initiatives in the new plan and will report on the KPIs for those initiatives.
Evidence of Effectiveness:	IMIR data and reports were used by campus implementation teams in developing the IUPUI strategic plan.
Plans for 2013-2014:	Link new campus initiatives and performance indicators to new strategic planning priorities. Work with new strategic planning committee to identify performance indicators aligned with campus goals and the President's Principles of Excellence.
Implementation Strategy	**III.7. Work with campus leaders to identify performance indicators.**
Performance Indicator	**III.7a. Campus performance indicators agreed upon, disseminated widely, and used to provide direction for improvement.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Campus performance indicators (PIs) remained the same in 2013. IMIR staff members have worked with members of the strategic planning team to develop performance indicators for the new strategic plan.
Evidence of Effectiveness:	New PIs to accompany the goals in the new IUPUI strategic plan were discussed. Performance indicators are being used as a starting point for changes to the draft strategic plan.
Plans for 2013-2014:	When the new strategic plan is adopted, PAII staff will be involved in selecting/developing new PIs and charting progress on them in a newly-structured annual campus performance report.
Implementation Strategy	**III.8. Advance institutional effectiveness through collaboration.**
Performance Indicator	**III.8a. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.**

Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	See Evidence of Effectiveness. (See Appendix D.)
Evidence of Effectiveness:	2 projects were started, 3 was concluded.
Plans for 2013-2014:	Continue to encourage deans to use the process.
Implementation Strategy	**III.9. Assist Chancellor in developing administrative reviews and searches.**
Performance Indicator	**III.9a. Administrative review committees and search committees for campus administrators established.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Four administrative reviews and two searches for deans were launched.
Evidence of Effectiveness:	Reviews for Bill Blomquist, Pat Rogan, Kody Varahramyan, and Amy Warner were conducted. Russell Reynolds was engaged to conduct the search for the dean of the law school and Witt Kieffer staffed the search for the Founding Dean of the School of Public Health.
Plans for 2013-2014:	In the coming year, five administrative reviews will be conducted.
Implementation Strategy	**III.10. Continue to work through PRAC to support improved understanding and implementation of the assessment cycle at IUPUI, including improved clarity of reporting.**
Performance Indicator	**III.10a. Peer review of assessment reports begun earlier so that units receive feedback by the end of March.**

Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Approximately same timeline as previous years because of delayed PRAC subcommittee formation, but subcommittee work reported to units by end of March 2013.
Evidence of Effectiveness:	
Plans for 2013-2014:	Maintain timeline for 2013-14
Implementation Strategy	**III.11. Scale up faculty development programming and resources related to ePortfolios**
Performance Indicator	**III.11a. Plans developed for expanded faculty development offerings in 2012-2013, possibly including a community of practice.**
Campus Planning Theme:	Student Success Faculty/Staff Development Best Practices Collaboration
Activities in 2012-2013:	New workshop topics added, and successful brown-bag discussion group launched.
Evidence of Effectiveness:	
Plans for 2013-2014:	Review topics and needs in light of strategic plan initiatives. Continue to add topics and maintain discussion group.
Performance Indicator	**III.11b. Resource listings on ePortfolio web site updated and expanded.**
Campus Planning Theme:	Student Success Faculty/Staff Development Best Practices
Activities in 2012-2013:	Some updating accomplished, but web site under redesign much of the year, with delays in corrections.

Evidence of Effectiveness:	
Plans for 2013-2014:	Develop new "working" website linked to the IUPUI site but under staff control for ease in updating and changing copy as needed. Also expect to begin an IUPUI ePortfolio gallery.
Implementation Strategy	**III.12. Sustain leadership advocacy with UITS, at campus and university levels, to encourage commitment of needed resources for ePortfolio improvement, usability, and flexibility.**
Performance Indicator	**III.12a. Service on UITS Oncourse Priorities Committee maintained.**
Campus Planning Theme:	Collaboration
Activities in 2012-2013:	Service on committee continued.
Evidence of Effectiveness:	
Plans for 2013-2014:	
Performance Indicator	**III.12b. New methods developed for determining user needs in light of greatly increased use of ePortfolio across campus.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Used new ePortfolio Advisory Committee and IU Joint Working Group on ePortfolio Platforms to understand system-wide needs and priorities, then to develop and issue a Request for Information from platform vendors.
Evidence of Effectiveness:	
Plans for 2013-2014:	Analysis of RFI responses, invited presentations from selected vendors, possible preparation of a Request for Proposals once

	UITS reaches decision on new learning management system.
Implementation Strategy	**III.13. Continue working with University College, the Centers for Service and Learning and Research and Learning, and other partners to increase ePortfolio awareness and interest in support of campus and unit RISE to the Challenge goals.**
Performance Indicator	**III.13a. Faculty and student use of ePortfolio for RISE experiences increased by 10 percent over 2010-11.**
Campus Planning Theme:	Student Success Internationalization Best Practices
Activities in 2012-2013: **Evidence of Effectiveness:**	Increase of approximately 10 percent achieved. One addition—Study Abroad--represents the remaining RISE category.
Plans for 2013-2014:	Determine more clearly the extent of ePortfolio use across campus through simple methods to identify programs and approximate numbers of users at a point in time.
Implementation Strategy	**III.14. IMIR staff will provide management- and performance-indicator data, as well as lead evaluation efforts, for campus goals and strategies.**
Performance Indicator	**III.14a. Performance indicator data disseminated campus-wide in a timely manner, and campus leaders, deans, and directors assisted to use the data in evaluation and planning efforts.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Management Indicators, Performance Indicators, and Diversity Indicators, as well as the Institutional Portfolio were successfully updated. As part of the business Intelligence initiative IMIR began developing a new system of Management, Performance, and Diversity Indicators with substantially enhanced capabilities for decision makers.

Evidence of Effectiveness:	Indicators were successfully updated in time for reports to be completed in a timely manner.
Plans for 2013-2014:	Continue to disseminate performance-indicator data, conduct workshops, and lead evaluation efforts.
	Examine alternatives to the Institutional Portfolio as a means of disseminating data about campus performance.
Implementation Strategy	**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.**
Performance Indicator	**III.15a.Reports on the results of surveys of students, faculty, staff, and alumni prepared in a timely manner and disseminated campus- wide.**
Campus Planning Theme:	Student Success Develop Faculty/Staff Best Practices Collaboration
Activities in 2012-2013:	The Healthy IU Survey was sent to all full-time faculty and staff on all IU campuses.
	Data were prepared for reporting and provided to the School of Public health for dissemination.
	Began work on a revised staff survey to be administered in Fall 2013.
Evidence of Effectiveness:	Results of the healthy IU survey have been disseminated university-wide.
	Staff survey is revised and being administered in Fall 2013.
Plans for 2013-2014:	Continue to administer surveys to students, faculty, staff, and alumni.
Implementation Strategy	**III.16. IMIR staff will provide data to schools and departments for program reviews.**
Performance Indicator	**III.16a.Reports to be used in program review prepared in a timely manner and disseminated to the appropriate units on campus.**

Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Department data reports were prepared for departments preparing for program review.
Evidence of Effectiveness:	Program review data reports prepared on time and disseminated to departments.
Plans for 2013-2014:	Continue to prepare data to support program review and to suggest ways in which the data can be used to improve self-study documents.
Implementation Strategy	**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.**
Performance Indicator	**III.17a.Results of faculty and student assessments of the PULs and the report on results delivered to the appropriate administrative and academic units in a timely manner.**
Campus Planning Theme:	Student Success Best Practices Collaboration
Activities in 2012-2013:	PUL data extracts occurring on schedule and reports distributed in a timely fashion. (See Appendix G.)
Evidence of Effectiveness:	Faculty members continue to ask questions about reports and deans are following-up with faculty not submitting data.
Plans for 2013-2014:	IMIR will continue to extract, analyze, and report data regarding faculty evaluations of student performance on the PULs, and assess students' perceptions of their PUL learning and development using the Continuing Student Survey.
Implementation Strategy	**III.18. Testing Center will assist clients with needs assessment and offer evaluation/technical consulting services to assist individual faculty or academic units with design and creation of web-based assessment tools or customized data collection instruments.**
Performance Indicator	**III.18a.At least one campus unit and at least one local/regional community partner assisted with design and creation of web-based data collection instruments.**

Campus Planning Theme:	Community Engagement Collaboration
Activities in 2012-2013:	Testing Center staff designed, created, and administered web-based survey forms in support of data collection for the CI-STEP and URM grant projects based in the School of Science; and assisted PAII office with creation and administration of web-based survey forms for evaluation of the Assessment Institute in Indianapolis. Likewise, TC assisted colleagues at the IUPU Columbus campus and Ivy Tech Community College with administration of web-based world language placement tests.
Evidence of Effectiveness:	Units that utilized TC's web-based survey services include School of Science (2 grant projects based in the Departments of Biology and Mathematical Sciences), PAII (Assessment Institute and IMIR), IUPU Columbus, and Ivy Tech Community College.
Plans for 2013-2014:	Testing Center staff will continue to provide clients with assistance in forms design, creation, and administration of web-based surveys.
Performance Indicator	**III.18b. At least one academic unit provided with professional/technical support to facilitate use of remote or Internet-based testing services.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Testing Center staff assisted the Department of Mathematical Sciences and the Placement Testing Advisory Committee with development and implementation of the ALEKS Math pilot for International and 'NR' student cohorts for Summer 2013.
Evidence of Effectiveness:	TC staff developed and implemented 'unproctored Internet testing' for students who completed ALEKS Math placement during Summer 2013.
Plans for 2013-2014:	TC staff will continue to work with the Placement Testing Advisory Committee (including faculty in the Departments of Chemistry and Mathematical Sciences) in implementing plans to scale-up the use of ALEKS Math products for Math placement testing and remediation purposes.
Implementation Strategy	**III.19. Continuously improve the academic and administrative program review processes.**

Performance Indicator	**III.19a. Program review introduced to new deans and the schedule for review of units implemented.**
Campus Planning Theme:	Best Practices Collaboration
Activities in 2012-2013:	Planned 12 program reviews (Adaptive Educational Services, Counseling and Psychological Services and Student Health Services, Chemistry, Graduate Office, English, Diversity, Equity, and Inclusion, History, Information Management and Institutional Research, Public Health, Physics, Student Affairs, University College First Year Experience), facilitated conduct of 13 reviews (Africana Studies, Communication Studies, Counseling and Psychological Services and Student Health Services, Dentistry – 3, Diversity, Equity, and Inclusion, Foundation Studies, Human Resources, Information Management and Institutional Research, Journalism, Mathematics, and Psychology) and established follow-up procedures for 3 reviews (Economics, Political Science, and Earth Sciences).
Evidence of Effectiveness:	All reviews were conducted as scheduled.
Plans for 2013-2014:	Continue to plan and conduct reviews according to schedule. Meet with School of Medicine representatives to introduce the possibility of conducting program reviews in that school. Continue to orient department chair persons in an annual meeting.
Performance Indicator	**III.19b. Reviewers' ratings monitored for suggested improvements.**
Campus Planning Theme:	Best Practices
Activities in 2012-2013:	Ratings were compiled and actions taken as necessary. (See Appendix H.)
Evidence of Effectiveness:	Reviewers' ratings were monitored.
Plans for 2013-2014:	Ratings will continue to be monitored

Performance Indicator	**III.19c.Development of Program Review database continued.**
Campus Planning Theme:	Best Practices
Activities in 2012-2013:	Guidelines have been developed and are in use. .
Evidence of Effectiveness:	Complete
Plans for 2013-2014:	None. Guidelines have been developed and are in use.
Implementation Strategy	**III.20. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.**
Performance Indicator	**III.20a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.**
Campus Planning Theme:	Best Practices Collaboration
	2012-2013 - Cluster Conversations of 2011 led to cross-campus collaboration on a plan for a sports institute. - PAII staff played major roles in achieving IUPUI's reaffirmation of accreditation by the Higher Learning Commission of the North Central Association of Schools and Colleges. - OIE contributed substantially to development of the self-study, other preparation, and hosting for the review team for reaffirmation of accreditation by the Higher Learning Commission (HLC). Kahn and Scott each wrote a chapter of the self-study report and contributed substantially to two other chapters. Kahn also wrote the report's introduction and preface and served as lead editor for the entire report, with assistance from Scott. - Kahn directed and Scott coordinated the campus's growing ePortfolio Initiative, bringing use to an all-time high with approximately 40 projects under way in 17 schools (25

programs) and 7 other units. In response to this expansion, the needs expressed by faculty and staff involved in those projects, and analysis of PRAC reports, Kahn and Scott expanded ePortfolio faculty development programming. Additions included a monthly lunch series, as well as workshops on reflection, assessment, ePortfolio pedagogy, and web design.

- Kahn cooperated actively with University College to enable steady progress with the electronic Personal Development Plan (ePDP) by participating in strategic planning and system-wide consideration, constructing a conceptual model, fine-tuning assessment rubrics, and adjusting format and platform to accommodate expanded use by students and their advisors and faculty. One result already receiving national attention is the new conceptual model, intended to guide implementation of the ePDP throughout the student's undergraduate experience.

- The ePortfolio Initiative also supported faculty and academic staff participation in two national ePortfolio projects and in the premier international ePortfolio conference. ePortfolio funds leveraged other internal and external support to enable 19 faculty, staff, and students to attend the AAEEBL conference in summer 2012 and 21 (33 unduplicated total) to attend in summer 2013. Of those, 11 presented at the conference in 2012 and 16 did so in 2013. Participants have remained engaged with ePortfolio projects and have provided peer leadership for their colleagues in 10 schools and 4 centers.

- Kahn and Scott led IUPUI participation in two national projects, collaborating with 33 other institutions to develop national models and best practices for ePortfolio use in higher education. For Connect to Learning, funded by FIPSE, work included contributing 4 articles for a comprehensive ePortfolio resource web site. For Cohort 6 of the Inter/National Coalition for Electronic Portfolio Research, this work included extensive research on the use of reflection for assessment and accreditation in ePortfolio projects at IUPUI.

- Kahn convened and chairs a new Indiana University ePortfolio Advisory Committee and co-chairs a Joint Working Group on ePortfolio Platform Review that leads university-wide review and recommendations for selection of a new ePortfolio technology platform. Scott staffs both committees.

- OIE continued to provide leadership and support for improvement of the annual assessment reports by training a cadre of PRAC members to evaluate and provide peer feedback on the annual reports. As a result, we have seen overall improvement of the PRAC reports generally, while several of the weaker reports have been strengthened considerably.

- A report was prepared for the IUPUI Office for Veterans and

Military Personnel comparing Veteran students and all IUPUI students using the Pike scalelets and NSSE Learning Gains scales. Results revealed that Veteran Students reported that IUPUI contributed little to their gains in personal and social skills compared to all IUPUI students. This data (along with other data collected by the office) supported the need to create Vet to Vet peer mentoring program, an initiative currently being led by several Veteran students.

- The School of Engineering and technology has also used NSSE results from the Higher Order Learning scalelet to suggest the need for emphasis on critical thinking skills.
- A comparison between international students and all IUPUI students completing NSSE was prepared for the IUPUI Office of International Affairs. This report revealed that international students were interacting with students different from themselves much less than other IUPUI students. Data from this report supported the need for additional programming to develop connections between international and domestic students.
- The Center for Service and Learning at IUPUI used data from NSSE to provide evidence of a culture of service when submitting their application for the grant.
- Data from the newly created End of Season Athletics survey suggested that student-athletes were very dissatisfied with the locker rooms. As a result, discussions have begun for the possibly purchase of temporary locker rooms for some sports during the 2013-14 academic year.
- Analyses conducted by IMIR staff were used to inform University College advisors of the importance of encouraging beginning freshmen to take 15 credit hours in the Fall. For Fall 2013, the proportion of students taking 15 or more credit hours increased.
- Testing Center staff generated a placement trend report (titled Comparative Percent Distribution of COMPASS Mathematics Placement Domain Scores for Fall 2002-2012 Cohorts) in support of the self-study report compiled by faculty in the Department of Mathematical Sciences.
- In Summer 2012, Testing Center staff assumed additional responsibilities and duties for administering proctored computer-based testing services in collaboration with the School of Science and UITS.
- Testing Center staff developed and launched a website that facilitated 'unproctored Internet testing' option for a select group of incoming students who participated in the ALEKS Math pilot initiative in Summer 2013.
- In response to the recommendations of the Political Science

review team: (1) A syllabi analysis was done and the results, including specific assignments required in each section and by each instructor was shared with all full time and part time faculty via e-mail communication from the department chair which reiterated the importance that the department places on including written assignments in all of its courses. (2). The first alumni newsletter in many years which was sent out to all known alumni on November 26, 2012. (3). The faculty are exploring adding a comprehensive exam for the MA and a minor for the PhD

- Earth Sciences developed a comprehensive strategic plan in response to the program review.

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

used as part of the annual reports by Liberal Arts faculty and staff. The results also helped staff in the School of Liberal Arts identify which students intended to graduate so that their academic records could be reviewed prior to graduation.

- The Testing Center collaborated with UITS, School of Science, office of the Registrar, and other campus units that facilitated planning and establishment of two integrated testing facilities located in BS 3000 and SL 070 suites. The newly renovated testing facilities will allow even more IUPUI students to sit for computer-based exams, quizzes, and other proctored activities at convenient times.

- Testing Center staff successfully implemented the *Class Climate* course feedback system that facilitated incremental quality improvements in scanning services including generation of course/instructor evaluation reports for academic units that use Testing Center services.

- Testing Center staff organized and co-presented (with CTL staff) two webinars on basic principles of test construction and analysis of course/instructor evaluation instruments.

- OIE staff directed and coordinated IUPUI's growing ePortfolio Initiative, providing six faculty development workshops and working closely with University College to continue development and expansion of the ePortfolio-based Personal Development Plan.

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

- OIE staff provided editorial leadership for IUPUI's self-study report for reaffirmation of regional accreditation. Kahn served as lead editor of the entire report, with assistance from Scott; Kahn and Scott each authored a chapter of the report.

- Kahn developed the annual IUPUI Performance Report and worked with Public Affairs and Governmental Relations to design and publish it.

- OIE staff organized and co-led the second annual peer review of annual school/unit assessment reports for 2010-11, continuing the overall improvement of annual PRAC reports and supporting professional development of PRAC members.

2010-2011
- Completed a newly-designed Program Review Budget table for the Departments of Political Science, Museum Studies, and

	Earth Sciences.
	• OIE staff worked with leadership of the Program Review and Assessment Committee to implement a peer-review process of evaluating unit assessment reports posted on the PRAC web site. The resulting feedback to PRAC members led to observable improvements in structure, substance, or both, for the majority of 2010-11 reports.
	• Worked closely with University College faculty and advisors to pilot consolidation of the Personal Development Plan (ePDP) in the ePortfolio environment. The pilot included 16 sections of the First Year Seminar, reaching more than 350 students. Assessment to date indicates the project was very successful; lessons for improvement have been implemented, and University College expects to triple the number of sections and students involved in Fall 2011. The project has garnered strong interest across campus and throughout IU.
	• Collaborated with University College on "Connect to Learning" (C2L), a successful grant proposal to develop models for use of the ePDP subsequent to its initial development in the First-Year Seminar. The ePortfolio Initiative and University College will work with the Psychology Department, Honors College, and Student African American Sisterhood to develop models for students' continuing work on the ePDP. The C2L grant, along with leveraged matching funds from University College, Honors, and ePortfolio, enabled ePortfolio professional development travel for seven faculty and academic administrators in summer 2011.
	• Recipients of Integrative Department Grants concluding their projects reported curricular improvements resulting from their implementations of ePortfolio. For example, the School of Library and Information Science faculty identified and closed gaps which had been allowing some students to sidestep full development of required technology competence. The Pediatric Dentistry department used ePortfolio adoption to leverage stronger connections within a four-year curriculum, including mapping to foundational knowledge not directly under the oversight of departmental faculty. In addition, that project's successes have led to beginning implementation in dental hygiene and dental assisting programs.
	• The Doctor of Nursing Practice program received a grant of $324,150 from the Health Resources and Services Administration (HRSA) based on a proposal that cited use of the ePortfolio for assessment as an innovative aspect of the proposed project.
	• Completed evaluation of the Integrative Department Grant program (the grants made by the ePortfolio initiative) and began

transition to a more targeted approach to developing faculty capacity for implementing electronic portfolios, including engagement in the IUPUI research component of the Inter/National Coalition for Electronic Portfolio Research Cohort VI and matching funds for the Connect to Learning grant project.

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

Overall we found the responses to the survey to be positive, with a few exceptions, when analyzing the results by race, gender, and age. For example, the rating of one's overall experience

(question 1) was different for African-American students than it was for the other respondent groups. See Figure 1.

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

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

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

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

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

How would you rate your overall experience at IUPUI so far

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

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

- Testing Center staff facilitated the reporting of placement scores in the Student Information System (SIS) and generated course placement summary reports and placement audit reports/class rosters that assisted faculty/academic advisors with student advising and course placements. In addition, Testing Center staff proctored course test-out exams and a variety of independent studies exams and several state and nationally-administered exams (including ACT, CLEP, DANTES, IC[3], iCritical Thinking Skills Certification exams, PRAXIS, TOEFL iBT, SII, MBTI, etc.) that academic units use in making decisions regarding student *admissions*, *certification*, *course credit*, *licensure* or *career guidance*.
- In collaboration with the IUPUI School of Science, UITS, CFS, and the Office of the Registrar, Testing Center staff contributed testing-related information that facilitated planning, coordination, and establishment of new and integrated Testing Center facilities near the center of campus (i.e., in BS 3000 and

SL 070 suites and scanning services in SL 064).
- In conjunction with faculty in the IUPUI School of Science, Testing Center staff provided evaluation services and co-authored two collaborative research grant proposals that were funded by the National Science Foundation (NSF). In addition, Mzumara is serving as *external evaluator* for two collaborative research grant projects funded by NSF and awarded to faculty in the School of Civil Engineering at Purdue University, West Lafayette.
- Testing Center (TC) acquired new software packages (i.e., Question*mark* Perception and Scantron *Class Climate*) with hopes of assisting faculty or academic units to enhance course/instructor evaluations and to facilitate creation and administration of web-based tests for clients that use Testing Center Scanning Services.

2009-2010

- In Spring 2010 faculty utilized for the first time the PAII-developed process for evaluating student learning related to the PULs.
- Pulse surveys were conducted on the concept of diversity, the Common Theme project, and Student Health Services. The IUPUI Student Pulse Survey program has been initiated both to improve the use of survey findings and to attempt to reduce the ever-declining questionnaire response rate. In connection with each Pulse survey, we can identify improvements made in units serving as the focus.
- PAII staff used a rubric to evaluate unit assessment reports posted on the Program Review and Assessment Committee Web site. Discussion of these reviews in PRAC led to observable improvements in more than half of the 2009-10 assessment reports.
- IMIR staff added an Executive Summary section to Faculty Survey and Student Satisfaction and Priorities Survey Summary Reports. The process for creating these reports was also revised in order that data may be available sooner.
- IMIR utilized data from the Delaware Study of Instructional Costs and Productivity to begin an examination of the funding of IUPUI schools. Initial efforts included developing procedures for generating normative data from other research universities participating in the study. IMIR staff members have also worked with administrators and staff in schools to improve the quality of the data used in the analyses. Specifically, IMIR staff worked with the School of Informatics to identify administrative expenditures that should not be included in calculating

instructional costs. Staff members also worked with the School of Liberal Arts to improve procedures for counting the contributions of part-time faculty and faculty members with joint appointments. Staff members also worked with the School of Nursing to identify issues related to documenting the productivity of adjunct faculty members. IMIR staff members also identified problems with the coding of graduate teaching assistants and shared that information with the Office of the Vice Chancellor for Academic Affairs.

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

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

2008-09
- Acting on evidence that Principles of Undergraduate Learning are not systematically taught and assessed in the academic programs across campus, PAII staff initiated activities to ensure that these activities will be evident when NCA visitors arrive in 2012
- Acting on evidence that questionnaire response rates are declining, due in part to the proliferation of surveys across campus, PAII staff convened the largest purveyors of surveys and developed, with student leaders, a Student Pulse Survey approach designed to increase response rates.
- Deans were introduced in a Deans Council meeting to the Accelerated Improvement Process (AIP) by peers who had used AIP, and several new projects were initiated as a result.
- Designed the facility layout and provided the budget plan, worked with IU Real Estate Office and secured the facility site, and developed the newest off-campus learning center at Park 100. Instrumental in the development and implementation of the strategic plan for off-campus centers.
- Provided ongoing consultation to Departments of Visual Communication, Computer and Information Science, and Tourism, Convention, and Event Management; Schools of Dentistry and Engineering & Technology; and IUPUC on implementing the IUPUI ePortfolio to improve student learning and support authentic assessment.
- Developed and presented four campus-wide faculty

development workshops designed to assist faculty and academic programs with successful implementation of ePort for learning and assessment (in collaboration with staff from UITS and CTL). (Introduction to ePort workshop filled within 24 hours of announcement.)

- Provided or continued grants to twelve IUPUI academic units to support implementation of ePort to improve learning and assessment.

- Consulted throughout the year with UITS on needed enhancements to ePort software environment, which has improved significantly in ease of use over the past two years and now includes basic assessment management capabilities.

- Provided invited presentations to 13 IUPUI academic units and committees interested in learning more about ePort.

- With staff support, developed a web site on creating and using rubrics for the PULs to support IUPUI faculty with assessment of authentic materials in ePortfolios or other student work.

- Worked with University College faculty and staff to plan pilot of ePort and Personal Development Plan in Spring 2010. This initiative is intended to help students chart a course for their academic career at IUPUI, to support retention, and to provide information to advisors in University College and the major.

- In collaboration with Communications and Marketing and IMIR, developed improved IUPUI Performance Report, which won national recognition from the *Admissions Marketing Report*.

- Because more than 100 first-time freshmen were dismissed from IUPUI for having a Fall semester grade point average below 1.00, IMIR undertook a study to determine (1) if any student characteristics were related to the probability of being dismissed and (2) if it was possible to predict who would be dismissed. Results of the research have led to changes in programs for first-time freshmen and have helped focus efforts to develop an early warning system.

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

- Feedback from school and campus administrators indicated that

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

2007-08
- Provided consultation to School of Engineering and Technology on implementing ePort to support student development of critical thinking skills, after NSSE results indicated that E & T students gave themselves the lowest rating on campus on critical thinking.
- Provided consultation to School of Dentistry on use of ePort to support student understanding of professional ethics in clinical settings after assessment findings indicated a need for improvement.
- IMIR staff developed new tools for campus enrollment planning, including models for forecasting enrollment, determining the probability of a student enrolling at IUPUI, forecasting graduation rates, and predicting first-year grade point averages for new students.
- IMIR staff developed and administered a new survey for graduate and graduate professional students at IUPUI.
- Worked with assessment professionals in Health and Rehabilitation Sciences, Nursing, and University College on campus-wide study of student success.
- IMIR staff developed reports for IUPUI schools on instructional costs and productivity, using data from the national Delaware Study.
- IMIR staff developed peer group analyses for the Schools of Engineering and Technology, Liberal Arts, and SPEA, as well as University College and the University Library.
- Revised performance indicators for diversity initiatives undertaken by the Diversity Cabinet.
- IMIR staff created the Information Gateway to provide easy access to information to be used in evaluation and assessment (http://reports.iupui.edu/gateway/).
- In the School of Nursing, the Economic Model Office converted and updated one of the four original economic models (of the pilot test era in 1991-1994) from a Paradox database platform to a Microsoft Excel platform. Developed a working relationship with this school that resulted in the annual update and integration of benchmark data into their annual financial report to the departments and offices. Provided continuous decision support with the curricular conversion from the ASN to BSN

program, the addition of the accelerated BSN, faculty workload analysis and subsequent salary generation model, cost, and the tuition and program fee analysis for the IU Board of Trustees approval to address the high cost of clinical instruction and the acute shortage of nursing faculty.

2006-07
- IMIR provided data to the Enrollment Management Council and academic deans that were used to improve enrollment projections for Fall 2007 and subsequent years.
- IMIR conducted a series of analyses for the Admissions Office that are being used to provide automatic admissions for some students.
- IMIR, along with other campus units, provided Derrick Price with data to conduct an extensive study of the factors related to retention at IUPUI. Price produced a report commissioned by the Council on Retention and Graduation.
- IMIR is working with the Chancellor's Diversity Cabinet to develop new performance indicators for evaluating and improving the campus climate for diversity.
- Progress report on ICHE Goal 6 (produced by PAII staff) (see www.planning.iupui.edu/552.html) includes improvements made in schools based on assessment of student learning of PULs.
- Provided leadership for the Accelerated Improvement Process, which has produced improvement initiatives for 50 processes in units across the campus (http://www.planning.iupui.edu/improvement/).
- Provided consultation for the School of Nursing simulation mannequin in clinical courses; course evaluation study for Testing Center; business plan for School of Public and Environmental Affairs' Executive Education program; course budget planning for Tourism, Conventions, and Event Management and the Community Learning Network's alternative course format; facility budget planning for School of Social Work's Department of Child Services $5 million 3-year grant; clinic budget planning for Oral Surgery Clinic; integration of the Division of Labor Studies into the School of Social Work; strategic budget planning for the School of Science; and budget planning for the Assessment Institute.
- All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.

2005-06

- All Doubling Task Forces reported using data this year in their annual reports. The Enrollment Management Task Force reported "collaboration with the Office of Planning and Institutional Improvement, which provides links to the broader campus planning processes, as well as with the research and analytic support of the Office of Information Management and Institutional Research."
- The Council on Retention and Graduation reported reviewing student success rates in 300- and 400-level courses and identified, with IMIR research, unexpectedly low rates of student success in many of these classes.
- Other Doubling Councils reported analyzing student enrollment and survey data to plan continuation of their work.
- A faculty member in Physical Education used the AIP norm setting tool (What would cause me to fail as an instructor? You fail as students?) in classes at start of the semester. She reported that this worked much better than past efforts with norm setting in classes and found the tool to be a great help.
- SPEA used the AIP to streamline the admissions process and to ensure proper back-up procedures are in place.
- University College used the AIP in the 21st Century Scholars Program to create an efficient and replicable process for enrollment, affirmation, and event recruitment.   As a result, the process was streamlined and various checkpoints were added to evaluate the process.
- PAII staff continue to collaborate with staff in the Office of Human Resources Administration to conduct monthly facilitator meetings for faculty and staff interested in the Accelerated Improvement Process. To date, over 35 improvement processes have been completed or are underway at IUPUI and additional training opportunities are planned.
- The following schools or departments used survey results: Nursing, Engineering and Technology for accreditation reviews; Student Life and Diversity to inform the campus-wide smoking policy; University College to improve advising; Medicine to improve the Biotechnology Certificate program.
- All committees established to evaluate performance indicators used survey data or institutional data provided by IMIR to inform their decisions.
- The Economic Model was used by Nursing, Dentistry, and Law to inform their financial planning. In the Dentistry accreditation report, the Economic Model process received special notation.
- A model predicting first-year grade point average for new students has been incorporated into admission procedures for Fall 2009.

- Workshop conducted on use of the Information Gateway was well received.
- Five disciplines made use of peer group analyses (Engineering, Liberal Arts, Library, SPEA, and University College).
- Results from the Continuing Student Survey were used by several units to evaluate implementation of the PULs.
- University College staff have used the results of the study of dismissed students to include reporting elements in the soon-to-be-released early warning system.
- All schools that had faculty identified as having salaries significantly below expectations have completed a review of those salaries and are implementing plans to adjust salaries as needed.
- Held two workshops to familiarize deans and administrative personnel with the new Institutional Reports system.
- Reviewed course/faculty evaluation instruments for a total of 13 academic units and compiled a course evaluation inventory.
- Will continue to work with departments and schools to assist faculty in using ePort to assess and improve student mastery of PULs and disciplinary outcomes.
- Results of the survey of graduate and graduate professional students at IUPUI will be distributed.
- IMIR will continue to work with the Enrollment Management Council to identify areas where additional information is needed to improve enrollment management efforts.
- Continue to expand and update the institutional reports web site with information on credit hours, as well as survey data and potentially retention and graduation rates.
- In collaboration with PRAC and FAC Subcommittees on Course Evaluations, Testing Center staff will facilitate at least one faculty development workshop to discuss ways to improve End-of-Course Evaluations at IUPUI.
- Expanded the economic model services to include long-term projections with detailed recommendations and strategies as demonstrated in the partial project list of significant school engagements of the following:
  o School of Education, 1996 – 1999. The first substantive test of the economic model that provided the critical link of academic planning with budgeting—provided close consultation with the Office of the Vice Chancellor of Administration and Finance (ADFI) and the Office of the Chancellor in the budgetary solution for the School of Education's $533,406 deficit in an annual $7.4 million budget. Deftly handled the political sensitivity of and proposed the not so intuitive obvious solution to transfer 4,200 student credit hours of remedial course

	offerings to the emerging University College and its efforts to improve retention of first year student experiences. o School of Allied Health Sciences, 1998 - 2001. The initial analytical project for a tuition rate analysis for the conversion of the undergraduate physical therapy program to the master's level led to a school wide economic model. The economic model analysis identified an emerging negative cash flow situation and declining inability of the state appropriation to subsidy the multitude of undergraduate programs. Became fully integrated in the budget planning process of the school as a budget analyst, an ad hoc internal review committee member, and an external review committee member—that resulted in the subsequent restructuring of a 16-program school with a $5-million budget and a $500,000 cash flow shortfall. The economic model engagement identified a looming financial exigency and the successful pursuit of the faculty governance policy of the complete restructuring of the School of Allied Health Sciences into the School of Health and Rehabilitation Sciences focused on graduate programs.

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

Implementation Strategies	Performance Indicators/Milestones		Planning Theme and/or Initiative	Person(s) Responsible
Goal I. Engage in collaborative planning campus wide, with other units, and within our division. (Collaboration, Best Practices)				
I.1. Assist in developing campus plans and priorities	I.1a.	Executive Vice Chancellor assisted in developing a new strategic plan for IUPUI.	BP, Col	Trudy
	1.1b.	New performance indicators associated with strategic plan identified and incorporated in annual reporting template.	BP, Col	Trudy
I.2. Communicate broadly the campus mission/vision.	I.2a.	Annual Performance Report produced and disseminated.	BP	Susan K.
	I.2b.	New campus vision and priorities communicated in program review.	BP	Karen and Trudy
I.3. Plan agenda and retreats for Council of Deans	1.3.	Agenda for 2013 Council of Deans retreat planned, space identified and arranged, and retreat implemented.	BP, Col	Trudy
I.4. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	I.4a.	At least 20 units assisted with planning annually.	BP, Col	Karen and Trudy
	I.4b.	At least 50 planning consultations/projects conducted annually.	BP, Col	Karen et al.
I.5 Work with University College and other units, through the Connect to Learning FIPSE project, to develop models for broader campus use of the ePDP.	I.5a.	Project plans and reports kept current on FIPSE project web sites, with updates included in regular campus reports and ePortfolio web site as appropriate.	BP, Col, 1	Susan K. and Susan S.

	Implementation Strategies		Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
I.6	Plan an ePortfolio advisory committee for multi-perspective recommendations about policy issues surfacing as use of ePortfolio expands; collaborate closely with similar groups initiated by University College, UITS, and others.	I.6a.	Committee named and functioning.	Col, BP	Susan K.
I.7	IMIR staff will work with campus units (e.g., Enrollment Services, Finance and Administration, and schools and departments) on campus planning efforts.	I.7a.	Enrollment planning implemented with the campus admission committee, Enrollment Management Council, Enrollment Management Steering Committee, and academic deans.	Col, BP, 2	Larry
I.8	TC staff will work with campus units (e.g., School of Science, UITS, etc.) to manage integrated test proctoring services in the Testing Center facilities.	I.8a.	In collaboration with UITS and participating schools, plans to sustain proctored computer-based testing services in the integrated testing facilities developed and implemented.	Col, BP, 1	Howard and Kent
		I.8b.	New or customized test reservation application designed, developed, and implemented in collaboration with campus partners and/or an external vendor.	BP, Col	Howard and Kent
		1.8c.	Appropriate enterprise software packages to facilitate development and/or secure administration of class tests offered in the Testing Center facilities identified and deployed in conjunction with UITS and course coordinators from participating academic units.	BP, Col	Howard and Kent
I.9	Develop a coordinated communication and marketing plan to highlight and increase the services of the Testing Center	I.9a.	TC website revised and updated to reflect recent changes in Testing Center programs and services.	BP, Col, 1	Kent and Howard
		I.9b.	Communication about benefits of proctored computer-based testing services developed and disseminated in conjunction with marketing plans to increase the utilization of testing services at the Testing Center.	BP, Col, 1	Howard and Kent
Goal II. Gather, interpret, and present information about the campus and its units to support decision-making and to inform stakeholders. (Best Practices, Collaboration).					

Implementation Strategies	Performance Indicators/Milestones	Planning Theme and/or Initiative	Person(s) Responsible
II.1. Provide leadership for IUPUI Student Pulse surveys.	II.1a. 2-4 Pulse surveys conducted annually.	Col, BP	Trudy and Larry
II.2. Prepare Performance Report for print and web distribution to multiple stakeholders.	II.2a. Print and web publication complete in early February.	BP	Susan K. and Gulshan
II.3. Prepare annual report on assessment of learning at IUPUI.	II.3a. Decisions for fine-tuning report purpose and contents reached by December. II.3b. Report reviewed and completed for distribution by end of February.	BP, Col, 1, 3 BP, Col, 1, 3	Susan K. and Susan S. 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.4a. Continued national presentations, publications, and professional service	BP	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. II.5b. Management Indicators, Performance Indicators, Diversity Indicators, and the Institutional Portfolio updated in a timely manner (completed by October 15) and the data disseminated widely.	Col, 2 BP, Col	Larry Larry and Gulshan
II.6 IMIR staff will provide annual performance reports on topics of campus-wide importance (e.g., Passport Report, Work Retention Report, PUL Report, etc.).	II.6a. Passport Report, Work Retention Report, and PUL Reports completed in a timely manner and disseminated widely.	Col, 1, 2	Larry

Implementation Strategies		Performance Indicators/Milestones		Planning Theme and/or Initiative	Person(s) Responsible
II.7	IMIR staff will administer focused surveys on salient campus issues to inform decision makers and the campus community.	II.7a.	Surveys of students, faculty, staff, and alumni administered on a regular schedule and appropriate reports prepared and disseminated.	BP, 1, 7, 9, 10	Larry
II.8	IMIR staff will respond to ad hoc requests for information from campus leaders, schools, and departments.	II.8a.	Ad hoc requests fulfilled in a timely manner for campus leaders, schools, and departments.	BP	Larry and Gulshan
II.9.	Contribute evaluation resources for campus programs and community organizations.	II.9a.	At least 1 evaluation study funded and conducted for campus constituents.	BP, 1, 6	Howard
		II.9b.	At least 225 units maintained annually in using Testing Center services (including ad hoc test proctoring services in support of placement testing, state and national testing programs; test/survey development, scoring, and data processing; and educational measurement, evaluation, and statistical consulting services).	BP, 1	Howard and Kent
		II.9c.	At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and collaborative research grant projects with faculty colleagues.	BP, 1	Howard
Goal III. Lead and support evaluation and improvement efforts to accomplish campus and unit goals. (Best Practices, Collaboration)					
III.1.	Continuously improve the campus practice of assessment.	III.1a.	Number of units assisted with assessment remains steady at 30.	BP, Col, 1, 3	Karen et al.
		III.1b.	Number of assessment consultations/ projects remains steady at 150.	BP, Col, 1, 3	Karen et al.
		III.1c.	Faculty assisted in adopting new test software products and/or best practices for improving placement testing in chemistry, mathematics, English for Academic Purposes, Writing, and world languages.	BP, Col	Howard
		III.1d.	Information derived from the placement testing and validation processes enhanced.	BP, Col	Howard
		III.1e.	At least 8 units assisted annually in creating Web-based assessment tools for course/faculty evaluations.	Col, 1	Howard
		III.1f.	Improvements in course placement services accomplished through use of outreach testing services.	Col, BP, 1	Howard and Kent
		III.1g.	Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.	BP, 1	Kent

Implementation Strategies		Performance Indicators/Milestones		Planning Theme and/or Initiative	Person(s) Responsible
	III.1h.	At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing teaching effectiveness.		1, 10	Howard and Kent
III.2. Implement strategies for evaluating student learning of the PULs.	III.2a.	Faculty evaluation of PUL-related learning proceeding on schedule and faculty beginning to use the findings to improve curriculum, instruction, student academic support services.		1	Trudy, Larry, and Gulshan
III.3. Disseminate evaluative findings.	III.3a.	Participation in PAII national conference maintained at 950.		BP, 6	Karen and Trudy
	III.3b.	Number of national and international invitations for PAII staff maintained at 40.		BP, 6	Karen and Trudy, et al.
	III.3c.	Number of external information requests maintained at 300.		BP, 6	Karen et al.
III.4 Organize IUPUI ePortfolio research, in conjunction with I/NCEPR Cohort 6, to identify effective models for ePortfolio reflection and assessment, and seek new ways to engage faculty across campus in scholarship of teaching and learning around ePortfolio work.	III.4a.	Information from faculty gathered, findings summarized, and preliminary report prepared.		BP, 6, 10	Susan K. and Susan S.
III.5. Provide leadership and information support for the Talent Alliance.	III.5a.	Talent Alliance achieving its goals.		Col, 7	Trudy, Karen, and Larry
III.6. Continue to develop a more uniform and concise set of campus-wide performance indicators.	III.6a.	Institutional portfolio and annual campus report based on key performance indicators linked to new campus goals/President's Principles of Excellence.		BP, Col	Trudy, Susan, Larry, and Karen
III.7. Work with campus leaders to identify performance indicators.	III.7a.	Campus performance indicators agreed upon, disseminated widely, and used to provide direction for improvement.		BP, Col	Trudy and Larry

Implementation Strategies	Performance Indicators/Milestones		Planning Theme and/or Initiative	Person(s) Responsible
III.8. Advance institutional effectiveness through collaboration.	III.8a.	At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	BP, Col	Karen and Trudy
III.9. Assist Chancellor in developing administrative reviews and searches.	III.9a.	Administrative review committees and search committees for campus administrators established, implemented, and successfully concluded.	BP, Col	Trudy
III.10. Continue to work through PRAC to support improved understanding and implementation of the assessment cycle at IUPUI, including improved clarity of reporting.	III.10a.	Peer review of assessment reports conducted such that units receive feedback by the end of March.	BP, Col	Susan K. and Susan S.
III.11. Scale up faculty development programming and resources related to ePortfolios	III.11a.	Plans developed for expanded faculty development offerings in 2013-2014, possibly including a community of practice.	10, 1, 3	Susan K. and Susan S.
	III.11b.	Resource listings on ePortfolio web site updated and expanded.	1, 3, 10	Susan S.
III.12. Sustain leadership advocacy with UITS, at campus and university levels, to encourage commitment of needed resources for ePortfolio improvement, usability, and flexibility.	III.12a.	Service on UITS Oncourse Priorities Committee maintained.	Col	Susan K.
	III.12b.	New methods developed for determining user needs in light of greatly increased use of ePortfolio across campus.	BP, Col	Susan K. and Susan S.
III.13. Continue working with University College, the Centers for Service and Learning and Research and Learning, and other partners to increase ePortfolio awareness and interest in support of campus and unit RISE to the Challenge goals.	III.13a.	Faculty and student use of ePortfolio for RISE experiences increased by 10 percent over 2012-13.	1, 8	Susan K. and Susan S.

Implementation Strategies	Performance Indicators/Milestones		Planning Theme and/or Initiative	Person(s) Responsible
III.14 IMIR staff will provide management- and performance-indicator data, as well as lead evaluation efforts, for campus goals and strategies.	III.14a.	Performance indicator data disseminated campus-wide in a timely manner, and campus leaders, deans, and directors assisted to use the data in evaluation and planning efforts.	BP, Col	Larry and Gulshan
III.15 IMIR staff will conduct surveys of students, faculty, staff, and alumni on a regular schedule to provide information about student learning and institutional performance.	III.15a.	Reports on the results of surveys of students, faculty, staff, and alumni prepared in a timely manner and disseminated campus-wide.	BP, Col, 1, 3, 10	Larry
III.16 IMIR staff will provide data to schools and departments for program reviews.	III.16a.	Reports to be used in program review prepared in a timely manner and disseminated to the appropriate units on campus.	BP, Col	Larry
III. 17IMIR staff will collect data on student attainment of the Principles of Undergraduate learning (PULs) and report results to the appropriate administrative and academic units.	III.17a.	Results of faculty and student assessments of the PULs and the report on results delivered to the appropriate units in a timely manner.	BP, Col, 1	Larry
III.18 Testing Center will assist clients with needs assessment and offer evaluation/technical consulting services to assist individual faculty or academic units with design and creation of web-based assessment tools or customized data collection instruments	III.18a.	At least one campus unit and at least one local/regional community partner assisted with design and creation of web-based data collection instruments.	Col, 7	Howard and Kent
	III.18b.	At least one academic unit provided with professional/technical support to facilitate use of Internet-based testing services.	BP, Col	Howard and Kent

Implementation Strategies	Performance Indicators/Milestones		Planning Theme and/or Initiative	Person(s) Responsible
III.19 Continuously improve the academic and administrative program review processes.	III.19a.	Program review introduced to new deans and the schedule for review of units implemented.	BP, Col	Karen and Trudy
	III.19b.	Chairs undergoing program review in the next year oriented in a group session.	BP, Col, 10	Karen and Trudy
	III.19c.	Reviewers' ratings monitored for suggested improvements.	BP	Karen
	III.19d.	Development of Program Review database continued.	BP	Karen
III.20.Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	III.20a.	List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.	BP, Col, 7	Karen et al.

Campus Planning Themes
Teaching   Research   Civic Engagement   Collaboration   Diversity   Best Practices

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

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

2012-2013 Teaching, Research and Service Report for
Office of Planning and Institutional Improvement
Office of Information Management and Institutional Research
Office of Institutional Effectiveness
Testing Center

Teaching

IUPUI Courses/Sections

Black, K. E. (Fall 2012-13) Technical Communication 39900 Techniques – Effective Portfolios.

Kahn, S. E450 English Capstone Seminar, Spring 2013, team-taught with Professor Karen Johnson

Pike, G. R. Y500/Y502 (Intermediate Statistics) in Fall 2012.

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. (September 27, 2013) HESA Proseminar

Kahn, S. Y535: Evaluation Models and Techniques, October 2012

Pike G. R. C620 in Fall 2012

Pike, G. R. C661 in Spring 2013

Pike, G. R. in C750 in Summer 2013

Graduate Student Program Committees

Banta, T. W. Cynthia Ahonen

Banta, T. W. Steven Graunke

Banta, T. W. Danny King (Chair)

Banta, T. W. Anthony Masseria (Chair)

Banta, T. W. Shannon McCullough (Chair)

Banta, T. W. Christian Medrano

Banta, T. W. Joshua Morrison

Banta, T. W. Kate Thedwall

Banta, T. W. Chasity Thompson (Chair)

Banta, T. W. Christina Wright

Pike, G. R. Timothy O'Maley, Advisor, Indiana University

Pike, G. R. Steven Graunke, Advisor, Indiana University

Pike, G. R. Stephen LeBeau, Advisor, Indiana University

Pike, G. R. GaoLing LeBeau, Advisor, Indiana University

Pike, G. R. Dan Trujillo, Advisor, Indiana University

Graduate Students Mentored

Banta, T. W. Cindy Ahonen

Banta, T. W. Autumn Harrell

Banta, T. W. Antigoni Papadimitriou – University of Oslo

Kahn, S. Cynthia Landis, Ed.D. student in HESA, graduate research assistantship in 2012-13 shared between OIE and University College

Mzumara, H. R. Jaime F. Colon Basora, MSc. Student, I/O Psychology Program, Department of Psychology

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

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

Thesis/Dissertation Committees

Banta, T. W. Josh Morrison

Banta, T. W. Sarah Brandenburgh Zahl

Pike, G. R. Adam Wilson, Dissertation Advisor, Indiana University School of Medicine [completed May 2013]

Pike, G. R. Joshua Morrison, Dissertation Advisor, Indiana University

Pike, G. R. Pike, G. R. , Danny King, Dissertation Committee Member, Indiana University

Pike, G. R. Christopher Foley, Dissertation Committee Member, Indiana University

Pike, G. R. Ching-Hui Lin, Dissertation Committee Member, Indiana University

Pike, G. R. Frank Swanzy Essien, Dissertation Committee Member, Indiana University

Pike, G. R. Jen Chin, Dissertation Committee Member, Indiana University

Pike, G. R. Demetrees Hutchins, Dissertation Committee Member, Indiana University

Pike, G. R. David Mallon III, Committee Member, Indiana University

Pike, G. R. Leslie Hoffman, Dissertation Committee Member, Indiana University School of Medicine

Pike, G. R. Rebecca Lee-Garcia, Dissertation Committee Member, Indiana University

Letters of Support for Colleagues Seeking Promotion or Recognition

Banta, T. W. Rob Aaron

Banta, T. W. Chris Chalker

Banta, T. W. Kevin Guidry

Banta, T. W. Antigoni Papadimitriou

Pike, G. R. Review of Karen Webber for Tenure, University of Georgia.

Pike, G. R. Review of Shah Towfighi, Senior Lecturer, Department of Economics, IUPUI

Awards/Recognition

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

Banta, T. W. Invited to become a Trustee of Ashford University (Declined)

Pike, G. R. Charles F. Elton Best Paper Award, Association for Institutional Research, 2013.

Pike, G. R. Graunke, Steve Carol B. Nathan IUPUI Staff Council Scholarship

Publications

Refereed Articles

Pike, G. R. Hansen, M. J., & Childress, J. E. (in press). The influence of students' pre-college characteristics, high school experiences, college expectations, and initial enrollment characteristics on degree attainment. *Journal of College Student Retention.*

Wilson, A. B., **Pike, G. R.** & Humbert, A. J. (in press). Analyzing script concordance test scoring methods and items by difficulty and type. *Teaching and Learning in Medicine.*

Pike, G. R. (2013). NSSE benchmarks and institutional outcomes: A note on the importance of considering the intended uses of an instrument in validity studies. *Research in Higher Education, 54,* 149-170.

Other Published Articles

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

Pike, G. R. (2013). Assessment measures: The updated National Survey of Student Engagement (NSSE). *Assessment Update: Progress, Trends, and Practices in Higher Education, 25*(4), 10-11.

Pike, G. R. (2013). Assessment measures: ExamSoft® examination management. *Assessment Update: Progress, Trends, and Practices in Higher Education, 25*(2), 12-13.

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

Books and Book Chapters

Johnson, K.R., & **Kahn, S.** "What Are You Going to Do with That Major? An ePortfolio as Bridge from University to the World." In Rice, R. & Wills, K.V. (Eds.) (2013) *ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios. Perspectives on Writing.* Fort Collins, CO: The WAC Clearinghouse and Parlor Press.

Commissioned Papers

Articles contributed to *Connect to Learning* open online resource repository (under development, anticipated launch in January 2014):

- **Kahn, S.**, & **Scott, S. B.** "Scaling Up ePortfolio Use," October 2012

- **Kahn, S**., & **Scott, S. B.** "ePortfolio Professional Development," December 2012

- **Kahn, S.**, & **Scott, S. B.** "Outcomes Assessment," January 2013

- **Kahn, S.**, & **Scott, S. B.** "Technology and Support," March 2013

- **Kahn, S.**, & **Scott, S. B.** "Social Pedagogy," April 2013

Presentations

Keynote Addresses-International

Banta T. W. (March 6, 2013) "Assessment & Evaluation: Grouping Learning Outcome Data to Guide Improvement." Good to Great Conference. National Technical University. Singapore

Banta T. W. (June 1, 2013) "Some Current Issues in Assessing Quality in Higher Education." Student Affairs Conference. China University of Geosciences. Wuhan, China

Pike, G. R. (2012, November). *The role of institutional researchers in promoting institutional change and improvement.* Plenary presentation at the annual meeting of the Middle East and North Africa Association for Institutional Research, Doha, Qatar.

Keynote Addresses-U.S.

Banta T. W. (September 13, 2012) "Measuring & Improving Student Learning in Higher Education." American Colleges of Pharmacy Education. Atlanta, GA.

Peer Reviewed Papers/Presentations-International

Banta T. W. (September 7, 2012) Mobilising Communities to Enhance Education. Annual conference of the European Association for Institutional Research. Stavanger, Norway.

Johnson, K., & **Kahn, S.** (July 2012). "Fostering the Use of ePortfolios in the Liberal Arts," AAEEBL Annual Conference, Boston, MA.

Kahn, S., & **Scott. S.** (July 2012). "Getting Started with ePortfolios: Where to Start, What Next?" AAEEBL National Conference, Boston, MA.

Peer Reviewed Papers/Presentations-National

Graunke, S. S. (May 2013). "Critical Thinking and Deep Learning: Using NSSE with Local Survey Results." Association for Institutional Research Annual Forum, Long Beach, CA.

Graunke, S. S. and Kate Forrest. (June 2013). "Assessing the Student-Athlete Experience: A Collaborative Effort Between Athletics and IR." Higher Education Data Sharing Consortium Annual Conference, Indianapolis, IN.

Batson, T., & **Kahn, S.** (October 2012). "A Happy Convergence of Learning Research and ePortfolio Technology," Assessment Institute, Indianapolis, October 2012.

Buyarski, C., & **Kahn, S.** (January 2013). "Giving Students a Compass: Seeking a Conceptual Model for a Developmental ePortfolio," Association of American Colleges and Universities Annual Meeting, ePortfolio Forum.

Pike, G. R. (May 2013). "Time-Varying Effects of Student Background Characteristics, High School Experiences, College Expectations, and Initial Enrollment Characteristics on Degree Attainment." Paper presented at the annual meeting of the Association for Institutional Research, Long Beach, CA.

Hundley, S. P., & **Mzumara, H. R.** (2013, April 5). *Increasing STEM Retention, Persistence, and Success: Interventions, Evidence, and Progress*. Presentation given at the HLC 2013 Conference, Chicago, IL.

Watt J. X., Marrs K., Feldhaus C., Judd M., Hundley S., Gavrin A., & **Mzumara H.** (2013, March 14). *IUPUI Central Indiana STEM Talent Expansion Program (CI-STEP)*, Poster presented at the NSF STEP Grantees Annual Meeting, Washington, DC.

Peer Reviewed Papers-Regional/Local

Pike, G. R., & **Hutchins, D. L.** (2013, April). "Institutional research in non-postsecondary settings: A look a college readiness and persistence using the National Student Clearinghouse's High School Student Tracker Program." Indiana Association for Institutional Research, Indianapolis, IN.

Other Papers-Regional/Local

Kahn, S. (October 2012). Introduction to IU ePortfolio Tools.

Kahn, S. (November 2012). Reflection in Teaching and Learning: An Introduction.

Kahn, S. (January 2013). ePortfolio Assessment.

Kahn, S. (April 2013). IUPUI ePortfolio Spring Symposium.

Technical Reports

Kahn, S., **Scott, S.**, & Landis, C. (March 2013). "IUPUI Preliminary Report for I/NCEPR Cohort VI," Inter/National Coalition for Electronic Portfolio Research Cohort VI final meeting, Salt Lake City, UT.

Mzumara, H. R. (2013, May). *COMPASS Mathematics Placement Tests: Course Placement Summary Reports for Fall Cohorts 2002-2012.* Indianapolis, IN: IUPUI Testing Center.

Watt J. X., Marrs K., Feldhaus C., Hundley, S., Gavrin, A., **Mzumara H. R.**, Ncube, L.B., & Judd, M. (2012, July). Activities, Findings, and Dissemination: Annual Report of the *IUPUI Central Indiana STEM Talent Expansion Program (CI-STEP) Project* submitted to the NSF STEP Program, Washington, DC.

Watt, J., Marrs, K., Feldhaus, C., & **Mzumara, H.** (2013, March). *CI-STEP Grant Project: Third Year Review Summary* report submitted to NSF STEP Review Panel, Washington, DC.

Pike, G. R., & **Hutchins, D. L.** (2012, September). "Mapping the transition from high school to college: An analysis of the college attendance and success rates of Marion County high school graduates." Final report for grant # 0000006625 prepared for the Central Indiana Community Foundation, Indianapolis, IN

Invited Presentations – International

Banta T. W. (March 7, 2013) "Selecting/Developing Methods for Assessing Student Learning Outcomes." Good to Great Conference. National Technical University. Singapore

Banta T. W. (March 8, 2013) "Developing a Plan for Assessing Student Learning Outcomes." Good to Great Conference. National Technical University. Singapore

Banta T. W. (June 2, 2013) "Assessing Student Learning and Institutional Quality." Student Affairs Conference. China University of Geosciences. Wuhan, China

Invited Presentations – National, Regional and Local

Banta T. W. (July 31, 2012) Assessment Leadership Academy. Western Association of Schools and Colleges. Oakland, CA

Banta T. W. (October 29, 2012) "Taming the Testing Component of the VSA." Assessment Institute in Indianapolis

Banta T. W. (November 2, 2012) "Assessing Learning Outcomes." Editorial Writers Association. Indianapolis, IN

Banta T. W. (November 2, 2012) "Assessment Strategies." Preparing Future Faculty Conference. Indianapolis, IN

Banta T. W. (May 7, 2013) "Assessing Business Outcomes." Ball State University College of Business. Muncie, IN

Banta T. W. (May 19, 2013) "A Few More than 7 Principles of Good Practice." Association for Institutional Research. Long Beach, CA

Banta T. W. (June 8, 2013) "Assessment in MOOCs." Tuning Symposium. Midwest Higher Education Consortium. Indianapolis, IN

Banta T. W. (September , 2013) "Assessment Essentials." Webinar. ExamSoft

Mzumara, H. R. (2012, July 25). *CI-STEP project assessment and evaluation activity report*. Presentation given at the CI-STEP Internal Advisory Board Meeting held at IUPUI.

Mzumara, H. R. (2012, December 7). *CI-STEP project assessment and evaluation activity report*. Presentation given at the CI-STEP External Advisory Board Meeting held at IUPUI.

Watt J., Marrs K., Feldhaus C., & **Mzumara H.** (2013, March 13). Presentation of the *Central Indiana STEM Talent Expansion Program (CI-STEP) Third Year Review Report* to NSF STEP Review Panel, Washington, DC.

Hundley, S. P. & **Mzumara, H. R.** (2013, April 5). *Increasing STEM Retention, Persistence, and Success: Interventions, Evidence, and Progress*. Presentation given at the 2013 NCA Higher Learning Commission Annual Conference, Chicago, IL.

Invited Workshops

Banta T. W. (May 2013) AIR

Banta T. W. ( ) Ball State

Banta T. W.   ( ) Ball State

Black, K. E. (October 2012). Program Review: Purposes, Perspectives, and Processes. 2012 Assessment Institute, Indianapolis, IN.

Graunke, S. S. and **Pike, G. R.** (October 2012). "Pivot Table Basics for Assessment Professionals." 2012 Assessment Institute, Indianapolis, IN.

Graunke, S. S. and Michele Hansen. (May 2013). "Designing Surveys to Assess Service Learning." Center for Service and Learning IUPUI Research Academy.

Kahn, S. (October 2012). Division of International Affairs.

Kahn, S. (December 2012). Webinar for Carnegie-Mellon School of Science faculty.

Kahn, S. (February 2012). IUPUI Department of World Languages and Cultures.

Mzumara, H. R. (2012, November 15). *Basic Principles for Constructing Effective Multiple-Choice Exams that Demand Higher-Order Cognitive Abilities.* Brownbag presentation to faculty in the IU McKinney School of Law, Indianapolis, IN.

Ncube, L. B. & **Mzumara, H. R.** (2013). *Developing Effective Logic Models for STEM Projects: From Concept to Metrics.* Pre-Institute Workshop proposal developed for presentation at the 2013 Assessment Institute in Indianapolis, Downtown Marriott Hotel, Indianapolis, IN (October 27-29, 2013). [Proposal accepted for presentation]

Consultancies

Banta T. W.   Program Review Committee Chair; Higher Education Program; University of Arkansas, Little Rock

Forrest, K.; Mzumara, H. R.; & Singh, J. H., provided professional consultations on course/instructor evaluations to faculty in the IUPUI School of Liberal Arts.

Kahn, S. Service on Higher Learning Commission review team for a Focused Visit to the University of Charleston, West Virginia

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

Pike, G. R. Bates College (ME) Study of Standardized Tests in College Admission Decisions.

Conferences/Seminars Convened

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

Grants

Federal Government

Mzumara, H. R. (2012-2013). Evaluation of the CI-STEP Project (*Central Indiana STEM Talent Expansion Program)* (PI: Dr. Jeffrey Watt, IUPUI Department of Mathematical Sciences, funded by NSF);

Mzumara, H. R. (2012-2013) Evaluation of the Undergraduate Research and Mentoring (URM) Program in the Biological Sciences: *A Multi-year Immersion in Interdisciplinary Research in Biological Signaling at IUPUI* (PI: Dr. Stephen Randall, IUPUI Department of Biology, funded by NSF)

Foundation/Other

Pike, G. R. (May 2013). Central Indiana Community Foundation, $40,000.

Connect to Learning with ePDP. Co-Project Directors **S. Kahn** and C. Buyarski, $19,996 three-year 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.

Professional Service

Editing/Reviewing

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

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

Banta, T. W. Educational Policy, 1 article

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

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

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

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

Pike, G. R. Consulting Editor, *Research in Higher Education*, 1993-Present

Pike, G. R. Founding Editor, Assessment Measures in *Assessment Update: Progress, Trends, and Practices in Higher Education*, 1991-Present

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

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

Pike, G. R. Reviewer, *Review of Educational Research*

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

Graunke, S. S. Reviewer, AIR Visual Displays of data group

Graunke, S. S. Reviewer, National Symposium on Student Retention, CSRDE

Graunke, S. S. Reviewer, *Journal of College Student Development: Research in Brief*

Research Panels, Boards and Committees

Banta T. W. National Institute for Learning Outcomes Assessment

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

Kahn, S. (chair) and Scott, S. B. Inter/National Coalition for Electronic Portfolio Research, Cohort 6, 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/)

Pike, G. R. Reviewer, Systems Grant Review Panel, Institute of Education Sciences, U.S. Department of Education.

Pike, G. R. Principal Member, Systems Grant Review Panel, Institute of Education Sciences, U.S. Department of Education.

Elected Positions

Graunke, S. S. Conference Chair, 2013 Indiana Association for Institutional Research Annual Conference.

Graunke, S. S. President, Indiana Association for Institutional Research (INAIR).

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

Appointed Positions

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

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

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

Pike, G. R. Chair, Editor Search, *New Directions for Institutional Research,* Association for Institutional Research.

Community Activities

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

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

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

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

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

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

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

Mzumara, H. R. participated in the *Indiana Supreme Court Agency Seminar* held on September 20, 2012 at the Omni Severin Hotel, Indianapolis, IN.

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

Pike, G. R. Chair, Chatham Arch Neighborhood Association Urban Design Committee, Indianapolis, IN.

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

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

University Service

University Committees

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

Kahn, S. Oncourse Priorities Committee

Kahn, S. IU ePortfolio Advisory Committee (Chair)

Kahn, S. UITS Joint Working Group on ePortfolio Platform Review (Co-Chair)

Kahn, S. ePDP Steering Committee

Campus Committees

Banta, T.W. 2012 Committee, Co-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

Banta, T. W. Dialogue Group

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

Banta, T. W. Faculty Council Planning Committee

Banta, T. W. IUPUI Board of Advisors

Banta, T. W. Office for Women Advisory Council

Banta, T. W. Program Review and Assessment Committee

Banta, T. W. Pulse Survey Committee

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

Black, K. E. 2012 Committee

Black, K. E. Academic Policies and Procedures Committee

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

Black, K. E. Program Review and Assessment Committee

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

Graunke, S. S. Member, Research Associate search committee, Center for Service and Learning.

Kahn, S. Council on Retention and Graduation Steering Committee

Kahn, S. Council on Retention and Graduation

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

Kahn, S. RISE Task Force

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

Kahn, S. IUPUI Faculty Club Board of Directors

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

Kahn, S. and Scott, S. B. 2012 Writing Team (Kahn primary report editor)

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

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

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

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

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

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

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

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

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

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

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

Pike, G. R. Member, IUPUI Campus Diversity Subcommittee.

Pike, G. R. and **Graunke, S. S.** Members, Council on Retention and Graduation.

Pike, G. R. and **Graunke, S. S.** Members, Council on Retention and Graduation Steering Committee.

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

Pike, G. R. Member, Enrollment Management Council.

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

Pike, G. R. Member, Strategic Planning Steering Committee.

Pike, G. R. Member, Strategic Enrollment Management Task Force.

Pike, G. R. Member, Student Learning and Success Task Force.

Pike, G. R. Member, Inclusive Campus Climate Task Force.

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

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

School

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

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

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

Kahn, S. University College ePDP Conceptual Framework Committee

Mzumara, H. R., participated in a meeting with external reviewers who visited IUPUI for the 7-year program review of the IUPUI Department of Psychology (October 18, 2012)

Pike, G. R. Member, HESA Doctoral Admission Committee.

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

Professional Associations:

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

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

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

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

Banta, T. W. NASPA Student Affairs Administrators in Higher Education

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

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

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

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

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

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

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

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

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

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

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

Pike, G. R. American Educational Research Association (AERA).

Pike, G. R. American College Personnel Association (ACPA).

Pike, G. R. and **Graunke, S. S**. Association for Institutional Research (AIR).

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

Pike, G. R. Graunke, S. S. Miles, L. J., **Peter, B.**, **Patil, G.**, and **Hutchins, D. L.** Indiana Association for Institutional Research (INAIR).

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

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

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

Training

Conferences and Institutes:

Mzumara, H. R., *Assessment Institute in Indianapolis*, IN (October 30 – November 1, 2012)

Mzumara, H. R., *Conference on Excellence in Gateway Course Completion (*hosted by John N. Gardner Institute for Excellence in Undergraduate Education)*,* Indianapolis, IN (April 14-16, 2013)

Mzumara, H. R., *Indiana Association for Institutional Research (INAIR) Annual Conference*, Indianapolis, IN (March 7-8, 2013)

Mzumara, H. R., *Indiana ACT State Organization 2013 Annual Conference*, Indianapolis, IN (March 4, 2013)

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

Pike, G. R. Association for Institutional Research.

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

Singh, J. H., *Evaluation Conference* for the American Evaluation Association, Minneapolis, MN (October 24-27, 2012)

Stoelting, K. A., *Indiana College Access and Success Network (ICASN) Conference* held at IUPUI Campus Center, Indianapolis, IN (September 21, 2012)

Workshops:

Mzumara, H. R., Participated in the *NSF STEP Leadership Workshop* facilitated by NSF STEP Program in Washington, DC, October 17, 2013.

Mzumara, H. R., Participated in the *NSF STEP Project Evaluators' Special Interest Group* planning session held during the 2013 STEP Grantees Meeting in Washington, DC, March 13-15, 2013. (www.STEPcentral.net).

Graunke, S. S. Participant, SQL: Data Retrieval (UITS STEP Workshop).

Graunke, S. S. Participant, SQL: Advanced Data Retrieval and Data Modification (UITS STEP Workshop).

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

Mzumara - 6
Pike, G. R. Expert Reviewer for Business-Higher Education Forum's U.S. STEM Education Model Version 2.0.

Pike, G. R. 2013 International Conference on the Reforms and Transformation of Student Affairs: Meeting Challenges of Innovative Education and Quality Improvement, China University of Geosciences.

Campus Visitors Hosted

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

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

Banta, T. W., (November/December 2012). Mrs Kalawathie (Bella) Sattar and Mrs. Lesley Cooke, Durban University of Technology, Republic of South Africa

2012 HLC Accreditation Review

IUPUI

Indiana University-Purdue University Indianapolis

EXCELLENCE THROUGH COLLABORATION AND INNOVATION
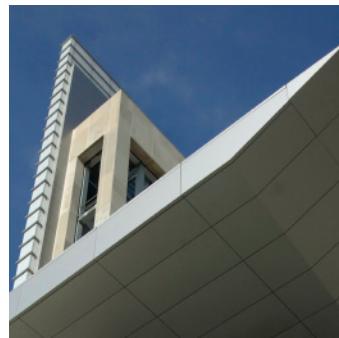
SEPTEMBER
2012
Executive
Summary

Reaffirmation Visit Dates:
November 5-7, 2012

Reaffirmation web site:
www.iupui.edu/2012

Prepared for
The Higher Learning Commission

A Commission of the North Central
Association of Colleges and Schools
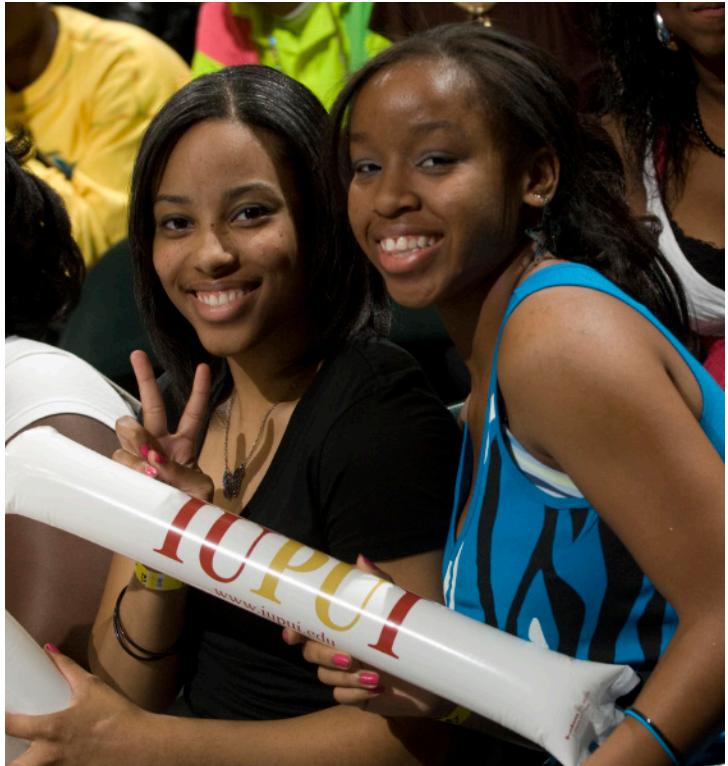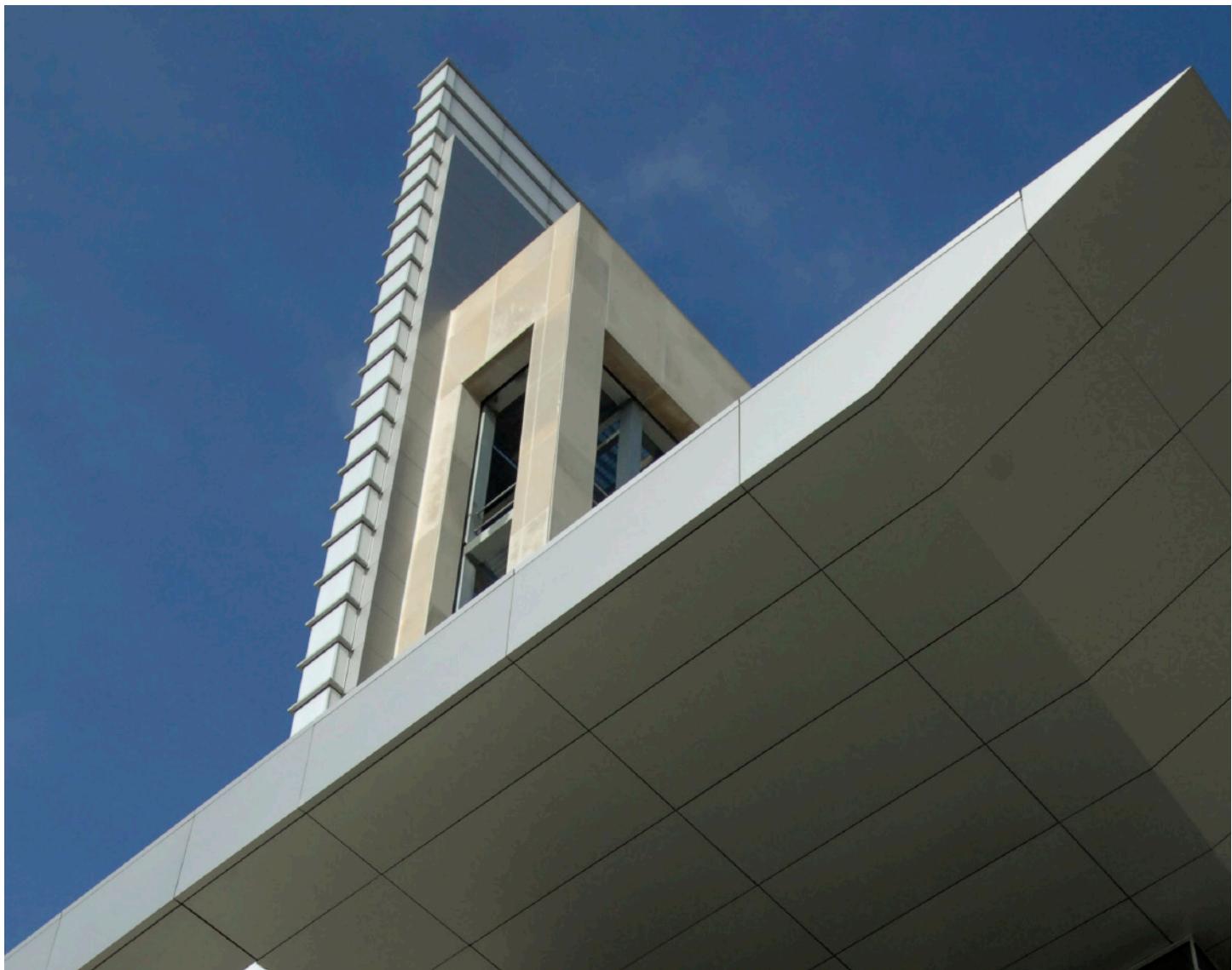
EXCELLENCE THROUGH COLLABORATION AND INNOVATION

IUPUI Self-Study Report for Reaffirmation of Accreditation September 2012

Executive Summary

In November 2012, IUPUI will be evaluated for reaffirmation of its accreditation by a team of higher education faculty and administrators appointed by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. In preparation, a large portion of the IUPUI community has engaged in an extensive four-year self-study process: Representative teams examined, developed, and reflected on evidence that IUPUI meets the five Criteria for Accreditation established by the HLC, and all members of the campus community had opportunities to contribute to and comment on the self-study report under development. This highly condensed summary presents the main findings of these efforts. The complete self-study report can be accessed at the self-study web site, which includes information about the self-study leadership and teams, and responses to frequently asked questions about regional accreditation.

The self-study report highlights two values central to IUPUI's identity and essential to carrying out our distinctive mission—collaboration and innovation. It focuses on the unique collaboration among Indiana University (IU), Purdue University, and the city of Indianapolis that IUPUI represents, emphasizing how collaboration and innovation strengthen the institution and infuse our conduct of teaching and learning; research, scholarship, and creative activity; and civic engagement. These three themes align well with the HLC criteria, enabling the self-study report to demonstrate our institutional strengths and to illuminate the challenges that lie ahead. These strengths and challenges, organized around the five HLC Criteria for Accreditation, are listed below, following a summary list of achievements and current challenges outlined in the report's introduction.
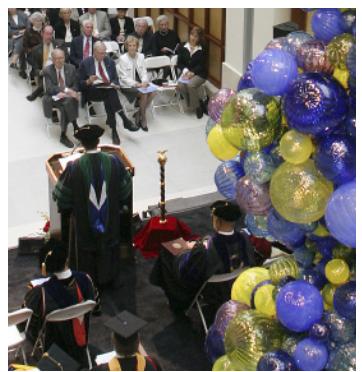
INTRODUCTION

Achievements

- Enrollment, retention and graduation, and diversity have all improved substantially since the last reaffirmation review in 2002.

- Our academic units are finally consolidated on our main campus in downtown Indianapolis.

- Our infrastructure for teaching, learning, and student life has steadily improved.

- Research expenditures have nearly doubled in the past ten years as a result of concerted efforts across all IUPUI schools and departments, while research infrastructure, particularly for collaborative, interdisciplinary research, has expanded significantly.

- As home to the second largest medical school and largest nursing school in the U.S., and to the state's only dental school, we are one of the nation's largest producers of health and life sciences degrees and we are the state's only health sciences campus.

- Resources and capacity for patient care, a key component of our community service, have increased.

- Consonant with mission statements dating to the institution's earliest years, we are one of the nation's most recognized institutions for civic engagement and contributions to the well-being of our community.

- We have earned numerous awards and been widely recognized for innovation and effectiveness in the first-year experience, service learning, international education, undergraduate research, and assessment of student learning outcomes.

Current Challenges

- Like other public universities, IUPUI faces fiscal challenges resulting, in large part, from a decline in the share of operating expenses paid by the state. Ten years ago, the state provided 50 percent of our operating budget; today, it provides 35 percent. In response, we have adopted a series of cost-cutting and efficiency measures, including delayed and/or reduced salary increases, energy-saving projects, outsourcing services, expanded daytime class hours, and wise use of information technology. At the same time, we have garnered new revenues from growth in enrollments of out-of-state and international students, from increased sponsored research, and from fund-raising campaigns. We are heartened by these achievements. Nonetheless, maintaining an adequate resource base will be a continuing challenge.

- The legislature recently approved a requirement that Indiana public colleges and universities adopt a 30-credit general education core curriculum that would transfer across institutions. IUPUI supports the goal of facilitating transfer and expediting students' time to degree and has developed a proposal for such a core. But aspects of the legislation, including a rapid implementation timetable, pose logistical problems. Academic units have had very little time to consider how a course-based general education program aligns with IUPUI's Principles of Undergraduate Learning (PULs), which constitute a competency-based model for general education, and

have been in place for some 14 years. Reinforcing the urgency, the Indiana Commission for Higher Education (ICHE) now requires completion of a new articulation agreement with Ivy Tech before approval of any new undergraduate degree.

- The 2012 General Assembly also passed legislation capping baccalaureate degree requirements at 120 credit hours. While exemptions will be granted on application to ICHE for programs whose national accreditors mandate higher credit-hour requirements, we are concerned that the cap may set a precedent for legislating curriculum.

- In response to the difficult fiscal environment confronting Indiana's public campuses, IU has adopted a shared services model for functions that were previously carried out by individual campuses as appropriate to their missions and particular stakeholders. Notable among these functions are some research and sponsored program services, communications and marketing, and student recruitment. Early experiences with these consolidated services have been uneven. For example, IUPUI faculty and staff are educating central administrators about our unique approaches to community partnerships, in order to avoid further delays in securing required approvals for these initiatives. Some faculty and staff remain doubtful that the new model will adequately serve the needs of the campus or result in significant savings.

- In accordance with our health and life sciences mission, IUPUI has undertaken an array of initiatives aimed at increasing student achievement in STEM disciplines and enlarging the pool of STEM professionals and researchers to meet the needs of the health and life sciences industry in central Indiana. To that end, we have created a number of Ph.D. programs in the School of Science, a Purdue school. Over the past twenty years, these programs have achieved a record of success in recruiting and graduating able students and placing them in positions within their professions. The Purdue administration, however, has recently adopted a policy of restricting Ph.D. programs to the West Lafayette campus, and has approved only one of these Purdue degrees for Indianapolis; all need to be designated in that way if they are to continue as Purdue degrees. We will continue discussing this issue with the new administration at Purdue. Meanwhile, School of Science Ph.D. degrees in Biology and in Chemistry have been re-designed as IU degrees and are currently in the IU approval process. IUPUI remains committed to providing a full range of doctoral degrees in these key STEM areas.
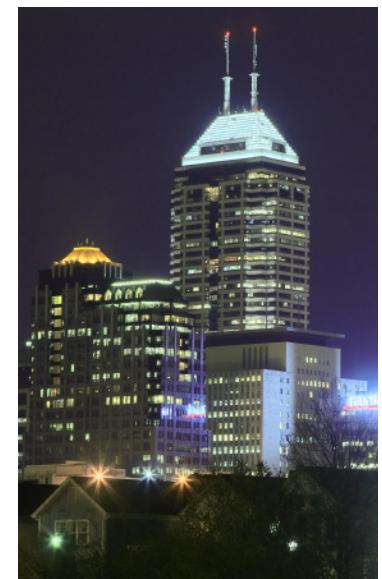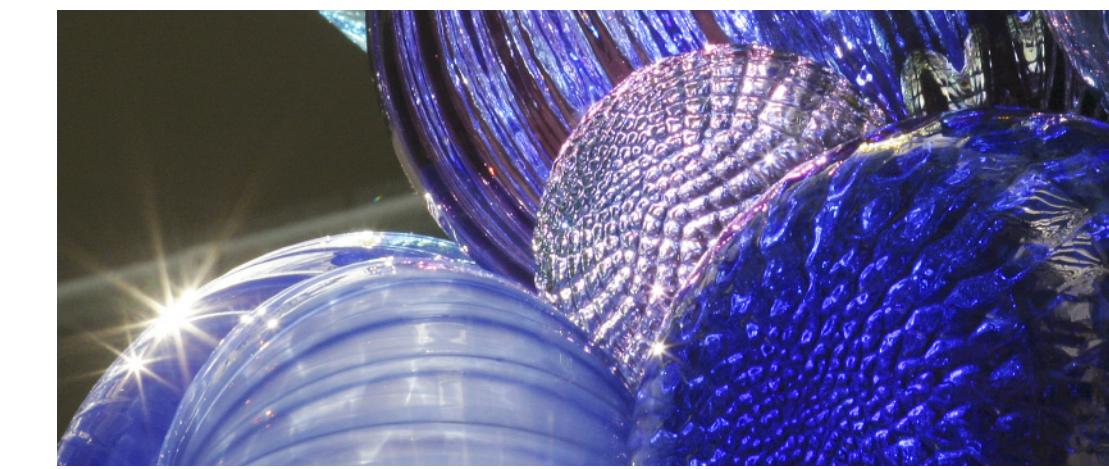
CRITERION ONE: MISSION AND INTEGRITY

Strengths

- We have created structures for shared governance and effective leadership along with clear and accessible policies for bringing our mission and values into everyday community life.

- We demonstrate our dedication to integrity and honesty in the way we interact among our internal community and with the broader community we serve. Our practices in this area constitute core strengths of IUPUI.

- We routinely evaluate our progress toward fulfilling the mission and transparently publish our progress online and in print through our performance indicators and Dashboard.

Challenges

- IUPUI has been guided by the same long-range plan for over a decade. It is time for a new strategic plan to be developed. A campus-wide planning process has recently been initiated, but involving faculty, staff, students, trustees, and community leaders appropriately on such a large campus presents a formidable challenge.

- The newly centralized policies and procedures noted above may affect our ability to control how, as a campus, we pursue fulfillment of our mission.

Through integration of an urban undergraduate campus with a full complement of strong professional schools, a true health sciences campus has emerged in which faculty in every IUPUI school are involved in collaborations to create and offer health-related programs of instruction, research, and civic engagement.

A Resource Planning Committee, convened by the vice chancellor for finance and administration and comprising representatives of faculty and staff governance, as well as deans and vice chancellors, advises the chancellor on planning and budgeting priorities.

Philanthropy has played a major role in strengthening quality at IUPUI. IUPUI was the first public university in Indiana to surpass the $1 billion mark in a development campaign and has done so now in two successive campaigns.

Program review for academic and administrative units, the most comprehensive evaluation process administered centrally at IUPUI, involves students, faculty, community members, school and campus administrators, and external specialists in effective collaborations that improve academic programs and administrative units.

Challenges

Beginning in Fall 2012, the new Executive Vice Chancellor, Nasser Paydar, will lead a comprehensive planning process, and new performance indicators and management ratios to meet the needs of current decision-makers will be developed. This iteration of institution-wide planning will be informed by the advice of the HLC visiting team.

While academic deans and vice chancellors understand and support IUPUI priorities for planning and budgeting, the faculty, staff, and students are less well acquainted with these priorities. Efforts have been made to keep these stakeholders better informed, but the campus is a large, complex community, and clear communication of campus objectives and plans for the near future will continue to be a challenge for IUPUI administrators.

The 2003 commitment to double the quantity of externally funded research has brought the campus close to achieving that goal, but in the process has created the need for more research space. Since 2000, over a half million square feet of research space have been built and additional research facilities are under construction, necessitating a careful space analysis as part of strategic planning. Engaging pedagogies demand classroom space of a different kind—tables and chairs that accommodate work in small groups as opposed to lecture halls with fixed seats. Increasing student housing on campus has already created the demand for a campus center—which has been met—but now a recreation and wellness center is needed, along with more food service and even more housing. Meeting these needs will be a challenge in an era of increasingly constrained public and private funding sources.

CRITERION TWO: PLANNING FOR THE FUTURE

Strengths

Successive institutional plans have consistently set high expectations for IUPUI and have reflected commitments to innovation and collaboration, the principal themes of this self-study.

IUPUI has achieved national and international recognition as a model of interinstitutional collaboration created through the partnership between Indiana University and Purdue University.

At IUPUI, planning, resource allocation, evaluation, and improvement processes are explicitly connected. The division of Planning and Institutional Improvement ensures that these connections are maintained and strengthened continuously. Effective planning and evaluation processes enable IUPUI to fulfill its mission, improve the quality of education for its students, and respond to future challenges and opportunities.

# CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Strengths

- Attention to assessment has increased steadily since the 1980s. Assessment results inform improvements in curriculum, pedagogy, and student services. This strength is especially evident in our programs for beginning students.

- IUPUI reached a milestone in 2009-10 with the launch of a synchronized approach to campus-wide assessment of the PULs. Promising work also begun in 2009-10 will help us document student learning of the PULs from co-curricular experiences as well. Assessment findings for students in the senior year indicate that most students in the sample groups studied are proficient in the six PULs.

- In addition to sharing information on institutional effectiveness through the online institutional Dashboard, Performance Report, and Quick Facts, we have developed a site that includes evidence related to the assessment of student learning, mapped to the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework. The framework is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences.

- IUPUI supports professional development of faculty through several award-winning university-supported centers, including the Center for Teaching and Learning, the Center for Research and Learning, the Center for Service and Learning, the Office of International Affairs, Faculty Appointments and Advancement, and the Office of Faculty Affairs and Professional Development in the IU School of Medicine. While university resources provide base funding for these centers, they have also been highly successful in securing external support for major campus-wide initiatives.

- The institution provides exceptional academic resources, support, and environments for enhancing undergraduate and graduate student learning, including the various resource centers in University College, the libraries, the state-of-the-art simulation facilities available to students in clinical disciplines, and a robust information infrastructure.

- IUPUI supports diversity of people and opinions at both the undergraduate and graduate levels. Our Office of Diversity, Equity, and Inclusion was established in 2008 to respond to the needs of underrepresented students. The Multicultural Success Center opened in 2010 in a prominent campus location. That commitment to diversity is further embedded and elaborated in a culture of service learning.

Challenges

- IUPUI has made significant progress in assessing student learning outcomes, but schools and departments vary tremendously in terms of assessment methods and systematic use of findings to make targeted improvements in teaching and learning. A continuing assessment priority is to ensure more consistent use of assessment data to identify and implement needed improvements in order for students to achieve intended learning gains as they experience the curriculum. To this end, the Program Review

and Assessment Committee has taken steps to ensure that all schools receive feedback on annual assessment reports that will enable them to improve assessment practices. In addition, the Council on Retention and Graduation will continue to share best practices for retention campus-wide.

- While we have made progress in recruiting students from underrepresented groups and increasing the diversity of the student body, we must continue to focus particularly on improving retention and graduation outcomes for underrepresented students. Creating the Office of Diversity, Equity, and Inclusion; the Multicultural Success Center; and the Student African American Brotherhood and Student African American Sisterhood are all positive steps. We have also found that our first-year experience programs and other interventions disproportionately benefit underrepresented students. We will continue to monitor outcomes and to implement interventions and improvements in this area, based on assessment findings.

- Transfer students represent a sizable portion of IUPUI's student body. We need further assessment of the attainment of this segment of our student population and increased attention to its programming needs.

- Given our increasing reliance on associate faculty members, we developed and conducted a survey to ascertain their satisfaction with available support and resources. Only 23 percent of respondents to this 2009 survey indicated that they were satisfied or very satisfied with the "adequacy of support for part-time faculty." While associate faculty are supported by the Center for Teaching and Learning and Academic Affairs with special programming and modest support for conference travel, we need to consider whether more can be done for these faculty in the current fiscal climate.

- IUPUI offers extensive support for faculty to teach effectively, but the perception exists that excellence in teaching is not valued as highly as research as a focus area for promotion/tenure for tenure-track faculty. Many more faculty now choose excellence in research over excellence in teaching as a focus for their tenure documents. One result is that junior tenure-track faculty do not utilize the teaching support services (or the technological resources) offered by IUPUI and IU to the extent that they might. On the other hand, the percentage selecting teaching still exceeds averages for research-extensive universities, and a higher proportion of faculty select teaching as a focus for promotion to full professor. As our campus moves to a research-extensive level, we need to monitor these phenomena carefully.

- The ePortfolio has not been as widely adopted as originally envisioned. A more broadly used ePortfolio would enhance our ability to identify needed improvements in teaching and learning at an institutional level and within schools and programs, and would also enable students to reflect on their learning of the PULs as they experience the curriculum. A current project to use the ePortfolio for the Personal Development Plan that students begin in the First-Year Seminar shows promise of broad adoption. Currently, IU-wide committees are working with University Information Technology Services to select a new ePortfolio platform. It is critically important that IU selects a system that will better serve the range of campus needs and uses for an ePortfolio.
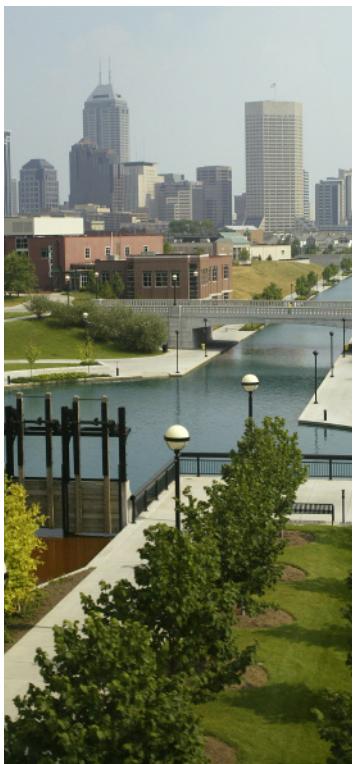
CRITERION FOUR: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE
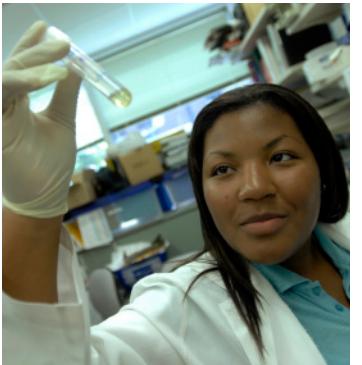
Strengths

- Efforts to enhance productivity in the area of research, scholarship, and creative activity have met with considerable success, evidenced by more than $400 million in research expenditures in 2009-2010 and the response of external funding agencies to targeted initiatives like the Signature Centers and the Indiana Physician Scientist Initiative. Efforts to encourage the growth of translational research and to increase research collaborations have contributed substantially to these outcomes in the form of external grant funding and national recognition of the Indiana Clinical Translational Sciences Institute by the NIH-funded Clinical and Translational Sciences Awards.

- IUPUI offers faculty and staff a broad range of professional development opportunities and many faculty and staff take advantage of these, especially the fee remission benefit that enables employees to take courses tuition-free.

- Fourteen years after their adoption, the Principles of Undergraduate Learning are increasingly embedded in undergraduate curricula, and systematic PUL assessment is increasingly common.

- The RISE (undergraduate Research, International experiences, Service learning, and Experiential learning, such as internships) to the IUPUI Challenge Initiative has been embraced by faculty and students. RISE-designated courses appear on the transcript, numbers of RISE-designated courses are increasing in most IUPUI schools, and more students are taking RISE courses, as indicated by the quadrupling of service learning enrollments over the past ten years.

- A stronger infrastructure for student life has resulted in increased participation in co-curricular learning experiences. The campus has begun to implement an assessment framework to gauge the effectiveness of these experiences.
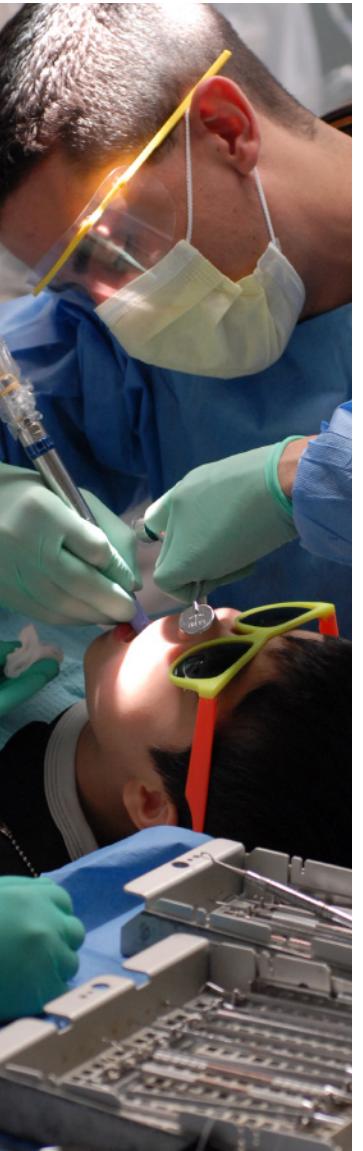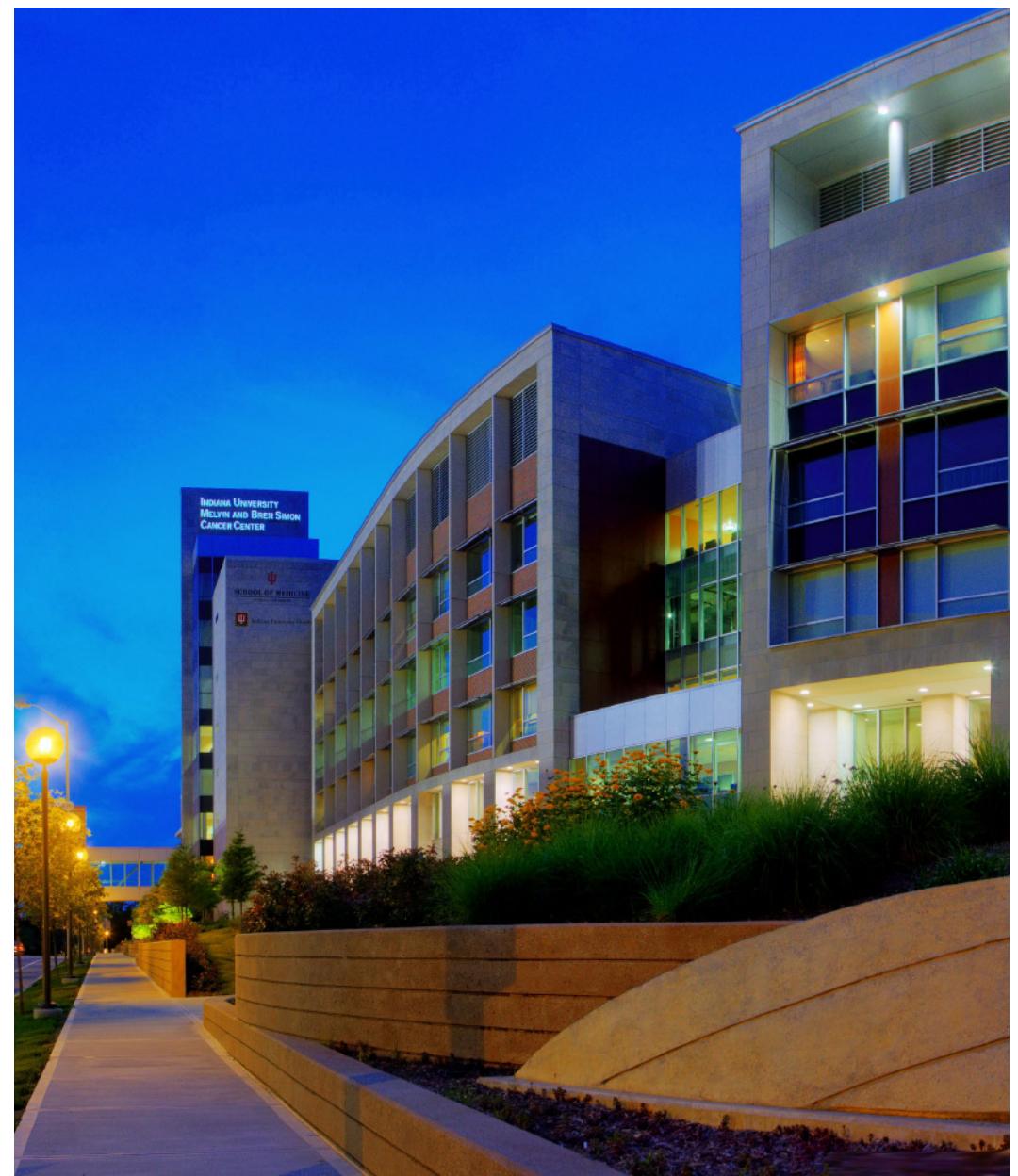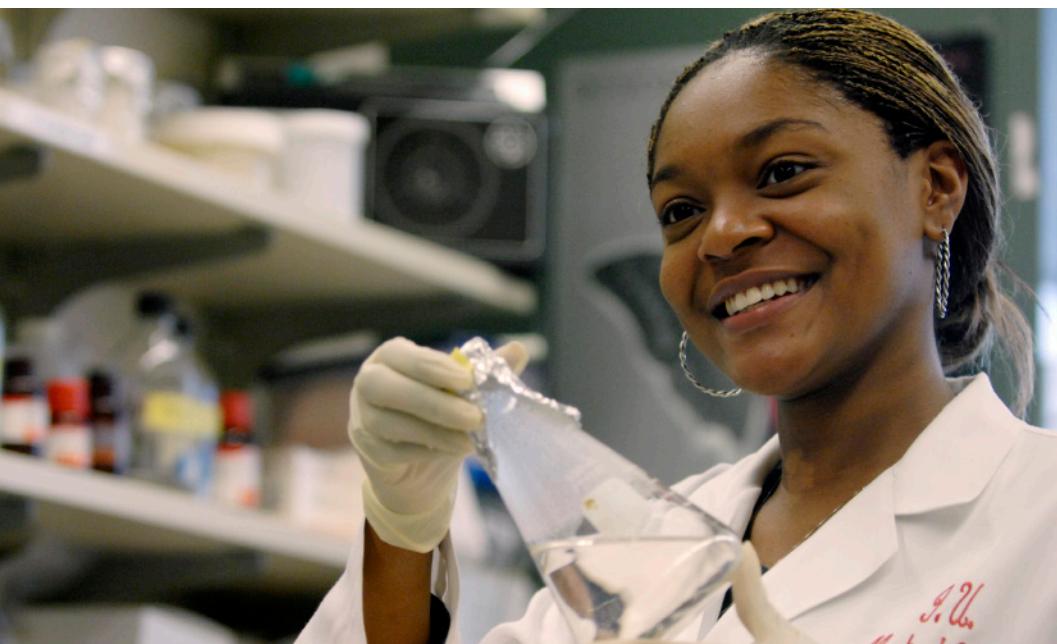
Challenges

- Staying abreast of evolving federal regulations for research and ensuring that faculty and students are informed and in compliance is an ongoing challenge.

- While the campus has increased support for faculty research, more support, including internal funding and research development staff, would enhance our ability to compete for federal and private research funds.

- While systematic assessment of the PULs has increased, we need to continue seeking innovative ways to apply assessment constructively and educating faculty about assessment to ensure that we are fully supporting undergraduate students in mastering these key capacities and skills by graduation.

- To successfully recruit and retain talented faculty, staff, and students, we need to continue and strengthen efforts to improve the campus climate for diversity, to incorporate diversity outcomes into curricula and assessment, and to maintain our institutional commitment to diversity, equity, and inclusion.
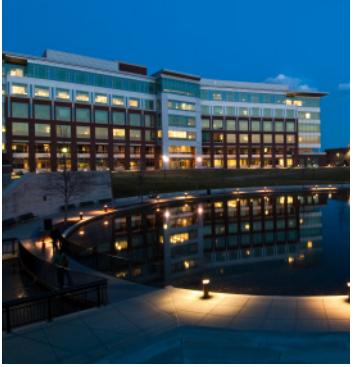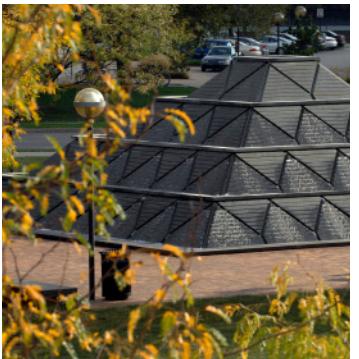
CRITERION FIVE: ENGAGEMENT AND SERVICE

Strengths

- Civic engagement is explicitly included in IUPUI's mission documents and, through numerous overlaps, serves to enhance the other two major planning themes, teaching and learning and research and creative activity.

- Our strong commitment to service and engagement has led us to develop infrastructure, invest resources, support engaged research, conduct scholarship on service and civic engagement, promote educational practice and programs to prepare civic-minded graduates, assess student and institutional service outcomes, and communicate this identity to the public.

- We maintain a strong network of connections and relationships that continues to generate new partnerships. These relationship patterns characterize both the Indianapolis and Columbus campuses. The long-standing Columbus Community Education Coalition, in which Indiana University-Purdue University Columbus participates actively, engages business, civic, and educational leaders in working together to strengthen educational and cultural opportunity.

- The IUPUI Academic Plan and RISE to the IUPUI Challenge Initiative have explicitly fostered engagement in and through both the curriculum and co-curriculum.

- IUPUI's financial system of Responsibility Center Management provides a strong financial base and planning processes that allow units to support new initiatives to address community opportunities.

- IUPUI has developed and continues to strengthen a culture of collaboration that enhances our ability to engage community partners systematically in addressing mutually identified issues.

Challenges

- The diffusion of our engagement activities makes holistic assessment challenging. We can and do assess particular aspects of engagement, such as service learning growth over time, the civic-mindedness of our graduates, and the effectiveness of specific projects and centers. We have implemented a new online repository for faculty annual reports that we expect will help to document faculty civic engagement achievements. The overall, cumulative benefit is far harder, if not impossible, to discern.

- Similarly, we continue to seek increasingly effective and systematic ways to gather and communicate information about community needs and interests discovered through our numerous partnerships and community conversations. So far, we have had no lack of projects worth pursuing, because our leadership units—the Center for Service and Learning and the Solution Center—communicate widely and our collaborative culture encourages partnerships. Nevertheless, as we consider how IUPUI can move to a higher level of engagement and service, we will need to find ways to amplify our effectiveness.

- Though we have made progress over the past decade, we recognize that we will need to continue to work toward more consistent infusion of civically engaged pedagogies across all units and throughout undergraduate and graduate curricula.

- Like many universities, IUPUI is faced with shifting financial dynamics of declining state support, a corresponding need for substantially increased research and philanthropic funding, and closer state scrutiny of all university expenditures. Accordingly, many faculty feel pressured to focus on research that attracts large government and corporate research grants. When choosing among the three primary areas for promotion and tenure consideration, fewer faculty choose professional service alone (though that percentage is still higher than at most research institutions).

IUPUI

**INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS**

www.iupui.edu

Reaffirmation Visit Dates:
November 5-7, 2012

Reaffirmation web site:
www.iupui.edu/2012

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS
Indianapolis, Indiana

November 5-7, 2012

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of this Comprehensive Visit was to evaluate Indiana University Purdue University Indianapolis (IUPUI) for the purpose of re-accreditation, federal compliance, and pathway eligibility.

B. Institutional Context

IUPUI views itself as a public, urban, research university with a strong focus on community engagement and serves as Indiana's health sciences campus. IUPUI was created in 1969 by an agreement between Indiana University and Purdue University. Administratively, IUPUI employees report to Indiana University with the IU Board of Trustees serving as the governing body. Purdue University (in conjunction with IU) has authority over a number of degree programs. As an institution, IUPUI is highly decentralized, but also unified, in many aspects.

Currently, IUPUI is an institution in transition. It serves over 30,000 students via 22 Schools on the Indianapolis Campus and a Center in Columbus, IN (IUPUC). The Institution supports programs with baccalaureate, graduate (masters and doctoral), and professional degrees.

IUPUI is transitioning from a commuter campus with a majority of part-time adult students to a campus with a majority of full-time students of more traditional college age. Physical infrastructure additions support this change with construction of a Campus Center and new residential halls. It is committed to converting the University Place Hotel and Conference Center to a residence hall and classrooms for students. The Institution has also committed to additional programming in Student Life. IUPUI is evolving from a comprehensive to a research-oriented campus, garnering over $400 million in external support and developing 33 new graduate programs since 2001. The Institution has national stature and is known for strengths in teaching, learning, assessment, first year experience, service learning, and community engagement. IUPUI received initial accreditation from the North Central Association in 1972-1973.

C. Unique Aspects or Additions to the Visit

IUPUI has requested that the Team evaluate:
1) the stipulation of needing prior Commission approval and a focus visit with regard to adding graduate doctoral and professional programs (see Embedded Change Request and Appendix A), and
2) the progress of the Respiratory Therapy Program as required by a separate review. (see Section VII ADDITIONAL COMMENTS AND EXPLANATIONS)

D. Additional Locations or Branch Campuses Visited (if applicable)

The Team also visited the Columbus, IN Center. Two Team Members, Barbara Bardes and Mark Cummings, made the visit. The report is found in Appendix B.

E. Distance Delivery Reviewed

The Team also considered the IUPUI effort in Distance Education. Pam Cain visited the Kelley School of Business and Craig Schnell visited with the School of Nursing and visited with the Executive Vice Chancellor and deans. IUPUI is within its level of 20% distance education courses and programs.

F. Interactions with Constituencies
Chancellor
Executive Vice Chancellor and Chief Academic Officer (CAO)
Vice Chancellor and Dean
Vice Chancellor – Finance and Administration (CFO) (+5)
Vice President for Development (+2)
Vice Chancellor for Research
Vice Chancellor for Student Life + 4 Directors
Associate Vice Chancellor – Enrollment Services
Associate Vice Chancellor for International Affairs
Assistant to the Vice Chancellor for External Affairs
Associate Vice Chancellor for Academic Affairs
Special Assistant to the Vice Chancellor and Dean, Columbus
Director of Institutional Research (and 5 staff)
Associate Dean – Research and Graduate Studies
2012 Committee (Self-Study) (24)
Senior Advisor to the Chancellor for Academic Planning & Evaluation
Board of Advisors (9)
Board of Trustees (2)
School Leaders
     Business – Associate Dean
     Dentistry – Dean (+2)
     Medicine – Executive Associate Dean for Research Affairs
     Nursing – Dean (+8 Faculty)
     Education – Dean
     Liberal Arts – Dean
     Mechanical Engineering Chair, Columbus
     Health and Rehabilitation Sciences – Dean
     University Libraries – Dean (+8)
     Journalism – Dean
     Social Work – Dean (+4)
     University College – Dean
     Honors College – Dean
     Philanthropy – Dean
     Herron School of Art – Dean
     Engineering and Technology - Dean
     Law – Dean
     Informatics – Dean
     Science – Dean
     Physical Education and Tourism Management – Dean
     Information Technology – Dean
     SPEA – School of Public and Environmental Affairs – Dean (+1)
Centers
     Center for Teaching and Learning ( )
     Center for Service and Learning (3)
     Center for Research and Learning ( )
Community Learning Network ( )
Undergraduate Students (6)
Graduate Students (5)
Faculty Council Leaders ( )
Staff Open (38)
Faculty Open (41)
Councils
     Graduate Council ( )
     Graduate Affairs Committee ( )
Enrollment Leaders

Graduate Student Government
Undergraduate Student Government
Senior Business Analysts
     IU Health Physician
Criterion Team 1 (6)
Criterion Team 2 ( )
Criterion Team 3 ( )
Criterion Team 4 ( )
Criterion Team 5 ( )
Alumni (10)
Program Review and Assessment Committee (25)
IUPUI Student Body President
Staff Council Leaders (8)
Persons Interviewed at Indiana University Purdue University Columbus
Vice Chancellor and Dean
Representatives of the IUPUC Board of Advisors (5)
Associate Dean of Academic Affairs
Special Assistant to the Vice Chancellor and Dean
Director of Institutional Research
Assistant to the Vice Chancellor for External Affairs
Student Affairs Director
Division Heads and key personnel
     Science
     Nursing
     Education
     Business
     Liberal Arts
     Mechanical Engineering
     Director, University College
IUPUC Students (6)

G. Principal Documents, Materials, and Web Pages Reviewed

IUPUI Self-Study Report
IUPUI Chancellor's Annual Report to the Community
Report of a Visit to Indiana University Purdue University Indianapolis, November 9-11, 1992
Report: A Comprehensive Evaluation Visit to Indiana University Purdue University Indianapolis,
    November 18-20, 2002
Chancellor's Guideposts 2011
Campus Institutional Portfolio
Goals for Implementing IUPUI's Mission
IUPUI Performance Reports (2010 and preliminary 2011)
Office of Diversity, Equity, and Inclusion
Office for Women
Office of Equal Opportunity
Lesbian, Gay, Bisexual, and Transgender Faculty and Staff Council
Asian Pacific American Faculty-Staff Council
Staff Council Diversity Committee
Black Faculty-Staff Council
Latino Faculty-Staff Council
Multicultural Success Center
Office of Adaptive Educational Services
Agendas and Minutes of the IU Board of Trustees
Common Theme Project
Honors College
Principles of Undergraduate Learning
Principles of Graduate and Professional Learning

Update on the IUPUI Academic Plan (2011)
RISE
Academic Plan for Implementing IUPUI's Mission
IUPUI Faculty Handbook
IUPUI Student Handbook (The Code of Student Conduct)
University Policies (Select Areas)
IUPUI Police
IUPUI Faculty Council
IUPUI Student Government
IUPUI Staff Council

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The Self-Study process began in the Fall of 2008. It was led by the co-chairs –Senior Advisor to the Chancellor and Associate Vice Chancellor for Academic Affairs. In 2009, it became the "2012 Committee." The process involved many of the key structural campus committees and units on the campus. Criterion Teams were appointed. The total campus was engaged in Town Hall meetings. Materials were placed on the Web and distributed online via monthly newsletter. Drafts were posted on the internet, with an invitation for all stakeholders to respond. Another Town Hall Meeting was held, soliciting specific feedback. The Team is satisfied that the self-study process was open, transparent, and inclusive.

B. Integrity of the Self-Study Report

The Team is satisfied that the Self-Study Report was validated and supported by evidence in the form of reports, catalogs, meeting minutes, and other materials listed in Section I. E. Principal Documents. For each criterion, a summary of strengths and challenges was presented.

C. Adequacy of Progress in Addressing Previously Identified Challenges

1. The team considers the response of the institution to previously identified challenges to be adequate.

    The Team performing the Comprehensive Visit in November 2002, did not identify any concerns.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

1. Requirements were fulfilled.

    Fourteen responses were received. Most were supportive. The most cited negative response dealt with inadequate parking.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV compliance areas and the student complaint information. The Team report is found in Appendix C.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. **Evidence that Core Components are met**

   a. **The organization's mission documents are clear and articulate publicly the organization's commitments.**

   Indiana University Purdue University Indianapolis (IUPUI) has its own mission statement approved by the Board of Trustees of Indiana University. In addition, IUPUI's mission statement focuses on the development of a professional workforce to collaborate on urban issues and education, and to create a vibrant learning and campus life experience. The Board of Trustees, administration, faculty, students, and staff can identify and articulate the mission statement and understand its implications for the University. The mission statement is disseminated widely throughout the Institution, it is readily accessible to constituents and the public, and it is presently linked to the strategic plan as major components of its major goal.

   The IUPUI mission statement has been reviewed periodically but remains unchanged since 2005. The stability of the mission statement has served as a consistent beacon in guiding the activities of the administration, faculty, staff, and students at IUPUI for the past seven years. There exists an annual monitoring process that oversees and assesses implementation of the mission statement. The University is set to embark on a new strategic planning initiative that may result in an updated and revised mission statement in the future. Currently, there is no expressed sense of urgency to revise the current mission statement.

   b. **In its mission documents, the organization recognizes the diversity of constituencies, and the greater society it serves.**

   The mission document takes into account obligations to citizens of Indiana and the intellectual, cultural, social, and economic interests of its constituents. Specific mention is made of the diversity of the individuals IUPUI serves. As a campus with a diverse student population, IUPUI has several organizations that describe its relationship and responsibilities to its varied campus constituents. Representative organizations include: Office for Women; Office of Equal Opportunity; LGBT Faculty-Staff Council; Asian Pacific American Faculty-Staff Council; Black Faculty-Staff Council; Latino Faculty-Staff Council; MultiCultural Success Center; and the Office of Adaptive Educational Services.

   The current strategic plan includes embracing diversity as a goal and serves as a clear indication of the campus commitment to diversity as a main component of the strategic plan. In efforts to turn mission goals into reality, IUPUI closely monitors implementation actions through its Annual Performance Reports. Based on its own internal assessment, the Institution is fully aware of its shortcomings in meeting defined targets in select areas related to diversity.

   IUPUI has established administrative structures (Diversity Councils, Office of Diversity, Equity, and Inclusion) that recognize the issue of diversity and has demonstrated a commitment to create a highly diverse faculty, staff, and student population. Despite creation of an appropriate structure, outcomes data point to

slow progress in achieving a greater balance in diversity at certain levels. Findings included in the recent 2012 Diversity Report reveal that the University gave itself low marks for faculty diversity, campus leadership in terms of the number of women and minorities, and the goal of creating a positive campus climate for diversity.

c. Understanding of and support of the mission pervade the organization.

The mission statement is widely publicized among its constituents and readily recognized by the communities that IUPUI serves. Comments were made by several individuals that greater effort is needed to publicize the mission and identity of the university more effectively to the general public.

The most recent strategic plan is mission-centered and coordinated with financial and programmatic planning efforts promoted by the university. The process by which this plan was developed included a full review at numerous, well-attended, open, public forums both on campus and in the community. This process, inclusive of campus-related units and individuals, is indicative of the awareness of the campus mission and engagement in making that mission operational.

d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

To implement the mission statement, IUPUI has managed to organize itself in ways that rationally apportion administrative and educational functions, making it possible for administrators, faculty, and staff to fulfill their roles in the implementation of mission statements and strategic plan. There is a shared responsibility of the diverse constituents within the university, a task made more complex and more difficult to achieve due to IUPUI's shared relationships with Indiana University and Purdue University.

IUPUI's governance and administrative structure allows IUPUI to achieve its mission. Clearly, IUPUI operates in a complex structure, with intricate patterns of centralization and decentralization which offer both benefits and obstacles, yet seems to work. The University administration, faculty, and staff effectively use their leadership, focused efforts, and resources to continue to improve IUPUI. Although the structure may be cumbersome, there is no evidence that attempts to realize the mission of IUPUI have been compromised.

e. The organization upholds and protects its integrity.

Based on discussions with administrators and faculty and a review of institutional policies, IUPUI has implemented clear and fair policies regarding governance, human resources, compensation, promotions, and support services for the conduct of university operations.

IUPUI operates with integrity in its dealings with students and employees as evidenced by the policies and procedures which guide the campus. The IU Board of Trustees operates in compliance with Indiana Code and elaborates a broad set of policies which govern IU and, thus, IUPUI.   The Indiana University Policies web site contains a searchable set of all policies which govern academics, administration and operations, finances, human resources, information technology, and research. Expectation of compliance with federal and state regulations is evident.   In addition, the University has been responsive

in the creation of policies to address abuse prevention as brought to light by recent events at Pennsylvania State University.

2. **Evidence that one or more specified Core Components need institutional attention.**

   None noted.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

   None noted.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**

   None noted.

Recommendation of the Team

   Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. **Evidence that Core Components are met**

   a. **The organization realistically prepares for a future shaped by multiple societal and economic trends.**

   IUPUI realistically prepares for a future shaped by multiple societal and economic trends through environmental scans performed by its Office of Information Management and Institutional Research (IMIR), including enrollment forecasts, benchmarking to peers, and obtaining data from internal and external state and regional studies. IUPUI leadership depends on these and other inputs to identify and prioritize long-term goals. Specific plans, such as the Academic Plan, and implementation teams give rise to specific strategies to achieve these goals.

   b. **The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

   IUPUI uses a system of Responsibility Center Management to organize its resources to support its educational programs and strengthen their quality. Permanent and ad hoc structures (such as campus-wide investment pools, college- and campus-level reserves, and dean-level plans to grow income) work together to manage fluctuations in the availability of resources and in the demand for services. IUPUI's success in meeting its planning goals (such as doubling its sponsored program totals, bachelor's degrees granted, and service learning activity) is strong evidence of its capacity to strengthen the quality of its programs. Such successes have attracted philanthropic support of $1.039 billion led by an effective Development Foundation that meaningfully supplements other

resources.   Expanded sponsored programs by faculty activity has further strengthened the research base and created opportunities for improvement. Faculty, staff, and student surveys support the notion that this success is felt across the campus. Despite a decline (50% to 35%) in state support, IUPUI remains a financially sound Institution.

c. **The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

IUPUI demonstrates a strong commitment to evaluation and assessment processes that provide ongoing and important guidance for continuous improvement. The Annual IUPUI Performance Report is a central and highly-visible example of the work of the Division of Planning and Institutional Improvement to foster a culture of evidence-based decision-making. Annual reports from deans and vice chancellors that are collected using a uniform web-based template ensure alignment between unit and campus plans. This cumulative evidence is reviewed for each mission-related campus goal by a group of campus stakeholders each year and reported to the entire campus in a clear, intuitively-understandable, readily-available format. Periodic program and administrative reviews further enhance the accountability of units to continuously seek improvement.

d. **All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

In addition to the work of the Division of Planning and Institutional Improvement in unifying data collection and analysis, alignment across levels of planning is also supported by "cluster conversations" during annual budget hearings. The upcoming strategic planning effort will present the opportunity to bring together planning processes across academic, financial, and enrollment domains in new and powerful ways. A proposed Strategic Enrollment Management task force that will be part of this effort provides a particular chance to shape the future of the Institution.

Changes in on-line offerings are under consideration at IU which is investing about $8 million over 3 years to expand this mode of instruction delivery, as consistent with its mission. At IUPUI, the CAO has taken the responsibility to coordinate such changes.   IUPUI will also provide additional resources to implement the development of new programs.

2. **Evidence that one or more specified Core Components need institutional attention.**

None noted.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

None noted.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

    None noted.

Recommendation of the Team

    Criterion is met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. **Evidence that Core Components are met**

    a. **The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

       Assessment is one of the University's strengths. "Principles of Undergraduate Learning" (PULs) have been identified and integrated across programs and majors (Written, Visual and Oral Communication Skills; Information Resource Skills; Critical Thinking; Integration and Applications of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture; Values and Ethics). Every course addresses one or more of these as major or moderate objectives and includes assessment of those objectives in assignments for the course. The Registrar's Office records the instructors' ratings on PULs along with the course grades. That information is summarized by IMIR staff and shared with instructors and departments to use in making program adjustments.

       At the graduate level, the University has Principles of Graduate and Professional Learning (Demonstrated mastery of the knowledge and skills expected for the degree and for professionalism and success in the field; Thinking critically, applying good judgment in professional and person situations; Communicating professionally). Again, these learning outcomes are assessed in courses and the data are summarized at the program level for program assessment and improvement.

       The overall assessment process is under the purview of the Program Review and Assessment Committee. The self-study report, assessments reports in the resource room, and on-campus interviews clearly evidenced that assessment data are regularly collected and used to improve curricula.

       On-line courses undergo extensive evaluation and assessment using similar processes as traditional offerings. New programs undergo similar approval processes as traditional on the IUPUI campus, followed by specific approval processes at IU or PU, and finally, to the Indiana Commission on Higher Education, which reviews and approves on-line programs.

    b. **The organization values and supports effective teaching.**

       The University has a Center for Teaching and Learning (CTL) which sponsors learning activities ranging from orientation for new faculty, to workshops for Associate (adjunct) faculty, to longer term "courses" that address better

integrating technology into the curriculum and pedagogy. The Center for Teaching and Learning also provides training and support for faculty integrating PULs into their courses.

c. The organization creates effective learning environments.

IUPUI has made a concerted effort in the last ten years to improve the learning environment at the campus with noteworthy results. The construction and opening of the new Campus Center created a number of spaces for students to hold meetings, study in quiet areas, study in group settings, and, in the same building, access important student services including the admission office, the registrar's office, and student organizations.

Opening in 1994, the University Library provides access to an extensive collection of monographs and articles as well as electronic access. Included in the Library is the newly renovated space for the Honors College which currently enrolls almost 800 students. The Library has installed a new, configural space for library instructional classes as well as a Rich Media area that gives students access to the latest tools in creating multi-media projects.

The campus provides excellent access to information technology resources throughout all the buildings. While there was some discomfort with the Information Technology division of Indiana University taking over all public computer stations and installing common software and hardware, faculty and administrators agree that students should be able to access the internet and the Oncourse course management system from any building on the campus with ease and familiarity with the software. It is clear that providing access to the internet and web-based technology is a priority at IUPUI: there are public computers in the conference center, on the various floors of the Campus Center, and throughout the campus.

One very innovative program at IUPUI encourages departments and colleges to improve the learning environment in a specific building. The Learning Spaces initiative is a competitive grant program which provides funds to departments, colleges, and organizations to remodel spaces to provide student-friendly computer equipped spaces, electronic classrooms, or collaborative learning spaces.

The entire community, students, faculty, and staff are aware of RISE–Research, International, Service Learning, and Experiential Learning. This University commitment is clear, well understood, and implemented across programs. All students are encouraged to integrate at least two of these initiatives into their programs and honors students, all four. Reports and discussions with students suggest that they take these suggestions seriously and most include at least some service learning in their programs.

It is important to note how much emphasis IUPUI places on support services that increase student success, retention, and graduation. The University College has pioneered many of these support services including summer Bridge programs for college-bound youth, the First Year Seminar which now enrolls more than 5000 students annually, the STAR (Students Taking Academic Responsibility) program, career advising, Themed Learning Communities, and many other special programs to help students succeed in their first year.

The distance education offerings at IUPUI constitute an average of 8-9% of course offerings delivered to about 30% of the students. Approximately 10% of

degrees are offered by distance education mode. As with many other activities at IUPUI, and consistent with traditionally delivered programs, each academic unit has oversight and management of its online courses and programs. Level of experience varies with the academic unit with Nursing and Business having the longest record of on-line course/program offerings.

On-line education is supported technologically by the University Information Technology Services (UITS). The teaching platform used is Oncourse. Faculty receive training in the use of this teaching platform. Most faculty teaching on-line also teach by traditional classroom methodology. The Center for Teaching and Learning has instructional technology support staff to support web course design and implementation. Students taking on-line courses have access to all student services that traditional class students have. Students taking on-line courses must sign in using USER ID and password.

d. The organization's learning resources support student learning and effective teaching.

At IUPUI, the strategic planning process supports the stated goals of student learning through the completion of new buildings and laboratories, the remodeling of buildings to better support student learning, and the provision of numerous support services for students. At the present time, IUPUI is in the process of constructing two new laboratory buildings supporting graduate and clinical students in their research. In addition, construction is underway on a new building to support research and teaching in the School of Engineering and Technology and the School of Science. The University has also supported the creation of simulation labs in the medical professions and electronic classrooms throughout the campus.

The Schools at IUPUI operate on a Responsibility Center Management system, meaning that they can determine the use of their own revenue including the saving of reserve funds for projects to benefit teaching, learning, and research for their own students and faculty. While this might be seen as a pathway to exclusive use of resources, the University and the Schools collaborate on the planning process, and new resources generally come online for the benefit of the entire campus. New open learning spaces have been created in the Business/SPEA Building, the School of Nursing, and new tutoring spaces have been developed in the School of Science for math, biology, and chemistry, respectively. As noted above, the library system clearly supports the needs of students and faculty in teaching and research.

In a university that clearly has adopted a culture of assessment, IUPUI demonstrates the effectiveness of its learning resources through periodic surveys of faculty and satisfaction surveys administered to the students. Survey results from these studies are posted on the internet.

2. Evidence that one or more specified Core Components need institutional attention.

None noted.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4.   Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.
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CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1.   Evidence that Core Components are met

a.   The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

IUPUI clearly values a life of learning. The University has identified Principles of Undergraduate Learning and Principles of Graduate and Professional Learning that are thoughtful, relevant to the 21st century, and designed to produce students that are lifelong learners and positioned to become leaders in their community and workplace. Not only is the classroom experience for undergraduates carefully planned, the University ensures that undergraduate students have ample opportunities to work with faculty members on research projects through the Center for Research and Learning. The importance the University ascribes to faculty research and creative activities is demonstrated through research initiatives (such as Signature Centers), support for academic freedom, and internal funding from the Office of the Vice Chancellor for Research through its Research Support Funds grant program. Moreover, the University recognizes successful researchers through high profile recognition awards, such as honorary distinctions (Chancellor's Professor and Distinguished Professor).

IUPUI has invested heavily in its physical infrastructure over the past decade. The investments of the University have been rewarded with great growth in external funding--to $400.3 million dollars in 2010. Although many of these research dollars have been generated by the health science schools, all schools actively compete for research and creative activities funding. The University has successfully nurtured a thriving, and entrepreneurial, research culture.

b.   The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Through its educational programs, IUPUI demonstrates a strong commitment to student learning and the development of inquiry skills. More than a decade ago, it adopted Principles of Undergraduate Learning (PUL) and wove these principles into First Year Seminars and all undergraduate courses. Students work with advisors to ensure multiple exposures to each PUL as they progress through their undergraduate programs and the RISE (Research, International Experience, Service Learning, and Experiential Learning) initiative further promotes mastery

of the PULs through research, experiential, and service learning. Assessments indicate that at the end of their undergraduate programs, students have attained proficiency in PUL skills and the success of that program led the faculty to develop a general education program for graduate students, as well, known as Principles of Graduate and Professional Learning. Overall, IUPUI is seen as an innovator and a national leader in general education and the growing effort to impart skills to students that encourage lifelong learning.

c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The institution balances its commitment to serving Indianapolis *and* cultivating a global perspective, in addition to being inordinately intentional in addressing diversity. For instance, the College of Education recently developed a doctoral program in Urban Education, one of only a few in the United States. In addition, the Institution's defining PULs are grounded in developing dispositions commensurate with working and living in a globalized society. To that end, one of the Institution's general education initiatives requires undergraduates to demonstrate an appreciation of world cultures and to think transnationally and transculturally. Moreover, a recent study of internships by the Institution's Solution Center cites 8,559 students having participated in over 1.4 million hours of community-based projects and internships in 2010-2011. Two relatively new initiatives, IUPUI Common Theme and the Civic Minded Graduate, also illustrate the Institution's commitment to fostering both ethical and global perspectives. Finally, a number of programs and initiatives illustrate the Institution's commitment to issues related to diversity, including bodies such as the Chancellor's Diversity Cabinet and the IUPUI Intergroup Dialogue Initiative.

The Institution regularly surveys its students with the National Survey of Student Engagement (NSSE) and the IUPUI Student Satisfaction and Priorities Survey. Data from these surveys are tracked over time to evaluate relative progress on curricular and learning goals and to identify items for administrative attention.

d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The Institution's commitment to ethical and responsible application of knowledge is evident in its PULs and in its practices that ensure ethical and responsible use of knowledge and research. "Values and Ethics" is one of the institution's PULs, and one of the Principles of Graduate and Professional Learning is "behaving in an ethical way both professionally and personally." One of the institution's General Education Initiatives requires students to "demonstrate ethical reasoning" and "convey understanding of how ethical issues and values frame and shape human conduct and ways of life." The Research Ethics, Education, and Policy, (REEP), an office of the larger Indiana University system administration, provides resources for ensuring responsible research conduct on the campuses of the system.

2. Evidence that one or more specified Core Components need institutional attention

In discussions with a variety of faculty members, concerns were expressed over the loss of research administration functions by the IUPUI Office of the Vice Chancellor for Research. One concern was the procedure by which this change in policy was achieved. According to reports given to the Team, the change was

made by IU's University Administration with little opportunity for input by IUPUI. Further concerns were expressed that since the change in policy, limited submission proposals by IUPUI were coming under increased scrutiny and, in some cases, being blocked. Although there may well be legitimate reasons for applying the brakes to limited submission proposals, such as encouraging greater collaboration between the Indianapolis and Bloomington campuses, one must be sensitive to the concern that these decisions are made because they are in the best interest of IU Bloomington rather than being in the best interest of IUPUI.

3.   Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4.   Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE.

1.   Evidence that Core Components are met

a.   The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

IUPUI was founded to serve as an education incubator of intellectual, social, and economic development in the communities forming Indianapolis (and now the seven propinquitous counties). IUPUI excels at identifying and providing service to its constituents. That commitment to serving the community is evinced in the institutional mission statement, which proclaims the devotion of IUPUI to civic engagement, collaboration, and partnerships in the community.

Formal advisory boards are established at the campus, school/college, and departmental levels. From those boards, the Institution learns about expectations and demands of its constituents. Those conversations are keenly focused on work force demands when new degree programs are considered. Yet, the Institution also seeks to learn about more broadly defined community needs, as well. Because of the commitment to civic engagement, the conversations with the community have led to creation of interesting, indeed model, programming and partnerships in Indianapolis. For example, the long-established partnership with Indianapolis Public Schools has evolved to include engaged research and service learning projects to benefit the community and student learning at IUPUI. The depth of the partnerships on campus can be measured by the number of institutional units that contribute to it. They range from the health sciences, to education, to physical education, to the Polis Center.

b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

IUPUI is strongly committed to serving its primary constituency and demonstrates its capacity to engage the communities it serves primarily through the Center for Service and Learning and the Solution Center. The Solution Center, which boasts of serving as the institution's "front door," though there are other entities on campus that make a similar claim and that duplicate its work, is focused on linking real needs in the for-profit and not-for-profit communities with campus expertise and student interns. Likewise, the Center for Service and Learning links students, faculty, and departments to service needs in the community and helps faculty to develop service learning components in formal coursework. The Center for Service and Learning has successfully grown the number of students participating in such activities to nearly 8,500 in 2010-2011 and increased the number of class sections with service learning components to 372 in the same year.

The Institution's commitment to addressing community-identified problems is evinced as well in the measures of externally-funded applied research. The IUPUI TRIP (Translating Research Into Practice) Initiative is a similar effort but on a different scale. That initiative concentrates faculty expertise in translational scholarship (often derived from "pure research") on solving real world problems in local and global communities.

IUPUI is also committed to expanding in a rational fashion the boundaries of the community that it serves. Through partnerships with international institutions in Kenya and China, IUPUI bolsters the capacity for those institutions to deliver higher learning. Likewise, efforts to develop study abroad programs have been successful and have demanded formation and nurturing of diverse partnerships. Those efforts have resulted in national recognition in 2009 and 2011 for internationalization and international partnerships.

c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Many units within IUPUI have extensive interactions and collaborations with various community partners. As examples, there are extensive collaborations with elementary and secondary education institutions (preparing teachers for urban environments) and the PhD in Urban Education; support in areas of diversity, multicultural issues, civil rights; early enrollment programs; summer support initiatives to attract students into STEM disciplines; and a CampMD to attract elementary and secondary students to consider careers in health professions and science. Collaborations involving the health care communities provide various health care activities (medicine, dentistry, nursing, public health) throughout the city and region. Programs involved with Arts and Culture (museum studies, music technology, archeology, historical surveys) enrich the city and region. Noteworthy, is the Polis Center (School of Liberal Arts) which works to develop and apply knowledge, build collaborations, and find innovative solutions to community problems.

IUPUI also collaborates with other higher education institutions in Central Indiana working with Butler University and the University of Indianapolis to create collaborative services with the IUPUI Schools of Medicine, Dentistry, Law, and Business. IUPUI has also developed transfer and articulation agreements with

Ivy Tech Community College to support greater access to higher education for all levels of students.

The IUPUI University Library also engages in civic engagement as the only public research library which is available for citizens, businesses, public agencies, and other institutions in Central Indiana. This Library is on the forefront of digital collections and technology practices. Its importance to Indianapolis was supported in conversations with community leaders.

d. Internal and external constituencies value the services the organization provides.

The services, civic engagement, and program projects that IUPUI provides to the City of Indianapolis and surroundings are valued. Evidence was provided in conversations with community partners, alumni, and project participants. IUPUI extensively surveys students, faculty, staff, alumni, and other participants. Surveys conducted by Information Management and Institutional Research (IMIR) clearly showed positive attitudes toward IUPUI and its programs. Other forms of feedback such as participation, communication with stakeholders, and others substantiated the positive influence of IUPUI on the community.

The value of IUPUI and its faculty, staff, students, and administration to the community is also substantiated by appointments of IUPUI employees to commissions, committees, task forces, and receipt of awards.

IUPUI is recognized as an important driver of the economy of Central Indiana as well as other areas of Indiana, through its being one of the largest employers, programs such as TRIP (Translating Research into Practice), and its many centers and other programs. IUPUI is a major partner in the State's $44 billion life/health sciences economic sector.

2. Evidence that one or more specified Core Components need institutional attention

It was also observed that while there is a terrific commitment of IUPUI to civic engagement, the units within IUPUI do so with great independence and autonomy with little evidence of coordinated effort across the units. There is the appearance of inefficiency and considerable duplication of effort. IUPUI would be wise to evaluate the considerable civic engagement activity with a viewpoint for better coordination and or communication. Perhaps consideration should be given to having a position at the vice chancellor level to be responsible for coordinating these activities.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change.

B. Nature of Institution

1. Legal status

No Change.

2. Degrees awarded

No Change.

C. Conditions of Affiliation

1. Stipulation on affiliation status

Recommendation: Make changes, deletions, and additions as indicated:

The University must notify the Commission upon the addition of new doctoral program or if the University plans to substantially change existing doctoral programs.

For rationale – See #6 Other embedded change request.

2. Approval of additional locations

No change.

3. Approval of distance delivery

No change.

4. Reports required

None.

5. Other visits scheduled

None.

6. Other embedded change request

See separate embedded change report (Appendix A).

7. **Campus Evaluation Visit**

None.

D. **Commission Sanction or Adverse Action**

None.

E. **Summary of Commission Review**

The Team recommends continued accreditation for Indiana University Purdue University Indianapolis. The next Comprehensive Visit is in 2022-2023.

Timing for next comprehensive visit (academic year - 2022-2023)

Rationale for recommendation:
Indiana University-Purdue University Indianapolis meets all of the criteria and federal compliance requirements for continued accreditation. The Institution has a mission (vision, goal) statement and strategic plan which has guided the Institution to new levels of attainment over the last decade. Current plans are to develop a new strategic plan and, perhaps, mission statement for the next 12 years. The Institution operates in a complex governance structure involving Indiana University and, to a degree, Purdue University. The Institution operates with integrity. Financially, it has an adequate resource base despite declining state support and has plans to seek funding from other sources to maintain its momentum. The Institution has created an excellent learning environment for both undergraduate and graduate students with curricula built upon Principles for Undergraduate Learning and Principles for Graduate and Professional Learning and occurring in excellent facilities.   It is also successfully transitioning into a research university. It is also moving from a commuter institution with a majority of part-time adult students to a campus with a majority of full-time students of more traditional college age. IUPUI has a unique and strong commitment to civic engagement which permeates all aspects of the Institution and serves its constituents and communities in many mutually beneficial ways. It has a well-designed assessment process for evaluating student learning outcomes.   The leadership team has great forward vision in advancing the Institution.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

Respiratory Therapy – IUPUI

Background: In April 2009, in a Multi-Site Review of the Indiana University School of Medicine, a review was made of the Respiratory Therapy Program housed at Clarian Health/Methodist Hospital located in Indianapolis. This program now at Methodist/IU Health (Clarian Health is now IU Health) is conducted in conjunction with three Institutions: Ball State University, University of Indianapolis, and IUPUI. At the time of the review, most students were from IUPUI. Students are admitted to the program in their 3rd or 4th year.

The review reported that two of the six student expectations needed Institutional attention: (1) instructional oversight and (2) adequacy of assessment of student performance. With regard to institutional oversight, it was found that IUPUI did not have direct oversight of the Respiratory Therapy Program. The control of the program was with Clarian Health, whose employees had adjunct status at IUPUI. The IUPUI Director of Health Professions Programs (HPP) was a liaison between the program and the students. The reviewer concluded, "While this arrangement appears effective, IUPUI has very little oversight of this program."

The other expectation needing attention dealt with assessment of student performance. While the reviewer indicated that "Clarian Health seems to have effective assessment plans, these plans were not controlled by IUPUI."

Current Status: Both concerns have been adequately addressed. Each Health Professions Program (HPP), including Respiratory Therapy, reports annually to the HPP Advisory Committee, which has oversight of each HPP degree program. Assessment reports annually are directed to the IUPUI Program Review and Assessment Committee. The Assessment report evaluates seven Institutional Standards (design, evaluation of curriculum, verification of graduation requirements, faculty qualifications, teaching evaluations, student orientation, faculty development, and addressing student concerns). In addition, the program is assessed for implementation of the IUPUI Principles of Undergraduate Learning. The Committee also reviews board pass rates and graduation rates.

Recommendation: The Team is satisfied that the concerns expressed in the 2009 Multi-Site Review Report have been adequately addressed.

Appendix to the Team Report

WORKSHEET FOR THE EVALUATION TEAM
ON FEDERAL COMPLIANCE REQUIREMENTS

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

THE TEAM'S CONCLUSION:

___√_   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

> **Comments:** IUPUI uses standard measures for the <u>credit hours</u> (50 minutes for a didactic class). Experiential credits are non-time based but depend upon demonstration of competency, demonstration of proficiency, and/or fulfillment of learning outcomes. The academic term is based on the semester system requiring 15 weeks of instruction and a week of examination. The summer term has 12 weeks of instruction. <u>Program length</u> will vary depending upon the degree: baccalaureate – 120 credits; masters – 30-60 credits; graduate and professional doctorate programs have variable credit requirements which are posted on each school's website. <u>Tuition and fees</u> are set by the Indiana Board of Trustees and are differentiated according to student level, program, and residency. This information is publically provided on websites, bulletins, term schedules, and admission.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

THE TEAM'S CONCLUSION:

_√___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

> **Comments:** At IUPUI, there are various ways for a student to present complaints – e.g., at the unit office. The Division of Student Life serves as a central point of contact via the Office of the Student Advocate, which assists students in solving problems. In some cases, the student may raise the complaint with the Chancellor, who refers to the Student Advocate or to an officer in the

Division of Enrollment Services. Students are informed of these options through various websites and personal referrals. An Institutional principle is to have all issues addressed as quickly as possible. IUPUI maintains summaries of students' concerns, complaints, and requests for assistance. Summaries were examined by the Team Chair.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

THE TEAM'S CONCLUSION:

__√__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

> **Comments:** IUPUI has a clearly stated Transfer Credit Policy found on the Undergraduate Admissions website. In addition, a Credit Articulation and Transfer System has been developed to help prospective students understand how their credits will transfer. Credits earned at other Indiana University campuses are not considered transfer credit, but are awarded automatically. IUPUI follows all applicable state and federal laws, university policies, and best practices in accepting transfer credits.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

THE TEAM'S CONCLUSION:

__√__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

> **Comments:** IUPUI requires students to sign in using their secure, unique student ID/User ID and password for accessing course sites for traditional and distance education courses. For proctored examinations, a picture ID is required.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

▪ *General Program Requirements: The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

▪ *Financial Responsibility Requirements: The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion*

Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

▪ ***Default Rates.   The institution has provided the Commission with information about three years of default rates****. It has a responsible program to work with students to minimize default rates.   It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

▪ ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

▪ ***Student Right to Know****. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

▪ ***Satisfactory Academic Progress and Attendance****. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*

▪ ***Contractual Relationships:*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*

▪ ***Consortial Relationships****: The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

THE TEAM'S CONCLUSION:

__√__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

     Comments:
       ▪ **General Program Requirements**
         Title IV documents are located in the Financial Aid Office. Copies of all audits are located in the Office of the Vice President and Chief Fiscal Office of Indiana University

in Bloomington. IUPUI is not subject to any limitation, suspension, or termination actions initiated by the U.S. Department of Education.

- **Fiscal Responsibility Requirements**
  IUPUI completes the A-133 audit annually. The audit is completed by the Indiana State Board of Accounts. The latest report of 2010-2011 has no written findings.

- **Default Rates**
  Default rates at IUPUI are quite low. The Stafford Loan cohort default rate for 2010 was 5.1%. Prior to that the default rates varied from 3.2% to 3.8%.

- **Campus Crime Information**
  At IUPUI, an annual security report is made by the IUPUI Police Department and placed on the website.

- **Student Right to Know**
  IUPUI maintains a list of federally required disclosures on the Registrar's website. Students are notified annually of the availability of this information.

- **Satisfactory Academic Progress and Attendance Policies**
  SAP information is available on the Financial Aid website. Students not in compliance with SAP are notified, along with the appeal process. IUPUI does not require attendance be taken in courses.

- **Contractual Relationships**
  IUPUI does not have any contractual relationships in place with a third party provider. IUPUI does have articulation agreements with other Indiana Institutions with regard to transfer credit.

- **Consortial Relationships**
  IUPUI has a consortial relationship with Butler University with regard to various engineering programs. These have been disclosed to the Higher Learning Commission in annual reports.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

THE TEAM'S CONCLUSION:

__√__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

> **Comments:** IUPUI has disclosed its accreditation status with the Higher Learning Commission on its website, campus bulletin, and other materials. It provides the HCL URL, address, and phone number. Recruitment materials do not include statements on accreditation status.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.* ***Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

THE TEAM'S CONCLUSION:

_√___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

> **Comments:** IUPUI does not hold accreditation from any other federal recognized agency. IUPUI does not have any presence in other states. Several of its programs do have special accreditations which are disclosed on their website.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.* ***Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

THE TEAM'S CONCLUSION:

__√__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

> **Comments:** IUPUI made appropriate notification in several media outlets. Fourteen third party comments were received. Nearly all were positive about IUPUI. The most cited negative comment dealt with lack of parking.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS
Indianapolis, Indiana

November 5-7, 2012

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

R. Craig Schnell, Professor, North Dakota State University, Fargo, ND 58108 – TEAM CHAIR
Barbara Ann Bardes, Professor, University of Cincinnati, Cincinnati, OH 45221
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Contents

(date)

I.   OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Indiana University-Purdue University Indianapolis (IUPUI) is viewed as a public, urban, research university. It was formed in 1969 as a partnership between Indiana University and Purdue University. IUPUI operates in a complex and complicated environment of partnerships and is governed by the Board of Trustees of Indiana University, which has advantages and challenges. In the decade since the last Comprehensive Visit, IUPUI has created an environment of transitional progress involving all areas of the Institution. Guided by a cogent mission statement, a strong strategic plan, and an effective leadership team, IUPUI is still a "work in progress" but has made transitions into a vibrant, growing, and exciting academic environment for faculty, staff, and students. It has remained true to its overarching commitment to civic engagement in Indianapolis and the central region of Indiana, and civic engagement has become part of the "fabric of the institution." IUPUI takes great pride in being recognized as the health sciences institution in Indiana. IUPUI is now in the process of developing a new strategic plan to guide the Institution for the next decade. There is considerable anticipation in all stakeholders that the plan should go to greater levels. In this spirit, the Team offers some suggestions to help the Institution in developing this new strategic plan.

II.   CONSULTATIONS OF THE TEAM

1. **ENROLLMENT MANAGEMENT -** Over the past several years, IUPUI has consciously raised its standards for undergraduate admissions while referring students who are less well-prepared for college to Ivy Tech Community College. The University has a clear enrollment strategy for freshman recruitment including targeted recruitment for out-of-state students. However, it is important for IUPUI's urban mission to develop an enrollment management plan for the transfers from Ivy Tech using the Passport program and also for the recruitment and admission of adult and returning students including veterans, working adults who have completed several years of college, and adult learners seeking degree completion either on campus or through distance learning. An urban area like greater Indianapolis has many residents who need to add to their educational credentials or change their career directions to be able to contribute to the economy and improve their own lives. It is important that IUPUI has an enrollment management plan and appropriate student services for these Indiana residents. Additional advising resources and better attention to integrating transfer students into the University are mechanisms to consider for improving retention. The University has put considerable resources into improving service to, and retention of, new entering students. However, the number of students transferring into the University is increasing and will continue to do so. The University should consider

the resources and support they need to have in place to serve these students as well as they serve first year students.

2. **INTERNATIONAL -** The Institution has made a concerted effort to create strategic partnerships in the global arena and to provide a more international experience to its graduate and undergraduate students. The Office of International Affairs has several functions: it processes the applications of all international students and assists international faculty through the visa process of the U.S. government; the office sponsors various events and faculty development efforts to internationalize the curriculum on the campus; the office coordinates all collaborative agreements with partners overseas. Currently, there are about 1600 international students on campus including 700 undergraduates and 900 graduate and professional students. Several hundred IUPUI students participate in study abroad programs, most of which are faculty led trips for study and, in many cases, service learning. The Office of International Affairs is working with Enrollment Management to recruit students from targeted nations including China, India, and Middle Eastern nations. Most recently, IUPUI has become a partner in the ACE Internationalization Laboratory and more faculty are being engaged in the effort. Noteworthy are the long term partnerships with the Moi School of Medicine in Eldoret, Kenya and Sun Yat-sen University in Guangzhou, China. The Team views this as an important activity for the future development of IUPUI.

3. **DIVERSITY –** Upwards of fifteen staff and faculty comprise the Chancellor's Diversity Cabinet and represent a broad swath of campus stakeholders. Until recently, the Cabinet focused the lion's share of its efforts on issues related to race and ethnicity, focusing specifically on African Americans, Latinos, Asian Americans, and Native Americans. However, the Cabinet has now added LGBT students as part of its focus. The Cabinet is one of many figures and offices on IUPUI's campus that demonstrate the Institution's un-ambivalent commitment to issues, problems, and concerns related to diversity. Perhaps the most visible of these offices is the Multicultural Success Center, a center that was developed as a result of concerns expressed by student government. Other offices and groups include Faculty and Staff Councils and the Division of Diversity, Equity, and Inclusion. The Cabinet also ensures that diversity concerns and issues are integrated into other programs such as STEM and RISE. A number of scholarships are expressly for minority students. And, finally, the University has committed to the Intergroup Dialogue Initiative. Even so, despite the Support for Recruiting Underrepresented Faculty Program, which has been successful in recruiting and retaining minority faculty (47 between 2006 and 2009, 45 of whom have been retained), the University's own report illustrates that it needs to give more sustained attention to recruiting and hiring processes for underrepresented minorities.

4. **FACULTY QUALIFICATIONS -** The self-study does not address the policies and procedures for monitoring the qualifications of instructors of record. Evidence gathered during the site visit, though anecdotal, suggests a change in process may be necessary. Faculty, for example, expressed concern about the qualifications of non-tenure track instructors teaching upper-division and graduate courses. The Team also learned that one doctoral student taught a foundational research methods course to other graduate students as the sole instructor of record.

   IUPUI would be well advised to establish firm policies and procedures for vetting the credentials of instructors of record at various course levels and by course type. Ensuring that individual faculty members are qualified to teach the courses assigned is an institutional, not a college or school, function. The central administration must assume that responsibility. Additionally, the Graduate Office and its advisory council should be empowered to act on behalf of the institution to guarantee that instructors of record for graduate courses are highly qualified within the broad definitions established by the Higher Learning Commission. Simply put, allowing graduate students to teach other graduate students is a recipe for undermining perceptions of quality of graduate programs.

5. **STUDENT LIFE –** The decentralized nature of IUPUI is both an asset and a liability. As the Institution continues to attract more traditional age, commuter, undergraduate students, the decentralization of student affairs functions may injure the Institution. Already, students identify more with their School than the University. Additionally, although students are extremely happy to attend IUPUI, they have a distinct feeling of being second class citizens in relation to the students at Purdue University and Indiana University. IUPUI needs to develop strategies to increase student pride in IUPUI as their institution of choice.

   The Student Life division is well-led and well-managed. The division's understanding of and commitment to co-curricular activities as tools for enriching student learning and bolstering the health of the Institution is impressive. Broadening the scope of the division's activities to include serving as the point of entry for new students (transfer or otherwise) by assigning additional Student Affairs functions to its portfolio may help give students a stronger identity as an IUPUI student body. Such functions should include university-wide orientation programming, a role in enrollment management, a role in transfer student transition, and other co-curricular activities currently assumed by the individual colleges and schools. Such a shift in responsibilities will aid IUPUI in its efforts to act strategically as an institution.

6. **CENTER FOR RESEARCH AND LEARNING -** The Center for Research and Learning, located in the Office of the Vice Chancellor for Research, addresses the needs of students and the region through an array of programs. The programs are summer research or bridge programs

devoted to students from under-represented minority groups, including those from Ivy Tech Community College, and area high schools. They offer intensive research experiences to participants. The Innovation-To-Enterprise Central Team Research and the Indiana Clinical and Translational Sciences Institute are creative approaches to multi-disciplinary learning through meaningful research and practical experiences. Despite the extraordinary team in the Center, the Institution has lost funding for its Louis Stokes Alliance for Minority Participation and the McNair Post-baccalaureate Achievement programs. The loss is felt, but the Center is confident that the intent of the programs can be perpetuated with the support of the Office of the Vice Chancellor for Research and other divisions at the university. The Team urges the Institution to replace the funding lost for these important programs.

7. **Responsibility Center Management (RCM) –** The RCM model has greatly increased entrepreneurial activities and stewardship within the schools and other divisions. The RCM process needs periodic evaluation for possible modifications to assure that RCM continues to drive excellence. More flexibility in RCM for the leadership to invest in the strategic goals of IUPUI would be desirable. Increases in taxes on revenue generated and in the amount set aside for reallocation could be used by the Chancellor or Chief Academic Officer to shape campus priorities and further drive the mission.

8. **COORDINATED FUNCTIONS -** In areas where similar functions are carried out across many schools, centers, and other units, it may be beneficial to designate an administrator or coordinator who would seek efficiencies among the various functions. As an example, in the realm of civic engagement the service learning function may serve its partners better if there were coordination among the various groups who serve the community. With up to 22 Schools operating independently, processes and procedures can become complicated and confusing. There are some areas (e.g., marketing, graduate education, teaching credentials, and civic engagement) that might be stronger if they were better coordinated. The Team recommends that the Institution consider stronger central coordination of some of these areas, even though the services are offered through the Schools.

9. **INSTITUTIONAL IDENTITY –** In discussions with several groups (faculty, staff, students, alumni), tensions were noted in the relationships with Purdue University and Indiana University. With regard to Purdue, at least two requests for doctoral programs have been put "on hold" with the perception that Purdue no longer wished to participate in those doctoral programs. With regard to Indiana University, several policy changes were in progress or recently announced without discussion with faculty at IUPUI. Students regarded themselves and the Institution as "second class," but nonetheless, felt that the IU diploma was worth more than an

IUPUI diploma. IUPUI Administration recognizes the tension, but they are willing to find ways to continue to operate within the partnership. Discussions with IU Trustees recognized such tensions, but those discussions opened with the assertion that the structure "works." The Team is of the opinion that IUPUI has matured greatly over the last 40 years and should be allowed to continue to promote its distinctive identity and to promote its image as a unified Institution. Perhaps, it might be appropriate for IUPUI, IU, and PU to reassess the relationship to make certain that processes and procedures and communication lines are in place to ensure that the best interests of all three institutions are considered in a transparent fashion.

III.   RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

INSTITUTION and STATE: Indiana University-Purdue University Indianapolis, IN

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

DESCRIPTION OF REVIEW *(from ESS)*: Multi-campus visit (1 campus).

DATES OF REVIEW: 11/5/12 - 11/7/12

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, D

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Accreditation at the Doctor's degree level is limited to the D.N.S., D.M.S., and D.P.T. offered through Indiana University. Accreditation at the 1st professional degree level is limited to the J.D., M.D., D.D.S. offered through Indiana University. Accreditation at the Ph.D. degree level is limited to Anatomy, Applied Earth Sciences, Biochemistry, Biostatistics, Dental Science, Economics, Epidemiology, Health Policy Management, Medical Biophysics, Medical Genetics, Medical Neurobiology, Microbiology and Immunology, Nursing Practice, Nursing Science, Pathology, Pharmacology, Philanthropic Studies, Physiology, Rehabilitation Science, Social Work, Toxicology, and Urban Education Studies offered through Indiana University; and to the Ph.D. in Rehabilitation Psychology offered through Purdue University. The University must obtain Commission approval following a focused visit before instituting any additional Purdue University doctoral programs in non-medical-related fields. The University is to notify the Commission if it plans to change or add any doctoral programs in medical-related fields, and notify the Commission if it plans to change or add any Indiana University doctoral programs in non-medical-related fields.

TEAM RECOMMENDATION: The University must notify the Commission upon the addition of new doctoral programs or if the University plans to substantially change existing doctoral programs.

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Notification Program is only available for offering existing degree programs at new locations within the state.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: Contingency Report: will be required in the event of the LLM Egypt program discontinuation, including the anticipated date of program closure, reason(s) for

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

closure, current program enrollment information and teach-out plans for active students seeking to complete program requirements prior to program closure

TEAM RECOMMENDATION: No Change

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2002 - 2003

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2012 - 2013

TEAM RECOMMENDATION: 2022-2023

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Indiana University-Purdue University Indianapolis, IN

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

_x__ No change to Organization Profile

Educational Programs

		Program Distribution	**Recommended Change (+ or -)**
Programs leading to Undergraduate			
	Associate	27	
	Bachelors	108	
Programs leading to Graduate			
	Masters	107	
	Specialist	0	
	First Professional		
	Doctoral	34	

Off-Campus Activities

In-State:		Present Activity:	**Recommended Change: (+ or -)**
	Campuses:	Columbus (IUPU-Columbus)	
	Additional Locations:	Bloomington (Bloomington Center for Medical Education) ; Carmel (Carmel Police Department) ; Evansville (Evansville Center for Medical Educa) ; Fort Wayne (Fort Wayne Center for Medical Educa) ; Fort Wayne (Indiana University Purdue University - Fort Wayne) ; Gary (Northwest Center for Medical Education) ; Indianapolis (Clarian/Methodist) ; Indianapolis (Indianapolis EMS) ; Indianapolis (North Capitol - Physician Assistant Studies) ; Muncie (Muncie Center for Medical Education) ; New Albany (Indiana University Southeast) ; Richmond (Indiana University East) ; South Bend (South Bend Center for Medical Educa) ; Terre Haute (Terre Haute Center for Medical Educ) ; West Lafayette (West Lafayette Center for Medical	

Education)

Out-of-State:		Present Wording:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	None	
	Course Locations:	None	

Out-of-USA:		Present Wording:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	Giza, Egypt (Egypt, Cairo University Faculty of Law)	
	Course Locations:	None	

Distance Education Programs:

Present Offerings:

Associate - 24.0102 General Studies (Associate of General Studies) offered via Internet; Bachelor - 24.0102 General Studies (Bachelor of General Studies) offered via Internet; Bachelor - 26.9999 Biological and Biomedical Sciences, Other (Bachelor of Science in Health Sciences) offered via Internet; Bachelor - 51.0706 Health Information/Medical Records Administration/Administrator (Bachelor of Science in Health Information Administration) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (RN to BSN) offered via Internet; Certificate - 09.0901 Organizational Communication, General (Certificate in Human Communication in a Mediated World) offered via Internet; Certificate - 11.0103 Information Technology (Graduate Certificate in Human-Computer Interaction) offered via Internet; Certificate - 11.0701 Computer Science (Certificate in Applied Computer Science) offered via Internet; Certificate - 11.9999 Computer and Information Sciences and Support Services, Other (Certificate in E-Commerce Development) offered via Internet; Certificate - 11.9999 Computer and Information Sciences and Support Services, Other (Certificate in Information Technology) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Computer Tech Applications) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Cultural Heritage) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Gerontology) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Global Health and Rehabilitation Studies) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Health Tourism) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Human Resource Management) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Leadership Studies) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Rehabilitation and Disability Studies) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Sports Tourism Development) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in TCEM Events Management) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in TCEM Travel Planning) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Graduate Certificate in Nursing Informatics) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Graduate Certificate in Teaching in Nursing) offered via Internet; Certificate - 44.0401 Public Administration (Certificate in Public Management) offered via Internet; Certificate - 51.0601 Dental Assisting/Assistant (Certificate in Dental Assisting) offered via Internet; Certificate - 51.0706 Health Information/Medical Records Administration/Administrator (Certificate in Medical Coding) offered via Internet; Certificate - 51.1008 Histologic Technician (Certificate in Histotechnology) offered via Internet; Certificate - 51.22 Public Health (Graduate Certificate in Public Health) offered via Internet; Certificate - 51.3102 Clinical Nutrition/Nutritionist (Certificate in e-Learning in Leadership Development in Pediatric Nutrition) offered via Internet; Certificate - 52.0101 Business/Commerce, General (Certificate in Business Foundations) offered via Internet; Certificate - 52.0206 Non-Profit/Public/Organizational Management (Certificate in Nonprofit Management) offered via Internet; Certificate - 52.0999 Hospitality Administration/Management, Other (Certificate in TCEM Lodging

Management) offered via Internet; Doctor - 51.3808 Nursing Science (PhD in Nursing Science) offered via Internet; Doctor - 51.3818 Nursing Practice (Doctor of Nursing Practice) offered via Internet; Master - 13.1001 Special Education and Teaching, General (Master's in Special Education) offered via Internet; Master - 13.1201 Adult and Continuing Education and Teaching (Master of Science in Adult Education) offered via Internet; Master - 13.1202 Elementary Education and Teaching (Master's in Elementary Education) offered via Internet; Master - 13.1205 Secondary Education and Teaching (Master's in Secondary Education) offered via Internet; Master - 15.1501 Engineering/Industrial Management (Master of Science in Technology) offered via Internet; Master - 25.0101 Library and Information Science (Master of Library Science) offered via Internet; Master - 26.9999 Biological and Biomedical Sciences, Other (MS in Health Sciences) offered via Internet; Master - 51.38 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing (MSN Nursing Education) offered via Internet; Master - 51.3810 Psychiatric/Mental Health Nurse/Nursing (MSN Adult Health Clinical Nurse Specialist) offered via Internet; Master - 51.3810 Psychiatric/Mental Health Nurse/Nursing (MSN Psychiatric Mental Health Clinical Nurse Specialist) offered via Internet; Master - 52.0101 Business/Commerce, General (Master of Business Administration) offered via Internet

Recommended Change:
(+ or -)
Correspondence Education Programs:

Present Offerings:

None

Indiana University-Purdue University Indianapolis

355 N. Lansing
Indianapolis, IN 46202-2896
(317) 274-4417 (Main Phone)

http://www.iupui.edu/

Statement of Affiliation Status Click here for definitions...

Chief Executive Officer: **Dr. Charles R. Bantz, Executive Vice President/Chancellor**
HLC Institution ID: **1195**
Current Accreditation Status: **Accredited**
Accreditation Date(s): **07/01/1971**

Summary of Commission Review

*Accreditation notes: * Note on date of accreditation: In 1969, Indiana University at Indianapolis and Purdue University at Indianapolis were granted accreditation status. Prior to that time they had been included in the accreditation of their respective main campuses. In 1970, the institutions merged to become Indiana University-Purdue University at Indianapolis and the accreditation status was transferred to the new legal entity.*

Last Reaffirmation of Accreditation: **2012 - 2013**

Next Reaffirmation of Accreditation: **2022 - 2023**

Last Date of Information Change: **04/15/2013**

Control: **Public**
Degrees Awarded (details below): **Certificate, Associates, Bachelors, Masters, Doctors**

Stipulations on Affiliation Status:
> **None.**

Approval of New Degree Locations:
> **The Commission's Notification Program is available for new locations within the United States.**

Approval of Distance and Correspondence Courses and Programs:

The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

Organizational Profile Click here for definitions...

Enrollment Headcount (last updated: 08/17/2013)

	Full-Time	Part-Time
Undergraduate:	16,127	6,144
Graduate:	4,095	4,084
Dual enrollment (high school) programs:	0	

Degree Programs (last updated: 08/17/2013)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	24	201
Bachelors Degrees	84	3,744
Masters Degrees	86	1,816
Specialist Degrees	0	0
Doctoral Degrees	36	771

Certificate Programs (last updated: 08/17/2013)

	Programs Offered	Certificates Awarded in Last Reported Year
Certificates	93	625

Off-Campus Activities (last updated: 08/17/2013)

In-State:	Campuses:	IUPU-Columbus - Columbus, IN;
	Additional Locations:	Bloomington Center for Medical Education - Bloomington, IN; Evansville Center for Medical Educa - Evansville, IN; Fort Wayne Center for Medical Educa - Fort Wayne, IN;

Indiana University Purdue University - Fort Wayne - Fort Wayne, IN; Northwest Center for Medical Education - Gary, IN; North Capitol - Physician Assistant Studies - Indianapolis, IN; Indianapolis EMS - Indianapolis, IN; Muncie Center for Medical Education - Muncie, IN; Indiana University Southeast - New Albany, IN; WestGate@Crane Technology Park - Odon, IN; Indiana University East - Richmond, IN; South Bend Center for Medical Educa - South Bend, IN; Terre Haute Center for Medical Educ - Terre Haute, IN; West Lafayette Center for Medical Education - West Lafayette, IN;

Out-of-State:	Campuses:	None.
	Additional Locations:	None.
Out-of-U.S.:	Campuses:	None.
	Additional Locations:	Egypt, Cairo University Faculty of Law - Giza, EGYPT;

Board of Advisors Responses to Strategic Planning Questions

October 9, 2012

1. **By 2025, how should IUPUI be distinctive?**
    a. Education leader in the community for
       - Health and life sciences
       - Education, P-12
       - STEM
       - Research
       - Service Learning
    b. Stimulating the local economy

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    c. Known as a Center of Excellence in certain areas—define our strengths (e.g., Center on Philanthropy, SPEA non-profit management, School of Medicine)
    d. Affordable – making education possible for Hoosiers, providing access
    e. Efficient in use of classrooms and faculty, utilizing technology
    f. Not just making a living but making a life
    g. Link the University to industries located here
    h. Doorway for people after community college
    i. Research
    j. Innovation
    k. Leader in urban research
    l. Tied to Lumina's goals
    m. Known nationally with students from all over
    n. Contributing to preschool education
    o. Supporting students who are not quick learners
    p. Engaging minorities
    q. Providing dual credit
    r. Diverse
    s. Learning for life – for lifestyle (What makes for a quality lifestyle?) Education can help one have a better lifestyle
    t. We must develop human capital
    u. Transformational as opposed to transactional
    v. Improving the environment
    w. Improving the human condition – developing human capital

2. What are the assets we can leverage to accomplish this?

a. Location

b. Our human capital: faculty staff, and students

c. Internship opportunities

d. Service learning

e. Two outstanding institutions give us a strong brand

f. Service to our community

g. Facilities

h. Learning environment

i. Relationship with local business

j. Knowledgeable leaders in education

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k. Strengths of life sciences industries in the area

3. What are the challenges we face?

a. Maintaining focus – we can't be everything to everyone

b. Aligning our vision with community demands

c. Developing a vision broad enough to encompass change

d. Being able to do more with less

e. Maintaining access without compromising excellence

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f. Quality of life in the city

g. Making the city a place people want to live

h. Keeping students in school all along the way—poor families don't aspire to college any more

i. People outside IUPUI don't understand what it is

j. Transfer from institutions other than Ivy Tech is difficult

k. Too little involvement in the arts—the arts improve learning: STEAM the arts are an academic accelerator

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
ACADEMIC UNITS				
Business	Information Request (2) Evaluation/Assessment (1) Mgmt. Report (1)			Information Request (3) Evaluation/Assessment (20)
IUPU Columbus	Information Request (1) Evaluation/Assessment (1) Mgmt. Report (1) Planning Support (2)			Information Request (5) Evaluation/Assessment (1) Committee/Service (1)
Community Learning Network				
Continuing Studies	Information Request (3) Mgmt. Report (1) Presentation/Workshop (1)			Information Request (5)
Dentistry	Information Request (2) Evaluation/Assessment (1) Mgmt. Report (1)		Evaluation/Assessment (4)	Information Request (13) Evaluation/Assessment (1)
Education	Information Request (4) Evaluation/Assessment (2) Mgmt. Report (1)		Planning support (4)	Information Request (1) Evaluation/Assessment (1)
Engineering & Technology	Information Request (4) Evaluation/Assessment (2) Mgmt. Report (1) Grant Project (2) Presentation/Workshop (1)	Presentation/Workshop (1)	Planning support (3)	Information Request (2) Presentation/Workshop (1)
Graduate School	Mgmt. Report (1)		Evaluation/Assessment (1)	
Health and Rehabilitation Sciences	Mgmt. Report (1)	Information Request (1)		Information Request (18) Evaluation/Assessment (3)
Herron	Evaluation/Assessment (1) Mgmt. Report (1)		Evaluation/Assessment (4)	Information Request (15) Evaluation/Assessment (3)
Informatics	Information Request (1) Evaluation/Assessment (1) Mgmt. Report (1)		Evaluation/Assessment (1)	
Journalism	Information Request (1) Evaluation/Assessment (1) Mgmt. Report (1)		Evaluation/Assessment (3)	Information Request (2) Evaluation/Assessment (3)

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Law	Mgmt. Report (1)		Evaluation/Assessment (1)	Information Request (5) Evaluation/Assessment (3) Presentation/Workshop (1)
Liberal Arts	Information Request (5) Evaluation/Assessment (2) Mgmt. Report (2) Planning Support (2)	Information Request (2) Grant Project (2) Presentation/Workshop (1)	Evaluation/Assessment (15)	Information Request (7) Evaluation/Assessment (3)
Library & Information Science	Mgmt. Report (1)			
Medicine	Information Request (2) Evaluation/Assessment (2) Mgmt. Report (1) Grant Project (2)	Grant Project (1)	Evaluation/Assessment (2) Planning Support (1)	
Nursing	Evaluation/Assessment (1) Mgmt. Report (2) Planning Support (1)	Planning Support (2) Grant Project (2) Committee/Service (1)		Information Request (11) Evaluation/Assessment (4)
Physical Education and Tourism Management/Kinesiology	Information Request () Evaluation/Assessment (1) Mgmt. Report (1) Planning Support ()			Information Request (3) Evaluation/Assessment (3)
Public & Environmental Affairs (SPEA)	Information Request (2) Evaluation/Assessment (1) Mgmt. Report (1)			Information Request (20) Evaluation/Assessment (3)
Public Health	Information Request (2) Evaluation/Assessment (2) Management Report (1) Grant Project (1)	Presentation/Workshop (1)	Evaluation/Assessment (2)	Information Request (10) Evaluation/Assessment (3)
Science	Information Request (6) Evaluation/Assessment (1) Mgmt. Report (1)	Grant Project (3)	Evaluation/Assessment (12)	Information Request (5) Evaluation/Assessment (5) Planning Support (1) Grant Project (2) Committee/Service (1)
Social Work/Labor Studies	Information Request (3) Evaluation/Assessment (1) Mgmt. Report (1)			Information Request (20) Evaluation/Assessment (3)
University College	Information Request (2)	Grant Project (1)	Evaluation/Assessment (3)	Information Request (13)

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
	Evaluation/Assessment (2)	Committee/Service (2)	Committee/Service (1)	Evaluation/Assessment (6)
CAMPUS ADMINISTRATION				
Chancellor's Office	Information Request (5)		Evaluation/Assessment (11) Planning Support (16)	
Diversity, Equity, and Inclusion	Information Request (2) Evaluation/Assessment (2) Mgmt. Report (2) Planning Support (1)		Evaluation/Assessment (5) Planning Support (1)	
Executive Vice Chancellor & Chief Academic Officer	Information Request (11)			
External Affairs				
Finance and Administration	Information Request (2) Evaluation/Assessment (1) Management Report (1)		Planning Support (7)	
Planning and Institutional Improvement – PAII, OIE, TC	Information Request (1) Evaluation/Assessment () Mgmt. Report (4) Planning Support (2) Grant Project (4) Presentation/Workshop (1)		Evaluation/Assessment (1) Planning Support IMIR (2)	Evaluation/Assessment (1) Committee/Service (2)
Vice Chancellor for Research			Evaluation/Assessment (2)	
Vice Chancellor for Student Affairs	Information Request (1) Evaluation/Assessment (2)		Evaluation/Assessment (10) Planning Support (8)	
CAMPUS-WIDE ORGANIZATIONS			Information Request (256)	
2012 Committee		Committee/Service (2) Publication (2)	Evaluation/Assessment (4)	
Academic Deans (Nasser)	Presentation/Workshop (2)		Evaluation/Assessment (2) Committee/Service (2) Evaluation/Assessment (6) Planning Support (51)	

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Academic Policies & Procedures Committee				
Center for Research & Learning		Grant Project (1)		
Center for Service & Learning	Information Request (1) Evaluation/Assessment (2) Presentation/Workshop (2)	Grant Project (1)	Planning Support (3)	
Center for Teaching and Learning/Office of Professional Development	Information Request (1)	Grant Project (1)	Planning Support (1)	
Council of Deans (Bantz)			Planning Support (10)	
Dialogue Group			Committee/Service (2)	
Diversity Cabinet	Management Report (1) Presentation/Workshop (3) Committee/Service (1)			
Emergency Management & Continuity				
Enrollment Management Council	Presentation/Workshop (1) Committee/Service (2)		Planning Support (6)	
Enrollment Services - Admissions	Information Request (3)			
Enrollment Services – Financial Aid	Information Request (6)			
Enrollment Services - General	Management Report (1) Presentation/Workshop (3)			
Enrollment Services - Registrar	Information Request (1)			
Enrollment Services – Scholarship Office				
Faculty Club		Committee/Service (1)		
Faculty Council	Presentation/Workshop (1)			
Faculty Council Planning Committee			Planning Support (10)	
Gateway Group				
Graduate Office			Evaluation/Assessment (6)	
Human Resource Administration	Evaluation/Assessment (1)		Evaluation/Assessment (2)	

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Information Management & Institutional Research	Planning Support (1)		Evaluation/Assessment (3) Planning Support (5)	
Intercollegiate Athletics	Information Request (2) Evaluation/Assessment (2) Management Report (3) Presentation/Workshop (3)			
International Affairs	Information Request (1) Management Report (1)	Grant Project (5) Presentation/Workshop (4)	Evaluation/Assessment (1)	Information Request (3) Evaluation/Assessment (1)
IUPUI Board of Advisors			Committee/Service (2)	
Library	Information Request (1) Management Report (1)		Evaluation/Assessment (1)	
Multicultural Center				
Office of Women Advisory Committee	Management Report (1)		Planning Support (2)	
Passport Office/Partners Program	Information Request (3) Management Report (1)			
Placement Testing Advisory Committee				Information Request (4) Committee/Service (1)
Planning/Accountability				
Program Review and Assessment Committee	Presentation/Workshop (3) Committee/Service (1)	Committee/Service (4) Publication (1)	Planning Support (18) Committee/Service (1)	Committee/Service (2)
Pulse Survey Committee			Evaluation/Assessment (3) Committee Service (3)	
Resource Planning Committee			Committee/Service (8)	
Retention and Graduation Council	Presentation/Workshop (4) Evaluation/Assessment (2) Presentation/Workshop (2) Committee/Service (4)	Committee/Service (1)		Committee/Service (2)
ROTC				
Smoking Policy Group				
Solution Center			Evaluation/Assessment (1) Planning Support (1)	
Student Employment Office				

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Survey Research Center	Evaluation/Assessment (4)			
UITS	Evaluation/Assessment (2)	Grant Project (1) Committee/Service (3)		Information Request (3) Committee/Service (1)
Undergraduate Student Government	Evaluation/Assessment (2) Management Report (2)			
University College Admissions Committee	Information Request (2) Management Report (1)			
Work/Retention CTE Grant	Information Request (1) Mgmt. Report (1)			
UNIVERSITY-WIDE ORGANIZATIONS				
Access & Success Conference	Presentation/Workshop (1)			
Alumni Relations				
ELPS			Committee/Service (3)	
Higher Education & Student Achievement (HESA)	Presentation/Workshop (2) Committee/Service (1)		Committee/Service (10) Student Mentoring (14)	
NSSE/FSSE/HSSE Consulting	Committee/Service (2)			
NSSE Steering Committee	Committee/Service (1)		Evaluation/Assessment (5)	
OTHER IU OR PURDUE CAMPUSES				
IU Bloomington	Information Request (5)			
IU East				
IU Kokomo				Evaluation/Assessment (2)
Purdue West Lafayette				
LOCAL COMMUNITY				
Bureau of Labor Statistics				
CUE Deans (Consortium for Urban Education)			Committee/Service (6)	
Talent Alliance	Information Request (3) Management Report (10)		Planning Support (31) Committee/Service (2)	Committee/Service (1)

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
	Planning Support (14) Presentation/Workshop (3) Committee/Service (2)			
WCDC – Westside Community Development Corp			Planning Support (13)	
STATE				
Ball State University	Information Request (1)		Evaluation/Assessment (4)	
Indiana Association for Institutional Research	Presentation/Workshop (2) Committee/Service (1)			
ICHE				
Ivy Tech State College	Information Request (4)			
K-12 Initiatives				
Phi Beta Kappa			Planning Support (5)	
NATIONAL			Information Request (5)	
AAC&U - Association of American Colleges and Universities		Presentation/Workshop (3)		
AAEEBL - Conference (the Association of Authentic, Experiential and Evidence-Based Learning		Presentation/Workshop (4) Committee/Service (2)		
ACPA - American College Personnel Association				
AERA - American Educational Research Association				
AIR - Association for Institutional Research	Presentation/Workshop (2) Committee/Service (2)		Presentation/Workshop (1)	
American Evaluation Association				Committee/Service (1)
ASHE – Association for the Study of Higher Education	Presentation/Workshop (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
Assessment Institute in Indianapolis	Presentation/Workshop (1)	Planning Support (2)		Information Request (2) Evaluation/Assessment (1)
Assessment Update	Publication (3)	Publication (1)	Publication (4)	Information Request (1)
Chronicle of Higher Education				
Colleges and Universities				Information Request (200) Evaluation/Assessment (50)
CSRDE Data Exchange	Mgmt. Report (2)			
CUMU				
Education Advisory Board	Information Request (3)			
Educational Policy				
ePort Coalition		Presentation/Workshop (2)		
Hosting Visitors		Information Request (2)		
IES Grant	Committee/Service (1)			
InterNational Coalition for ePortfolio Research				
International Code Council, Inc.				
Manuscript Reviews	Committee/Service (12)			
Miscellaneous Agencies				Information Request (23) Evaluation/Assessment (5)
Miscellaneous Professional Service				Information Request (4)
National Council on Measurement in Education				Information Request (3) Committee/Service (1)
National Institute for Learning Outcomes Assessment			Planning Support (1)	
NCA – North Central Association	Management Report (1)			
New Directions for Institutional Research				
NIH/NSF				
Nina Mason Pulliam Charitable Trusts	Information Request (2)			
NSF Program Panel Reviews				
Research in Higher Education	Committee/Service (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2012-2013

Schools, Offices, Organizations	IMIR	OIE	PAII	Testing Center
	Publication (1)			
Simon Youth Foundation Board and Education Committee			Planning Support (21)	
Society for Diversity Executives & Professionals				
INTERNATIONAL				
EAIR - European Association for Institutional Research		Presentation/Workshop (2)	Presentation/Workshop (1)	
Host Visitors		Information Request (1)	Information Request (5)	
International Invitations				
MENAAIR	Presentation/Workshop (1)			

THE **2012**

Assessment Institute

INDIANAPOLIS • INDIANA

October 28-30, 2012 • Indianapolis Marriott Downtown
www.planning.iupui.edu/institute

THE 2012 Assessment Institute

How to plan your Institute experience

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

Keynote Panel

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

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

- **Trudy W. Banta**, Professor of Higher Education and Senior Advisor to the Chancellor for Academic Planning and Evaluation, Indiana University - Purdue University Indianapolis

- **Peter T. Ewell,** Vice President, National Center for Higher Education Management Systems (NCHEMS)

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

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

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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

What you'll learn at the Institute

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

Who should attend the Assessment Institute

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

Track Keynotes and Workshops *Emphasizing assessment in:*

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

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

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

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

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

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

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

THE 2012 Assessment Institute

Pre-Institute Workshops

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

Track Keynotes and Related Workshops

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

Concurrent Sessions

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

Poster Session

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

Pre-Institute Workshops
Sunday, October 28

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

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

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

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

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

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

Institute Agenda

Sunday, October 28

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

Monday, October 29

7:30 a.m.	**Registration** and **Continental Breakfast**
8:45 – 10:00 a.m.	**Opening Plenary Panel:** Sylvia Hurtado, Thomas A. Angelo, Trudy W. Banta, Peter T. Ewell, George D. Kuh, and Jeffrey A. Seybert
10:15 – 11:15 a.m.	**Track Keynote Sessions:** Capstone Experiences, Civic Engagement, ePortfolios, Faculty Development, First-Year Experience, NILOA, and Student Development
11:30 a.m. – 12:30 p.m.	**Institute Luncheon** *(Optional)* Special Guest Speaker, Barbara Wright, Vice President, Western Association of Schools and Colleges *($30 per person – see registration form)*
12:45 – 5:00 p.m.	**Concurrent Sessions –** All Tracks
5:00 – 7:00 p.m.	**Poster Session**
5:30 – 6:30 p.m.	**High Tea**

Tuesday, October 30

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

Half-Day Workshops • 9:00 a.m.–Noon

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

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

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

Half-Day Workshops • 1:30–4:30 p.m.

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

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

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

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

REGISTRATION INFORMATION

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

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

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

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

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

HOTEL ACCOMMODATIONS

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

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

The Indianapolis Marriott Downtown Rates

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

IUPUI

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

Indianapolis

The population of the Indianapolis Metropolitan Statistical Area (MSA) is 2,080,782. Indianapolis is referred to as the "Crossroads of America" and more than half of the nation's population lives within a day's drive of Indianapolis.

Downtown Indianapolis

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

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

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

Indianapolis is home to 22 galleries and 10 performing arts theatres, including the Eiteljorg Museum of American Indians and Western Art; the Indiana State Museum, which houses Indiana's first IMAX theatre; the Indianapolis Museum of Art; and the Indianapolis Repertory Theatre.

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

Name _____

Title _____

Institution/Organization _____

Address _____

City _____ State _____ ZIP _____

Telephone _____ E-mail *(required)* _____

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

☐   I have the following dietary restrictions _____

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

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

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

REGISTRATION FEES

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

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

Group Leader _____ Telephone _____

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

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

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

TOTAL ENCLOSED $ _____

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

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

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

Account Number _____ Expiration Date_____

Signature_____ Printed Name_____

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

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

Purdue University is in the Eastern time zone.   *EA/EOU*

Selected items from the Online Evaluation Survey and registration process.

Responses

Year (n)	# of Reponses	Response rate
2013 (1100)	544	49.5 %
2012 (1043)	292	28%

Attracted to Institute (multiple responses accepted)

Track	% Yes 2013	2012
ePortfolios	23.7	25.9
High Impact	70.1	NA
Student Affairs	37.3	55.9
Global Learning	30.1	NA
Faculty Development	64.1	54.6
STEM	19.7	na
NILOA	54.6	54.4

In 2012 % attracted by: First Year- 31.6; Civic Engagement – 28.3; Capstones 40.9

A new question on Registration form for 2013 (could only choose one, it appears)

Track Most Interested in Attending	Track #	%
Assessment Methods	506	48%
Accreditation	69	7%
Community colleges	86	8%
ePortfolios	30	3%
Faculty Development	45	4%
General Education	52	5%
Global Learning	24	2%
High Impact Practices	53	5%
Institution-Wide Data	34	3%
Major Fields	2	0%
NILOA	15	1%
STEM Education	26	2%
Student Affairs	84	8%
Use of Technologies	21	2%

1047

Global indices of quality components that include the following plus ones on other items such as brochure, hotel, plenary sessions etc. 2013- 4.0 and 2012 – 3.8

Please rate the quality of the components of the Institute (5 excellent; 1 poor)

	2013 Average on 5pt scale (N)	2012 Average on 5pt scale (N)
Scheduling	3.9 (533)	3.9 (286)
Overall quality of sessions	3.9 (532)	3.9 (287)

Institute met my needs	3.9 (536)	3.8 (290)
Quality of posters	3.7 (256)	3.5 (137)

What is your primary role?

	2103 % (n=538)	2012 % (n=291)
Faculty member	24.3	26.1
Assessment specialist or Coordinator	34.6	Didn't ask
Other Academic Administrator or Staff Member	23	49.8 (except did not say 'other')
Other Student Affairs Administrator or Staff Member	6.9	11 (except did not say 'other')
Student	2.4	1.4
Other	8.7	11.7

Is Assessment part of you assigned responsibilities?

	2013 % (n= 529)	2012 % (n=283)
Yes	85.6	92.6

How would you characterize your experience?

	2013 % (n = 541)	2012 % (n=288)
Beginner	25	25
Intermediate practitioner	49	51
Experienced practitioner	26	24

Also from the registration forms:
My institution/organization is in the following phase of outcome assessment:

Phase	2013		2012		2011		2010		2009		2008		2007	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
Discussion	126	14%	125	16%	147	19%	120	16%	115	16%	99	18%	154	24%
1-2 years	149	17%	121	15%	106	14%	129	17%	136	19%	135	24%	194	30%
Sub Total (Discuss – 2 years)	**275**	**31%**	**246**	**31%**	**253**	**32%**	**249**	**32%**	**251**	**36%**	**234**	**42%**	**348**	**53%**
3-5 years	266	30%	246	31%	198	25%	247	32%	155	22%	128	23%	125	19%
over 5 years	357	40%	307	38%	334	43%	275	36%	294	42%	199	35%	179	27%
Sub Total (3-over 5 years)	**623**	69%	553	69%	**532**	**68%**	**522**	**68%**	**449**	**64%**	**327**	**58%**	**304**	**47%**
Total responses	898		799		785		771		700		561		652	

**2012 Assessment Institute in Indianapolis**

Overall Survey Report

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

8. The brochure was...

Poor | 0% | 2.4% | 30.5% | 37.8% | 29.3% | Excellent
1 2 3 4 5

n=249
av.=3.9
md=4
dev.=0.8
ab.=40
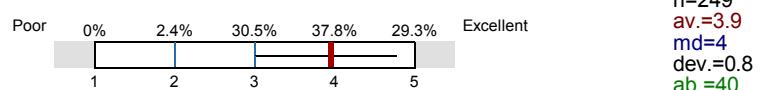
9. Information on the website was...

Poor | 0.4% | 4.8% | 33.8% | 37.9% | 23.2% | Excellent
1 2 3 4 5

n=272
av.=3.8
md=4
dev.=0.9
ab.=19
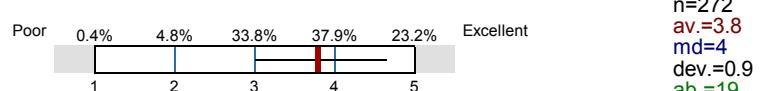
10. The registration procedure was...

Poor | 1.1% | 1.5% | 25.5% | 34.7% | 37.2% | Excellent
1 2 3 4 5

n=274
av.=4.1
md=4
dev.=0.9
ab.=17
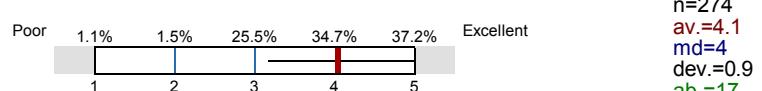
11. The hotel facilities were...

Poor | 1.1% | 1.1% | 14.7% | 37.4% | 45.7% | Excellent
1 2 3 4 5

n=265
av.=4.3
md=4
dev.=0.8
ab.=25

12. Monday's plenary session was...

Poor | 5.3% | 7.2% | 38% | 27.8% | 21.7% | Excellent
1 2 3 4 5

n=263
av.=3.5
md=3
dev.=1.1
ab.=26
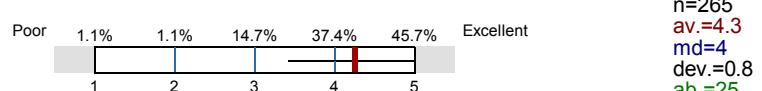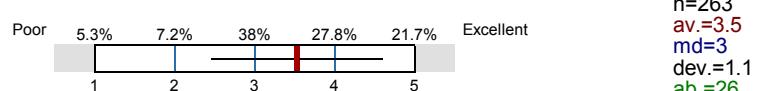
13. Tuesday's plenary session was...

Poor | 3.1% | 8.9% | 31.1% | 36% | 20.9% | Excellent
1 2 3 4 5

n=225
av.=3.6
md=4
dev.=1
ab.=66

14. The scheduling of sessions was...

Poor | 0.7% | 3.1% | 33.2% | 39.2% | 23.8% | Excellent
1 2 3 4 5

n=286
av.=3.8
md=4
dev.=0.9
ab.=5
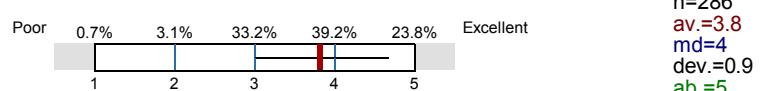
15. The overall quality of session presentations was...

Poor | 0% | 3.8% | 26.1% | 44.9% | 25.1% | Excellent
1 2 3 4 5

n=287
av.=3.9
md=4
dev.=0.8
ab.=3
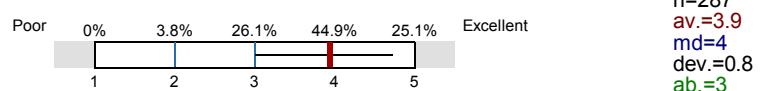
16. The extent to which the Institute met my needs was...

Poor | 0.3% | 5.9% | 29.3% | 42.1% | 22.4% | Excellent
1 2 3 4 5

n=290
av.=3.8
md=4
dev.=0.9
ab.=1
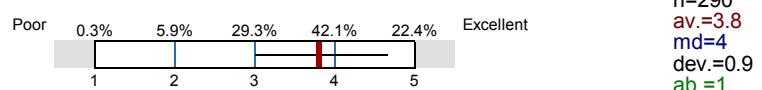
17. The overall quality of the poster session was...

Poor | 0.7% | 8.8% | 48.2% | 25.5% | 16.8% | Excellent
1 2 3 4 5

n=137
av.=3.5
md=3
dev.=0.9
ab.=153
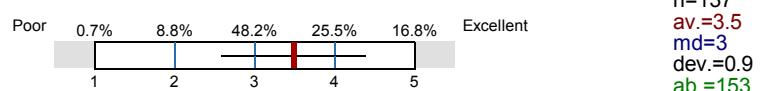
18. The cost versus the cost of similar conferences I've attended was...

Poor | 0.4% | 4% | 49% | 28.1% | 18.6% | Excellent
1 2 3 4 5

n=253
av.=3.6
md=3
dev.=0.8
ab.=37
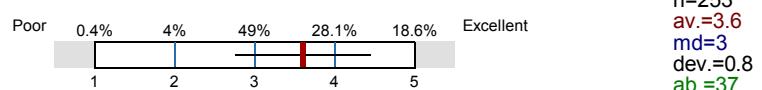
IUPUI Faculty Ratings of Student Performance on

Principles of Undergraduate Learning with Major Emphasis

~Report for 400-Level Courses~

Combining

Spring 2010, Fall 2010, Spring 2011,

Fall 2011, Spring 2012, Fall 2012, and Spring 2013 Evaluations

Office of Information Management and Institutional Research

May 2013

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

PUL – Major Emphasis	Mean [3]	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written Oral & Visual Communication Skills	2,367 3.28	113 4.8%	228 9.6%	914 38.6%	1,112 47.0%	2,367 100%
1B. Quantitative Skills	1,364 3.09	76 5.6%	234 17.2%	550 40.3%	504 37.0%	1,364 100%
1C. Information Resource Skills	278 3.11	32 11.5%	33 11.9%	85 30.6%	128 46.0%	278 100%
2. Critical Thinking	2,373 3.20	103 4.3%	286 12.1%	1,012 42.7%	972 41.0%	2,373 100%
3. Integration and Application of Knowledge	6,220 3.43	165 2.7%	365 5.9%	2,346 37.7%	3,344 53.8%	6,220 100%
4. Intellectual Depth Breadth and Adaptiveness	2,987 3.36	90 3.0%	268 9.0%	1,093 36.6%	1,536 51.4%	2,987 100%
5. Understanding Society and Culture	1,737 3.30	99 5.7%	195 11.2%	533 30.7%	910 52.4%	1,737 100%
6. Values and Ethics	1,030 3.48	26 2.5%	49 4.8%	362 35.2%	593 57.6%	1,030 100%
Total [2]	18,356 3.33	704 3.8%	1,658 9.0%	6,895 37.6%	9,099 49.6%	18,356 100%

[1] Includes Columbus

[2] Combined number of student ratings in all 400-level courses sampled in Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013. A student may be evaluated more than once if he or she is taking more than one 400-level course.

[3] **Scale**: 1 = "Not Effective" 2 = "Somewhat Effective" 3 = "Effective" 4 = "Very Effective"

2012-2013 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS

Human Resources, Africana Studies, Journalism, Psychology, Foundation Studies, IMIR Student Health & CAPS, DEI, Communication Studies, Mathematics, Ph.D. Dentistry, MSD Dentistry

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	8	5			
Tour of Department and Special Facilities	8	4	1		
Descriptive Overview of Department	8	4			1
Review of Academic Programs	3	2			8
Student Interviews	10	2			1
Staff Interviews	4	2			7
Faculty Interviews	6	1			6
Meeting with Representatives of Related Departments Within the School	7	2			4
Meeting with Representatives of Related Departments Outside the School	11	1	1		
Meeting with Senior Advisor to the Chancellor for Academic Planning & Evaluation	3				10
Meeting with School Dean	10				3
Concluding Discussion	9	3	1		

Additional Comments: The 2 ½ day program was very demanding – back to back meetings the entire time with virtually no breaks. Must sessions ran long – would have been helpful to have someone managing the traffic. Insufficient time to provide any feedback to the program directors. Time allotted on Tues. PM was before working session where evaluations were consolidated. It should have taken place after concluding discussion with administrators. Excellently organized. Thanks for the opportunity. Process worked very well. My only suggestion for future reviews is to enable reviewers to talk to students – either formally or informally.