

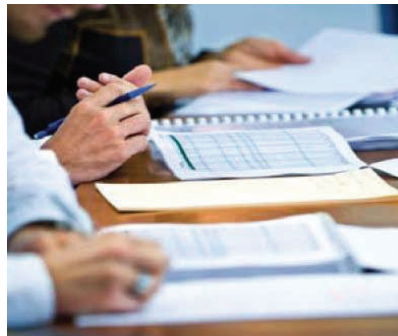
Indiana University-Purdue University Indianapolis



2008 - 2009

ANNUAL REPORT

Planning and Institutional Improvement



COMPONENT OFFICES:

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

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2008-2009 Annual Report

Office of Planning and Institutional Improvement

MISSION

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

GOALS

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

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

COMPONENTS OF THE OFFICE

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

IUPUI Economic Model Office (EMOD)

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

EMOD provides the following services to its clients:

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

The Economic Model Office helps administrators:

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

Information Management and Institutional Research (IMIR)

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

- developing for academic deans and other campus administrators a series of management reports and analyses that integrate information from a variety of

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

Office of Institutional Effectiveness (OIE)

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

Office of Program Review

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

Testing Center (TC)

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

The TC supports this role through the implementation of programs and services in the following areas:

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

PLANNING AND INSTITUTIONAL IMPROVEMENT

~ *Highlights* ~

July 1, 2008 – June 30, 2009

Teaching and Learning

1. Banta, Black, Kahn, and Pike taught courses. Kahn was appointed to an adjunct faculty position in English and Black, Kahn, and Pike are University College faculty.
2. Mzumara, Marsiglio, and Singh presented a poster at the E.C. Moore Symposium on Teaching Excellence. Kahn and Scott were co-presenters of a second poster.
3. Banta, Kahn, and Pike were guest lecturers in others' courses.
4. Kahn served as director of IUPUI's ePortfolio initiative designed to enhance student learning and assessment.
5. Banta and Black were co-authors of a book that is designed to be a supplemental text for graduate courses in higher education.
6. PAII staff, in collaboration with principals in four other IUPUI divisions, developed and conducted a national conference on assessing student learning that attracted over 1000 participants from 45 states and 5 other countries.
7. PAII staff conducted program reviews designed, in part, to improve teaching and learning, in the School of Nursing; and the departments of Philanthropic Studies, Philosophy, Physical Education, and Campus & Community Life.
8. IMIR staff developed new Web-based reports that provide information on student enrollment and degrees conferred and permit faculty and department chairs to drill down to the department and degree levels.
9. PAII staff worked with the Executive Vice Chancellor to develop performance indicators for the Academic Plan.
10. Testing Center staff implemented new cut scores for COMPASS Mathematics Placement Tests following completion of a comprehensive validation study with faculty in the Department of Mathematical Sciences.
11. Testing Center staff increased the number of students taking the COMPASS Mathematics Placement Tests by about 4.3% (from 4,123 students tested in 2007-2008 to 4,302 students tested in 2008-2009).
12. Testing Center staff increased the number of students taking the Chemistry Placement Test by 5.1% (from 1,233 tests administered in 2007-2008 to 1,296 tests in 2008-2009).
13. Testing Center staff increased the number of students taking the Web-based language placement tests by 6.8% (i.e., up by 111 tests -- from 1,634 tests administered in 2007-2008 to 1,745 tests for 2008-09).
14. Testing Center staff continued to collaborate with the English for Academic Purposes (EAP) Program and the Department of Mathematical Sciences in offering on-campus outreach testing for students taking the COMPASS Mathematics ($\underline{n} = 15$) and EAP Placement Tests ($\underline{n} = 157$) at computer labs located in the Business (BS) and Science (LD) buildings. (Total number of students served: 172)

15. Mzumara served as a member of the National Science Foundation's Review Panel for the Presidential Awards for Excellence in Science, Mathematics, and Engineering Mentoring Program.
16. In giving 9 keynote addresses and 10 invited presentations (including those at meetings hosted by the provosts at the Universities of Michigan and Minnesota as well as international meetings in Australia and New Zealand), Banta spoke to more than 3300 people about the assessment of student learning at IUPUI.
17. Kahn delivered addresses and workshops on IUPUI's ePort initiative at 3 international and 5 national conferences as well as a workshop at IU South Bend.
18. PAII staff assisted with searches for the vice chancellor for IUPUC, the dean of optometry, Academic Affairs Faculty Fellows, and with deans' reviews for the School of Social Work, the University Library, the School of Nursing, and Herron School of Art.
19. Pike co-edited a book on the use of the Voluntary System of Accountability developed by the Association of Public and Land-Grant Universities (APLU) and the American Association of State College and Universities (AASCU) to assess and report on student outcomes.
20. Pike made presentations on assessment of student learning to three groups of international visitors from the United Kingdom and Japan.
21. Banta and Pike make a presentation on assessing the outcomes of teacher preparation programs at the Midwestern Noyce Conference in Indianapolis.
22. Pike was a member of a team that developed and pilot tested a measure of workplace skills, civic engagement, and global awareness.

Research and Scholarship

1. Pike taught a research methods course for higher education doctoral students.
2. Mzumara successfully completed a 2-year evaluation of the Plowshares Peace Studies Collaborative Project.
3. Mzumara conducted a validation study with faculty in the Department of Mathematical Sciences designed to set appropriate cut scores for IUPUI students on the ACT COMPASS Mathematics Placement Tests.
4. IMIR staff conducted surveys of IUPUI faculty, staff, and enrolled students and produced and disseminated summary reports.
5. IMIR supported a number surveys for campus units: survey of law school alumni, survey of graduating seniors in SPEA, UITS customer survey, EDUCAUSE survey.
6. IMIR staff prepared and submitted data for the 2008 Delaware Study of Institutional Costs and Productivity, then produced campus-level reports.
7. IMIR staff prepared the annual report evaluating the Passport Program.
8. IMIR staff prepared the annual work retention reports: Profile of Undergraduate Student Employees – Fall 2007, and Trends for Student Employees 2003 to 2007.
9. IMIR staff worked with other campus offices to conduct a comprehensive faculty salary study.
10. PAII staff provided resources for the first Pulse survey for IUPUI students.
11. PAII staff serve on editorial boards of 8 national publications and as occasional reviewers of manuscripts for 6 additional journals.

12. IMIR staff conducted a comprehensive evaluation of the University College academic dismissal policy.

Civic Engagement

1. Banta and Johnson work with Khaula Murtadha to coordinate the activities of the community-wide P-20 Council.
2. Kahn's work as the compiler/editor of IUPUI's 2008 Performance Report brought the university a Merit Award for 'message effectiveness' from the *Admissions Marketing Report*, a competition featuring reports developed by professional marketing firms.
3. Testing Center staff administer more than 5300 state and national exams annually to IUPUI students and area citizens.
4. Testing Center staff administer almost 200 TOEFL exams annually to international students matriculating at IUPUI and on other campuses.
5. Mzumara served as a member of the Board of Directors of the American Evaluation Association (AEA), member of the Advisory Panel for the Indiana Supreme Court Commission for Continuing Legal Education (CLE), and as a psychometric consultant for the American Dental Board of Anesthesiology (ADBA) Examinations.
6. Banta was selected to serve on the advisory boards of 4 national organizations providing leadership for outcomes assessment in higher education.
7. Kahn is an advisory board member for one national and one international association.
8. Pike made a presentation on the assessment of civic outcomes at a national conference on the assessment of civic outcomes in Indianapolis
9. Pike served as a member of the Board of Directors and Chair of the Publications Committee for the Association for Institutional Research (AIR).

Best Practices

1. IMIR staff modified the Point-in-Cycle enrollment reporting system to make it more user-friendly and to include comments from Admissions Office and Registrar for the past 3 years.
2. Based on users' feedback, IMIR staff redesigned the Annual Planning and Budgeting Report site with user friendly design, ability to download reports in PDF format, and an updated reporting structure.
3. Scanning services staff scanned a total of 133,542 documents in FY 2008-09 and processed web-based and paper-and-pencil course/faculty evaluations for a total of **19** academic units.
4. PAII staff provided leadership for IUPUI's NCAA recertification process.
5. Black served as co-facilitator for an Accelerated Improvement Process (AIP) involving Admissions and University College staff in improving the admissions process for transfer students.

2008-09 Goals, Implementation Strategies, and Performance Indicators for PAII

Implementation Strategies	Performance Indicators/Milestones	Person(s) Responsible
Goal I. Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.		
I.1a. Assist in developing campus plans (e.g., Uday's Academic Plan)	I.1a. Academic Plan developed and implementation priorities established.	Trudy
I.1b. Assist Chancellor in convening Resource Planning Committee.	I.1b. Deans and faculty leaders engaged in resource planning for the campus.	Trudy
I.2. Develop a short list of campus priorities for strategic investment.	I.2a. A short list of priority strategies becomes a guide for action and investment at IUPUI.	Trudy
I.3. Communicate broadly the campus mission/vision.	I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio.	Trudy, Susan, Amol
	I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires).	Susan, Mike
	I.3c. Participation in PAII national conference maintained at 1000.	Karen, Trudy
	I.3d. Number of national and international invitations for PAII staff maintained at 100.	Karen, Trudy
	I.3e. Number of external information requests maintained at 210.	Karen et al.
	I.3f. Improved PAII website – increased Google Page Rank for home page and main section pages.	Karen et al.
	I.3g. 5% increase in # visits to PAII Web sites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).	Amol
Goal II. Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.		
II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).	II.1a. At least 25 units assisted with planning annually.	Karen, James, Trudy
	II.1b. At least 50 planning consultations/projects conducted annually.	Karen et al.
II.2. Provide leadership and information support for planning.	II.2a. P-16 Council initiated and functioning	Trudy
	II.2b. NCAA recertification self study and reviewer visit completed	Trudy and Karen
	II.2c. Expanded information infrastructure for campus enrollment planning.	Kathy
	II.2d. Expanded use of on-line enrollment trend database by deans and directors.	Kathy
	II.2e. Approximately one-half (10) of the deans report using IMIR survey or database information in their annual reports.	Gary, Susan, Karen

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

III.6.	Develop a more uniform and concise set of campus-wide performance indicators.	III.6a.	Institutional portfolio and annual campus report based on an increasingly stable list of key performance indicators.	Susan, Gary, Karen
III.7.	Contribute evaluation resources for campus programs and community organizations	III.7a.	At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations.	Howard
		III.7b.	Program evaluation resource site redesigned, deployed, and updated.	Howard
		III.7c.	At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).	Howard
		III.7d.	Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.	Howard
		III.7e.	At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects.	Howard
Goal IV. Provide analysis, interpretation, and reports to internal and external constituents.				
IV.1.	Continuously improve management information reports and analysis capability for academic managers.	IV.1a.	Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization.	Kathy
		IV.1b.	Enhance reporting application for 'Five year trend' on IMIR website to include drilldown capability up to department/program level.	Amol
		IV.1c.	Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken.	Kathy, Gary, Trudy
IV.2.	Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).	IV.2a.	Performance Report completed on schedule. (Improve process for developing the report in the new format.)	Susan
		IV.2b.	Implement a streamlined process for updating performance report on iPort website	Amol
		IV.2c.	At least 1500 Performance Reports distributed.	Susan
		IV.2d.	Increase page views on iPort page by 5% compared to previous year.	Susan
		IV.2e.	Campus diversity initiatives evaluated and documented	Gary, Susan, Trudy
IV.3.	Provide information to academic and administrative units so that they can improve their processes	IV.3a.	Provide data and analysis for Enrollment Services to assist their efforts to attract and support a better prepared entering first-year cohort.	Gary, Kathy, Reya
		IV.3b.	Provide deans and senior administrators with information about instructional costs and productivity.	
Goal V. Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.				
V.1.	Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.	V.1.	At least one workshop on peer group analysis conducted for school personnel.	Gary
V.2.	Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.	V.2a.	List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely	Karen et al.
		V.2b.	Modify IUPUI surveys and survey administration procedures to improve response rates.	Gary, Mike
		V.2c.	Deans' annual reports placed on the Web by IMIR staff.	Amol

V.3.	Advance institutional effectiveness through collaboration.	V.3a.	Continued participation by 5 PAII staff on committees assigning campus performance indicators.	Susan
		V.3b.	At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented.	Karen
Goal VI. Continuously improve effectiveness of PAII personnel and services.				
VI.1.	Collect information about PAII effectiveness.	VI.1a.	Increasingly useful set of indicators for monitoring PAII performance in use.	Kathy, Karen
VI.2.	Implement project management	VI.2.	Revive 'Project Management' techniques within PAII division. Integrate basic project scheduling components into present 'OnTrak!' application at: http://ontrak.iupui.edu/	Amol
VI.3.	Continuously improve the professional development of PAII staff.	VI.3a.	Professional development opportunities are identified and staff participate.	Karen et al.
		VI.3b.	Cross train IMIR staff to prepare for upcoming retirements	
VI.4.	Develop and implement a diversity plan for PAII.	VI.4a.	Diversity plan and implementation strategy developed	Susan
VI.5.	Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.	VI.5a.	At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).	Karen et al.

Summary of Progress on Goals and Objectives - FY2008-2009

Goal I:	Assist in developing, prioritizing, and communicating broadly IUPUI's vision, mission, and goals.
Campus Planning Theme:	Best Practices
Timeframe:	
Objective:	I.1a. Assist in developing campus plans (e.g., Uday's Academic Plan).
Actions taken to date:	I.1a. Academic Plan developed and implementation priorities established. The Academic Plan has been integrated with IUPUI's plan from 2002.
Indicators of progress:	The combined document is posted at http://www.iport.iupui.edu/iupui/visionmission/ (see Appendix A).
Activities planned:	Focus attention on unit progress on plans since 2002 as a component of the NCA self study.
Objective:	I.1b. Assist Chancellor in convening Resource Planning Committee.
Actions taken to date:	I.1b. Deans and faculty leaders engaged in resource planning for the campus. Resource Planning Committee (RPC) established as advisory to new VC and CFO Dawn Rhodes.
Indicators of progress:	RPC meeting monthly.
Activities planned:	Continue to consult with VC Rhodes in planning RPC activities and agenda.
Objective:	I.2. Develop a short list of campus priorities for strategic investment.
Actions taken to date:	I.2a. A short list of priority strategies becomes a guide for action and investment at IUPUI. A list of priorities is available (see Appendix B).
Indicators of progress:	The campus priorities are not well known across the campus.

Activities planned:	Focus more attention on the short list of priorities in preparation for NCA reaccreditation.
Objective:	I.3. Communicate broadly the campus mission/vision.
Timeframe:	On-going
Actions taken to date:	I.3a. On-line annual report for IUPUI further developed using electronic institutional portfolio. Improved and streamlined development of print and online report.
Indicators of progress:	Merit Award from <i>Admissions Marketing Report</i> ; print and online reports both published earlier than ever before.
Activities planned:	Continue new format and processes.
Actions taken to date:	I.3b. Faculty/staff understanding of campus plans increased (higher percentages on questionnaires). Ongoing development of institutional portfolio and print and online Performance Report
Indicators of progress:	Merit Award from <i>Admissions Marketing Report</i> for “message effectiveness.” Positive reception of report on campus.
Activities planned:	Continue development of online and print materials.
Actions taken to date:	I.3c. Participation in PAII national conference maintained at 1000. Registration fee unchanged for second year.
Indicators of progress:	2008 registration down only slightly, to 970. The Assessment Institute in Indianapolis attracted people from over 400 different colleges, universities, and organizations; 48 states and Washington DC and Puerto Rico; and 6 countries outside the US (Australia, Canada, Egypt, Greece, Japan, and United Kingdom). (See Appendix E.)
Activities planned:	Keep registration fee at same level for 2009 and reduce expenses where possible.

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>I.3d. Number of national and international invitations for PAII staff maintained at 100.</p> <p>PAII staff received invitations to make or to consult with international and national organizations, but were unable to accept all of these.</p> <p>PAII staff received 86 invitations to make presentations or to consult with international and national organizations (64 in 2007-2008, 41 in 2006- 2007, 101 in 2005-2006, 102 in 2004-05) but were unable to accept 25 (56 in 2007-2008, 20 in 2006-2007, 28 in 2005-2006, 37 in 2004-05) of these.</p> <p>Continue to monitor and increase PAII dissemination efforts</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>I.3e. Number of external information requests maintained at 210.</p> <p>PAII staff continue to respond to hundreds of information requests from external constituents.</p> <p>PAII staff responded to 428 (404 in 2007-2008, 392 in 2006-2007, 251 in 2005-2006, 144 in 2004-2005) information requests from external constituents.</p> <p>Continue to monitor and increase PAII dissemination efforts.</p>
<p>Actions taken to date:</p>	<p>I.3f. Improved PAII Website – increased Google Page Rank for home page and main section pages.</p> <p>Monitored usages on PAII websites with Google Analytics. Updated and maintained websites as required.</p>

<p>Indicators of progress:</p>	<p>Website design and setting changes made during previous year have resulted in improved page rank for PAII and Institutional Reports website. ‘YSlow’ grade for IMIR and PAII web pages improved to B from F grade.</p> <p>Comparison of Google Page Rank on main Web sites</p> <table border="1"> <thead> <tr> <th rowspan="2">Web site address</th> <th colspan="4">Google Page Rank</th> </tr> <tr> <th>As of 30/6/06</th> <th>As of 30/6/07</th> <th>As of 30/6/08</th> <th>As of 30/6/09</th> </tr> </thead> <tbody> <tr> <td>http://planning.iupui.edu/</td> <td>n/a</td> <td>6/10</td> <td>6/10</td> <td>7/10</td> </tr> <tr> <td>http://imir.iupui.edu/</td> <td>5/10</td> <td>5/10</td> <td>6/10</td> <td>5/10</td> </tr> <tr> <td>http://iport.iupui.edu/</td> <td>5/10</td> <td>6/10</td> <td>6/10</td> <td>5/10</td> </tr> <tr> <td>http://tc.iupui.edu/testing</td> <td>n/a</td> <td>4/10</td> <td>4/10</td> <td>4/10</td> </tr> <tr> <td>http://reports.iupui.edu/</td> <td>n/a</td> <td>n/a</td> <td>4/10</td> <td>5/10</td> </tr> </tbody> </table> <p>Activities planned:</p> <p>Continue to improve website usability and user interface with new technologies (ASP.NET) and JQuery. Incorporate dashboard charts on IMIR website</p>	Web site address	Google Page Rank				As of 30/6/06	As of 30/6/07	As of 30/6/08	As of 30/6/09	http://planning.iupui.edu/	n/a	6/10	6/10	7/10	http://imir.iupui.edu/	5/10	5/10	6/10	5/10	http://iport.iupui.edu/	5/10	6/10	6/10	5/10	http://tc.iupui.edu/testing	n/a	4/10	4/10	4/10	http://reports.iupui.edu/	n/a	n/a	4/10	5/10				
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<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>I.3g. 5% increase in # visits to PAII Websites (30 visits/day for IMIR, 80 for PAII, 200 for iPort).</p> <p>Usage statistics for PAII Web sites.</p> <p>Institutional Reports (reports.iupui.edu) website which was released last year has started to move up dramatically in the # of visitors and page views.</p> <table border="1"> <thead> <tr> <th rowspan="3">Web site address</th> <th colspan="4">Site Usage</th> </tr> <tr> <th colspan="2">July 1 '07 – Jun 30 '08</th> <th colspan="2">July 1 '08 – Jun 30 '09</th> </tr> <tr> <th>Visits</th> <th>Pageviews</th> <th>Visits</th> <th>Pageviews</th> </tr> </thead> <tbody> <tr> <td>http://planning.iupui.edu/</td> <td>42,507</td> <td>172,849</td> <td>45,032</td> <td>126,834</td> </tr> <tr> <td>http://imir.iupui.edu/</td> <td>13,021</td> <td>53,102</td> <td>8,603</td> <td>51,811</td> </tr> <tr> <td>http://iport.iupui.edu/</td> <td>17,737</td> <td>48,389</td> <td>15,512</td> <td>36,937</td> </tr> <tr> <td>http://reports.iupui.edu/</td> <td>1,365</td> <td>4,838</td> <td>3,679</td> <td>18,498</td> </tr> <tr> <td>http://tc.iupui.edu/testing</td> <td>7,492</td> <td>21,199</td> <td>13,483</td> <td>40,393</td> </tr> </tbody> </table> <p>Activities planned:</p> <p>Continue to expand reports offered on the Institutional Reports website. Update user interface for IMIR and PAII website.</p>	Web site address	Site Usage				July 1 '07 – Jun 30 '08		July 1 '08 – Jun 30 '09		Visits	Pageviews	Visits	Pageviews	http://planning.iupui.edu/	42,507	172,849	45,032	126,834	http://imir.iupui.edu/	13,021	53,102	8,603	51,811	http://iport.iupui.edu/	17,737	48,389	15,512	36,937	http://reports.iupui.edu/	1,365	4,838	3,679	18,498	http://tc.iupui.edu/testing	7,492	21,199	13,483	40,393
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Goal II:	Enable all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus.
Campus Planning Theme:	Best Practices
Timeframe	
Objective:	II.1. Provide planning assistance to campus units (in particular, big picture strategic planning, which program reviewers say is much needed).
Actions taken to date:	<p>II.1a. At least 25 units assisted with planning annually.</p> <p>PAII staff continue to provide planning assistance to campus units. (See Appendix F.)</p> <p>Provided space planning and budget planning support for off campus facility operations for academic and support units in addition to program review budget tables. Worked with the Kelley School of Business; School of Social Work; School of Health & Rehab. Sciences; Community Learning Network; Assessment Institute for PAII; IUPUI Testing Center; Office of Student Life & Global Engagement; the Office of Diversity, Equity, & Inclusion; Office for English Language Services; and IUPUI Campus Police Services.</p>
Indicators of progress:	PAII staff assisted 22 IUPUI units with planning this year, (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)
Activities planned:	<p>PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.</p> <p>To support the implementation of the strategic plan for off campus facility centers and requests for services by academic and support units.</p>
Actions taken to date:	<p>II.1b. At least 50 planning consultations/projects conducted annually.</p> <p>PAII staff continue to provide planning assistance.</p>

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>PAII staff participated in 39 consultations/projects this year (37 in 2007-2008, 51 in 2006-2007, 59 in 2005-2006, 66 in 2004-05, 34 in 2003-04, 41 in 2002-03, and 21 in 2001-02).</p> <p>PAII staff will continue to respond to identified needs for planning assistance, maintaining or increasing the number of units served.</p>
<p>Objective:</p>	<p>II.2. Provide leadership and information support for planning.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>II.2.a. P-20 Council initiated and functioning (see Appendix D).</p> <p>Two meetings of the full Council were held and 6 working groups were established to cover the cradle to career developmental spectrum. A grant from Strive made it possible to hire two support staff to coordinate activities.</p> <p>Name an executive committee and increase community visibility for the P-20 Council.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>II.2.b. NCAA recertification self study and reviewer visit completed.</p> <p>Self study prepared and visit conducted.</p> <p>Preliminary indications from reviewers of a satisfactory outcome.</p> <p>Receive final report, recertifying IUPUI's athletics programs.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>II.2.c. Expanded information infrastructure for campus enrollment planning.</p> <p>Revised the predicted grade point average formula for admission decisions. Developed a simple enrollment forecasting model based on Fall 2008 data.</p> <p>Predicted grade point average model used in Fall 2009 admissions decisions. Enrollment forecasting model was used by enrollment services.</p>

Activities planned:	Revise predicted GPA formula and use in Fall 2010 admissions.
Actions taken to date:	II.2d. Expanded use of on-line enrollment trend database by deans and directors. Provided workshops and individual consultation to increase the use of the database.
Indicators of progress:	Administrative personnel in schools report making use of the enrollment database.
Activities planned:	Continue to provide workshops and consultation.
Actions taken to date:	II.2e. Approximately one-half (10) of the deans report using IMIR survey or database information in their annual reports. Provided workshops for deans and their staffs on the use of IMIR surveys and database information.
Indicators of progress:	Virtually all deans are making at least some use of IMIR data in their annual reports.
Activities planned:	Continue to conduct workshops on the use of IMIR data in annual reports. Meet with deans and their staff to identify ways in which IMIR data can be more useful in planning and reporting.
Goal III:	Provide leadership, consultation, and resources to support the evaluation of campus and unit goals and implementation strategies.
Campus Planning Theme:	Teaching and Learning
Timeframe:	On-going
Objective:	III.1. Continuously improve information support for the campus assessment process.
Actions taken to date:	III.1a. Inventory of information resources available to support assessment. See Indicators of Progress.
Indicators of progress:	The Testing Center continues to seek people to partner and/or co-sponsor the evaluation resources segment of the division Web site.

<p>Activities planned:</p>	<p>PAII Web sites provide access to annual assessment and planning reports.</p> <p>Periodically, <i>Assessment Update</i> issues are provided at no cost to PRAC members, and each dean is invited to register a PRAC member for the Assessment Institute in Indianapolis at no cost.</p> <p>The electronic Institutional Portfolio includes aggregated data on student learning outcomes and is the repository for the annual campus performance report.</p> <p>Continue to seek ways to provide useful resources to the campus community. We will continue evaluating the newly deployed Web site and make improvements as needed.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.1b. Redesigned Civic Engagement Inventory to support Carnegie project and campus assessment process.</p> <p>Objective is on hold for lack of funding.</p> <p>No activities planned for this objective.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.1c. Increased use (to 5) of peer group analysis by discipline.</p> <p>Familiarized deans with available types of peer group analysis.</p> <p>Peer group analyses conducted for: Informatics, Nursing, Science, and SPEA.</p> <p>Purchased system that will facilitate creating peer group analyses for schools using the Delaware data.</p>

	III.1d. Work with campus leaders to integrate IUPUI surveys with other assessments for accountability.
Actions taken to date:	<p>Met with Executive Vice Chancellor and his staff, Human Resources Staff, Center for Service and Learning, and deans to discuss how surveys can be better integrated with other forms of assessment.</p> <p>Developed surveys to evaluate UITS technology centers and to evaluate student learning of the PULs.</p> <p>Presented Continuing Student Survey Results to Chancellors staff.</p>
Indicators of progress:	<p>Human Resources using staff survey to improve performance management (and review) system.</p> <p>SPEA using exit survey for evaluating their programs.</p>
Activities planned:	<p>Conduct UITS and PUL surveys and report results to the campus community.</p> <p>Continue to work with academic units on using survey results.</p>
Objective:	III.2. Continuously improve the academic and administrative program review processes.
Actions taken to date:	<p>III.2a. Program review introduced to new deans and the 8-year schedule for review of units completed.</p> <p>Contacts made with Education, Business, Journalism, Herron to complete the current schedule.</p> <p>Conducted 8 program reviews. The following units were reviewed: Philosophy, Nursing, Campus and Community Life, Philanthropic Studies, and Physical Education. Follow-up meetings were conducted for Communication Studies, Sociology, Anthropology, World Languages and Cultures, and Informatics. Planning meetings were held for Geography, Religious Studies, and the BS in Health Services Management.</p>
Indicators of progress:	<p>All planned reviews were conducted as scheduled.</p>

<p>Activities planned:</p>	<p>The departments of Geography, Religious Studies, and the BS in Health Services Management will be reviewed and follow-up sessions for Philosophy, Nursing, Campus and Community Life, Philanthropic Studies, and Physical Education will be conducted. Planning meetings will be scheduled for appropriate departments/units.</p> <p>3 reviews were planned. 5 reviews and 5 follow-up sessions were conducted.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.2b. Reviewers’ ratings monitored for suggested improvements.</p> <p>Ratings were compiled and actions taken as necessary. (See Appendix G.)</p> <p>The Program Review and Assessment subcommittees on Program Review and Advanced Practice continue to provide feedback on the self-studies before they are submitted to the external review team.</p> <p>Reviewers’ ratings were monitored and one suggested change was made: Representatives from University College will now participate in the related departments meeting.</p> <p>Ratings will continue to be monitored.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.2c. Develop guidelines for reviewing self-studies by PRAC members.</p> <p>The development of these guidelines is a charge of a new taskforce appointed to review the guidelines.</p> <p>PRAC members will use the newly developed guidelines in reviewing draft self-studies</p> <p>Continued development of the guidelines by the taskforce then reviewed by the full PRAC committee.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>III.2d. Program Review Guidelines Reviewed by PRAC and others Taskforce</p> <p>Task force was appointed and Mark Urtel was named as Chair. After two meetings Mark developed a draft template for review.</p> <p>The new template will be in use.</p>

Activities planned:	Continued development of the guidelines by the taskforce then reviewed by the full PRAC.
Actions taken to date:	III.2e. Continue development of Program Review database. Most of the information about reviews has been added to the database
Indicators of progress:	Database will be used as a repository for findings of reviews and other pertinent information.
Activities planned:	Verifying and correcting information will continue this year.
Objective:	III.3. Continuously improve the campus practice of assessment.
Actions taken to date:	III.3a. Number of units assisted with assessment remains steady at 30. See Indicators of Progress
Indicators of progress:	PAII staff responded to 33 IUPUI unit requests for assistance with assessment in 2008-2009 (32 in 2007-2008, 34 in 2006-2007, 43 in 2005-2006, 55 in 2004-2005, 34 in 2003-04, 34 in 2002-03, and 75 in 2001-02). (See Appendix F.)
Activities planned:	PAII staff will continue to respond to requests for assistance with assessment projects.
Actions taken to date:	III.3b. Number of assessment consultations/projects remains steady at 150. See Indicators of Progress
Indicators of progress:	PAII staff fulfilled 287 requests for assistance with assessment 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).
Activities planned:	PAII staff will continue to consult with other units on assessment projects.

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3c. Cadre of campus assessment professionals developed and supported.</p> <p>Planned and implemented 4 campus workshops on ePortfolios, including portfolio assessment; consulted with 13 units on portfolio assessment; mentored two ePort Faculty Scholars.</p> <p>Banta taught a summer course on outcomes assessment for a group of students that included six IUPUI employees.</p> <p>Worked to orient deans and department chairs in Informatics, Liberal Arts, and SPEA.</p> <p>Development of faculty expertise in portfolio and other authentic assessment.</p> <p>Banta's 6 students developed evaluation plans that can be carried out in the IUPUI units in which they work.</p> <p>Significant improvements in assessment and reporting in Informatics.</p> <p>SPEA developing more sophisticated assessment systems.</p> <p>Develop web-based assessment resources in preparation for 2012 (see Appendix I); expand faculty development programs for faculty interested in portfolio and authentic assessment</p> <p>Banta will support the 6 students in carrying out their evaluation projects.</p> <p>Work with Engineering & Technology on assessment and reporting.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>III.3d. Assist faculty in adopting best practices for placement testing in chemistry, English, English as a Second Language, mathematics, and world languages.</p> <p>Maintained use of course placement audit (or historical) reports for Mathematics.</p> <p>Maintained high placement compliance rates (averaging around 82%) for placement in the respective college-level Mathematics courses (i.e., MATH 11000 or higher level courses) and Chemistry C105 course.</p>

Activities planned:	<p>Continue to generate course placement audit (or historical) reports for Mathematics and assist faculty with periodic monitoring of course placements.</p> <p>Assist faculty in the Department of Chemistry with annual review and validation of the Chemistry Placement Test; and, with faculty approval, replace the existing test with an updated version of the Chemistry Placement Test following release of the latest version by the American Chemical Society.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3e. Information derived from the placement testing and validation processes enhanced.</p> <p>Testing Center staff conducted a series of data analyses based on pooled (or aggregate) data for all students who took COMPASS Mathematics Tests since January 2000 and continued to use logistic regression and classification procedures to generate probability graphs and classification indices that helped math faculty to review and adjust cut scores for placement in Mathematics courses.</p> <p>Effective March 6, 2009, Testing Center and Department of Mathematical Sciences implemented new placement cut scores for the respective COMPASS Mathematics Placement Tests.</p> <p>Maintained placement score distributions that continue to show an upward trend in the number of beginning students recommended to place in college-level mathematics courses (i.e., courses MATH 11000 / MATH 11100 or higher) and in Chemistry C105 course.</p> <p>TC staff will continue to work with faculty in monitoring and conducting periodic validation studies to verify appropriateness and effectiveness of the revised placement cut scores and recommended courses for mathematics.</p> <p>Assist faculty in selecting (or developing) additional or alternate language placement tests and an updated version of the Chemistry Placement Test for use at IUPUI.</p>
Actions taken to date:	<p>III.3f. At least 8 units assisted annually in creating Web-based assessment tools for course evaluations.</p> <p>Online SET/Course Evaluation: (#units served: 13)</p> <p>Testing Center assisted a total of 13 units (i.e., 11 academic units and 2 academic support units) with creation and administration of online course/faculty</p>

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>evaluations.</p> <p>Web-based Placement Testing: (#units served: 10) Testing Center maintained administration of the Internet-based COMPASS/ESL Placement Tests for Mathematics, EAP Program, Schools of Dentistry and Law, University College's Upward Bound Program; plus the three locally-developed web-based language placement tests (French, German, and Spanish) for testing students at IUPUI; and also maintained the service agreements with IUPU Columbus and state-wide campuses of Ivy Tech Community College.</p> <p>Testing Center assisted 13 units in creating or administering web-based course evaluation surveys; and served 10 units for placement testing purposes.</p> <p>Continue to encourage more campus units to use online assessment tools; add new tests (e.g., Chemistry, Chinese, Japanese, etc.) to the battery of web-based placement tests; and increase the total number of academic units using Testing Center's Web-based Survey Evaluation Tool to facilitate processing of end-of-course evaluations and/or data collection for contract and grant projects.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.3g. Development, implementation, evaluation (including electronic scoring capability for ePort), and adoption of student electronic portfolio by faculty. Aim to have six programs using the ePort software by the end of AY 2008-2009.</p> <p>Workshops and presentations on ePort across campus; Integrative Department Grants provide some incentive for adoption of ePort; maximum amount of grants was increased to \$10,000/year for 2009-2011 grants.</p> <p>Mzumara participated in two ePort workshops that the ePort team facilitated for faculty interested in learning more about using student ePortfolios.</p> <p>Six or more units using software; at least four other units using software in individual courses.</p> <p>Observed an increase in the total number of academic units that participated in the integrative department projects during FY 2008-2009.</p> <p>Continue to work with UITS on improving software; continue consulting and presenting on ePort across</p>

	<p>campus; continue grant program; expand faculty development offerings.</p> <p>Mzumara will continue to collaborate with the ePort Management Team in providing assessment/evaluation consulting services to faculty working on integrative department grant projects.</p>
<p>Actions taken to date:</p>	<p>III.3h. Faculty users of ePort provided with consultation and training, including assistance with development and validation of rubrics, enabling them to use ePort to improve assessment.</p> <p>Consultation with 13 units; expanded faculty development programs.</p> <p>ePort Management Team facilitated four faculty development workshops on e-Port for the campus as a whole. More than six others were provided for individual departments/school/committees.</p>
<p>Indicators of progress:</p>	<p>Number of units using ePort for assessment; new web site to support faculty work on developing and using rubrics.</p> <p>Attendance and participation at e-Port workshops was quite good; and an increased number of academic units have ePort-related projects well underway.</p>
<p>Activities planned:</p>	<p>Further expansion of faculty development programs, including workshop on rubric development and use (in collaboration with CTL); continued consultation and web site development.</p> <p>Mzumara will continue to collaborate with Susan Kahn (Director, Student ePort Initiative) in providing assessment/evaluation consulting services to faculty working on integrative department grant projects, particularly with respect to providing assistance with developing and validating ePort assessment rubrics.</p>
<p>Actions taken to date:</p>	<p>III.3i. Improvements in course placement services accomplished through use of outreach testing services.</p> <p>Testing Center staff continued to offer placement testing services at satellite test sites on campus (i.e., using computer labs in the BS and LD Buildings) and at off-campus sites including ACT Test Centers, statewide campuses of Ivy Tech Community College, and other ad-hoc remote sites established in consultation with peer</p>

<p>Indicators of progress:</p> <p>Activities planned</p>	<p>institutions.</p> <p>Testing Center maintained the partnership with IUPU Columbus and the statewide campuses of Ivy Tech Community College in offering placement testing services to students admitted at the respective institutions. Testing Center successfully administered a total of 27 tests remotely as part of the outreach placement testing services offered in FY 2008-2009.</p> <p>Testing Center staff collaborated with colleagues in the <i>Department of Mathematical Sciences</i> in administering placement tests on ‘walk-in’ basis in the Math Computer Lab (LD 225).</p> <p>Establish remote test sites at Park 100 Learning Center and other CLN Learning Centers as space becomes available.</p> <p>We will make every effort to establish a coordinated and sustainable outreach testing program in collaboration with high schools and peer institutions that offer placement tests (including regional campuses of Indiana University and Purdue University, and ACT Test Centers across the country).</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>III.3j. Satisfaction with Testing Center services maintained at 95% satisfied rate on exit surveys.</p> <p>Continued to administer exit surveys / client satisfaction surveys to monitor the quality of services offered at the Testing Center.</p> <p>Placement Testing: 96.3% of respondents either “agreed” or “strongly agreed” that proctors were knowledgeable about testing procedures; 96.4% of respondents either “agreed” or “strongly agreed” that the proctors’ level of helpfulness was satisfactory; 95.2% indicated that the reservation agent was friendly and helpful; and approximately 95% of respondents reported that they were checked-in promptly (i.e., 3 minutes or less) upon arrival to the Testing Facility.</p> <p>National and State Testing Program: 97.5% of survey respondents (<u>N</u> = 326) were satisfied with the service provided by proctors; 97.2% ‘agreed’ or ‘strongly agreed’ that test security procedures were handled in a sufficient manner; and 95% of respondents reported that test</p>

<p>Activities planned</p>	<p>proctors provided a fair and friendly testing atmosphere.</p> <p>Scanning Services: 96.4% of survey respondents (N = 30) rated the overall quality of services/products as ‘very good’ or ‘excellent’; and 96.0% of respondents were ‘satisfied’ or ‘very satisfied’ with the quality of reports they received from scanning services.</p> <p>Revise and update existing student testing exit surveys and continue to monitor and use exit survey results to make incremental quality improvements in business operations at the Testing Center.</p> <p>Develop and implement a revised version of the student testing exit surveys for administration at satellite test sites for purposes of monitoring the quality of outreach testing services at on-campus and off-campus test sites.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>II.3k. At least 2 academic units assisted in adapting their course/instructor evaluation forms and reports for use in assessing quality of teaching.</p> <p>Testing Center staff assisted at least 4 units (SPEA, IU School of Medicine’s Microbiology and Immunology unit, office of Academic and Career Development in University College, and IUPU Columbus) in adapting their course/instructor evaluation surveys or evaluation reports.</p> <p>Mzumara and Singh (Co-Chairs, PRAC Subcommittee on Course Evaluations, and members of the Indianapolis Faculty Affairs Subcommittee on Student Evaluations of Faculty) facilitated a content review of end-of-course evaluation surveys for a total of 15 academic units at IUPUI.</p> <p>Reviewed end-of-course evaluation surveys for a total of 15 academic units at IUPUI.</p> <p>Scanning Services processed web-based and paper-and-pencil course/faculty evaluations for a total of 19 academic units in FY 2008-2009.</p> <p>Disseminate highlights from Course Evaluation Study to PRAC, FAC, and via a pre-institute workshop on course evaluations at the 2009 Assessment Institute in Indianapolis.</p> <p>Mzumara and Singh will continue to serve as co-chairs of</p>

	<p>the PRAC Subcommittee on Course Evaluations and assist faculty in leading efforts to improve the quality and effectiveness of end-of-course evaluation surveys for academic units at IUPUI.</p> <p>We will continue to market Testing Center products and services more aggressively through advertisements, personal contacts, or face-to-face needs assessment meetings with existing and potential clients.</p>
Objective:	II.4. Continuously improve survey programs.
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>II.4a. Survey items aligned with campus priorities.</p> <p>Revised the Faculty Survey and Staff Survey to align them with campus priorities.</p> <p>Seeing better use of Continuing Student Survey results (revised previously). IMIR is being asked to prepare more elaborate reports for the Staff Survey.</p> <p>Make further revision of the Continuing Student Survey so it will be appropriate for evaluating PULs.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.4b. Response rates on student surveys increased by 5%.</p> <p>Shortened the Continuing Student Survey, Faculty Survey, and Staff Survey.</p> <p>Took a variety of actions to increase the response rate for NSSE.</p> <p>Worked with other units to develop the Student PULSE Survey to reduce survey burnout. (Just 2 surveys per semester are planned.) (See Appendix L.)</p> <p>The response rate for the Continuing Student Survey increased by approximately 5%. Response rates for the Faculty and Staff surveys have remained stable. (Response rates for these surveys were already relatively high.)</p> <p>Look into the feasibility of using targeted follow up procedures to increase response rates generally and among targeted groups.</p>

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III 4c. Increased timeliness and quality of survey reports.</p> <p>Simplified the reports for the Continuing Student Survey and Staff Survey.</p> <p>Produced campus level reports for the Continuing Student Survey and Staff Survey in approximately 2 weeks.</p> <p>IMIR’s new Assistant Director for Survey Research is developing a new reporting template that will speed up the delivery of reports.</p>
<p>Objective:</p>	<p>III.5. Continue the use, development, and integration of economic modeling (activity-based costing/management) in unit planning, management, and evaluation.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.5a. Expand use of the program review financial table for departments as an individual consulting service for department academic budget planning.</p> <p>Supported all requests for program review budget tables for the 2008-09 program reviews.</p> <p>Completed budget tables for program reviews for Philosophy, BSPA, World Languages, Informatics, and Anthropology, Sociology, and Philanthropy.</p> <p>Continue to support the planned program reviews for 2009-2010</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.5b. Develop a module on the use of economic models in academic budget planning with actual examples (Allied Health, Education, Nursing, etc.) for deans, directors, department chairs and fiscal officers.</p> <p>No action taken as campus budget conditions became the priority.</p>
<p>Actions taken to date:</p>	<p>III.5c. Write and submit two articles on the use of economic models in academic budget planning.</p> <p>No actions taken.</p>

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>None planned with P-20 Collaborative taking priority for available time.</p>
<p>Objective:</p>	<p>III.6. Develop a more uniform and concise set of campus-wide performance indicators.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.6a. Institutional portfolio and annual campus report will be based on an increasingly stable list of key performance indicators. Revised the IUPUI Goals and Objectives document to include activities associated with the CAO’s Academic Plan.</p> <p>Data on performance indicators included in print and online Performance Report formats.</p> <p>New performance indicators were used for the annual diversity report.</p> <p>PIs used by campus leadership; PIs have been stable since 2002.</p> <p>Will revise the teaching and learning performance indicators to align them with the Academic Plan and the new ICHE goals.</p> <p>Continue reporting on progress for each PI.</p>
<p>Objective:</p>	<p>III.7. Contribute evaluation resources for campus programs and community organizations.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>III.7a. At least 1 evaluation study funded and conducted for campus constituents and 1 evaluation study funded and conducted for community organizations. Mzumara remained available to offer evaluation consulting services to faculty working on student ePort projects.</p> <p>Mzumara served as principal evaluator for the <i>Collaborative Plowshares Peace Studies Project</i> (www.plowsharesproject.org/), an external contract project funded through the Indianapolis Peace Institute (www.indianapolispeaceinstitute.org/).</p> <p>Mzumara successfully completed the two-year contract for evaluation of the <i>Collaborative Plowshares Peace Studies Project</i> and submitted the final report to the client.</p>

<p>Activities planned:</p>	<p>Pursue new partnerships or contract and grant opportunities in collaboration with interested faculty or campus units working on contract/grant projects.</p> <p><i>Student e-Port Initiative:</i> Testing Center will continue to provide assessment/evaluation consulting services to interested faculty working on integrative department grant projects.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.7b. Program evaluation resource site redesigned, deployed, and updated.</p> <p>Testing Center staff (Mzumara, Singh, and Marsiglio) resumed work on developing a program evaluation resource site, and this work is still underway.</p> <p>Modest progress has been made in identifying potential partners (including faculty colleagues in CTL and CRL) who have expressed interest in working collaboratively with Testing Center in developing a program resource site that enhances evaluation capacity building activities at IUPUI.</p> <p>Testing Center staff will continue to solicit individual faculty or campus units to work jointly on developing a program resource site that meets the program evaluation needs of constituencies at IUPUI.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.7c. At least 225 units using Testing Center services annually (especially placement testing and national testing programs: test/survey development, scoring, and data analysis services; and educational measurement evaluation and statistical consulting services).</p> <p>Testing Center staff continued to provide testing, scanning, and evaluation consulting services to a variety of internal and external clients.</p> <p>Testing Center staff maintained the primary client base for testing and scanning services, and served at least 226 units in FY 2008-2009.</p> <p>Expand outreach testing services on-campus and at off-campus test sites; establish new test proctoring services including administration of make-up exam proctoring services; and</p>

	<p>Continue to seek new opportunities to increase the total number of examinees or clients taking academic proficiency assessments administered through the Testing Center for a variety of purposes including course placement, college selection or admission, certification, licensure and credentials.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>III.7d. Ongoing collaboration accomplished through implementation and expanded use of off-campus outreach testing services, particularly in support of testing incoming students for summer bridge programs.</p> <p>Testing Center staff maintained an ongoing partnership with IUPU Columbus and state-wide campuses of Ivy Tech Community College in offering placement testing services to admitted students at the respective campuses.</p> <p>Testing Center staff continued to assist individual students who opted to complete their placement tests at remote test sites.</p> <p>A total of 15 students completed their placement tests remotely at off-campus ACT Test Centers or related sites.</p> <p>Testing Center staff will continue to seek interested partners for purposes of leveraging resources needed to expand outreach testing services in collaboration with major feeder high schools and other entities such as IUPU Columbus and other regional IU campuses, and Ivy Tech Community College (ITCC). Testing Center staff will continue to assist students who opt to take their placement tests remotely through test sites located at ACT Centers and other off-campus test sites across the country.</p>
<p>Actions taken to date:</p>	<p>III.7e. At least 1 presentation and 1 publication produced annually in support of dissemination of study findings from contract and grant projects.</p> <p>Mzumara gave 1 grant-related presentation on <i>Shaping Outcomes Project Evaluation Study</i> at the 2008 Evaluation Conference.</p> <p>Mzumara produced 1 contract-related evaluation report for the <i>Collaborative Plowshares Peace Studies Project</i>.</p>

Indicators of progress:	Completed at least 1 presentation and 1 technical report related to contract and grant projects at the Testing Center.
Activities planned:	Submit a manuscript on Shaping Outcomes evaluation study for peer review and possible publication in a journal.
Goal IV:	Provide analysis, interpretation, and reports to internal and external constituents.
Campus Planning Theme:	Best Practices
Timeframe:	On-going
Objective:	IV.1. Continuously improve management information reports and analysis capability for academic managers.
Actions taken to date:	IV.1a. Management information system enhanced via deployment of Web-based database querying tool, inclusion of more types of data, and use of a more subject-based organization. Web-based tool was developed.
Indicators of progress:	Web-Based tool has been deployed.
Activities planned:	Continue to add to the query tool (e.g., credit hours, survey data, graduation and retention rates)
Actions taken to date:	IV.1b Enhance reporting application for ‘Five year trend’ on IMIR Website to include drill down capability to department/ program level. IMIR has upgraded the ‘Five year trend’ and ‘Management Indicators’ site with ability for users to drill down to plan level details.
Indicators of progress:	Website has started to gain # of visitors and page views.
Activities planned:	Continue to incorporate Credit hours and Persistence reports.
Actions taken to date:	IV.1c. Evaluations of timeliness, accuracy, and usefulness of reports and analyses undertaken. Met with deans and directors to identify ways in which reports and analyses can be improved.

<p>Indicators of progress:</p> <p>Activities planned:</p>	<p>Based on feedback, IMIR has made changes to the Point-In-Cycle (PIC) reports and the web-based query tool.</p> <p>Continue to work with deans and administrators to improve analyses and reports.</p>
<p>Objective:</p>	<p>IV.2. Document institutional effectiveness via IUPUI's annual performance report in print and on the Web (iPort).</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>IV.2a. Performance Report completed on schedule. (Improve process for developing the report in the new format.)</p> <p>Developed production schedule in collaboration with Communications and Marketing and IMIR; used project management software to track activities.</p> <p>Report completed on schedule.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>IV.2b. Implement a streamlined process for updating Performance Report on iPort Website. Worked with OIE staff to lay out tasks involved in updating Performance Report on iPort. Used the OnTrak project scheduling system to monitor due dates and coordinate activities.</p> <p>Performance report update was completed on schedule.</p> <p>Implement a similar process for next year's report update.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>IV.2c. At least 1500 Performance Reports distributed.</p> <p>Developed report in collaboration with Communications and Marketing and IMIR.</p> <p>3000 reports distributed in early 2009.</p> <p>Continue to produce a readable, high-quality report.</p>
<p>Actions taken to date:</p>	<p>IV.2d. Increase page views on iPort page by 5% compared to previous year.</p> <p>Published 2007-2008 Performance Report on iPort, as well as in print version. Improved presentation of data in online version of report.</p>

<p>Indicators of progress:</p>	<table border="1"> <thead> <tr> <th data-bbox="537 226 857 268">Website address</th> <th colspan="2" data-bbox="857 226 1312 268">Google Page Rank</th> </tr> <tr> <td data-bbox="537 268 857 310"></td> <th colspan="2" data-bbox="857 268 1312 310">Pageviews:</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 310 857 384">http://iport.iupui.edu/</td> <td data-bbox="857 310 1084 384">July 1, '07 – June 30, '08</td> <td data-bbox="1084 310 1312 384">July 1, '08 – June 30, '09</td> </tr> <tr> <td data-bbox="537 384 857 426"></td> <td data-bbox="857 384 1084 426">48389</td> <td data-bbox="1084 384 1312 426">36881</td> </tr> </tbody> </table>	Website address	Google Page Rank			Pageviews:		http://iport.iupui.edu/	July 1, '07 – June 30, '08	July 1, '08 – June 30, '09		48389	36881
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<p>Activities planned:</p>	<p>Continue to institute improvements as technology and data permit.</p>												
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>IV.2e. Campus diversity initiatives evaluated and documented.</p> <p>Revised the performance indicators for diversity.</p> <p>Diversity indicators (see Appendix J) no longer reported on in Performance Report, except for those that also fall into other categories. Those were included, with relevant data, in the report.</p> <p>Assumed responsibility for leading the discussion of performance indicators for diversity.</p> <p>Work with Diversity, Equity, & Inclusion to make additional improvements to the report.</p> <p>Continue to report on diversity indicators that are also indicators for teaching and learning; research, scholarship, and creative activity; and civic engagement.</p>												
<p>Objective:</p>	<p>IV.3. Provide information to academic and administrative units so that they can improve their processes.</p>												
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>IV.3a. Provide data and analysis for Enrollment Services to assist their efforts to attract and support a better prepared entering first-year cohort.</p> <p>Refined the predicted GPA model to assist in admissions decisions and developed a simple enrollment forecasting model.</p> <p>The results of the predicted GPA analyses guided decisions on deferral to Ivy Tech and invitations to the Summer Bridge program.</p> <p>Work with Enrollment Services to develop a more elaborate enrollment forecasting model.</p>												

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>IV.3b. Provide deans and senior administrators with information about instructional costs and productivity.</p> <p>Administered the Delaware Study of Instructional Cost and Productivity for the second year.</p> <p>Presented the results to chancellor’s staff, academic deans, and the Faculty Council Budgetary Affairs Committee</p> <p>Prepared follow-up report for the School of Nursing</p> <p>Purchased software that will allow IMIR to provide tailored peer group analyses.</p> <p>Met with Michael Middaugh to discuss adding information to the Delaware Study that would provide for enhanced reporting of productivity (e.g., degrees per enrolled student).</p>
<p>Goal V:</p>	<p>Derive, prioritize, recommend, and assist in implementing improvements based on evaluative findings.</p>
<p>Campus Planning Theme:</p>	<p>Best Practices</p>
<p>Timeframe:</p>	
<p>Objective:</p>	<p>V.1. Orient deans, fiscal officers, associate deans, and chairs to PAII information and ways to use it.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>V.1. At least one workshop on peer group analysis conducted for school personnel.</p> <p>Conducted workshop for Informatics.</p> <p>Informatics staff are attempting to create a tailored peer group for future comparisons.</p> <p>Work with the School of Engineering and Technology to develop tailored peer groups.</p>
	<p>V.2. Facilitate implementation and documentation of improvements suggested by analysis of campus assessment data.</p>
<p>Actions taken to date:</p>	<p>V2a. List of significant improvements furthered by PAII information and evaluation resources extended and disseminated widely.</p> <p>2008-09</p> <ul style="list-style-type: none"> • 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/>). (See Appendix I.)

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 Appendix H) 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

Indicators of progress:

- 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).

<p>Activities planned:</p>	<ul style="list-style-type: none"> • 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.
<p>Actions taken to date:</p> <p>Indicators of progress:</p>	<p>V.2b. Modify IUPUI surveys and survey administration procedures to improve response rates.</p> <p>Surveys shortened.</p> <p>Response rate for Continuing Student Survey increased, NSSE response rate is stable at 30%, and already high response rates for Faculty and Staff surveys are stable.</p>

Activities planned:	Evaluate possible targeted follow-up procedures to increase response rates.
Actions taken to date:	V.2c. Deans' annual reports placed on the Web by IMIR staff. IMIR staff updated 7 units' reports on the web.
Indicators of progress:	All the requests to update the report were completed on time.
Activities planned:	Continue to work with academic units and offices to update their annual reports on the website.
Objective:	V.3 Advance institutional effectiveness through collaboration.
Actions taken to date:	V.3a. Continued participation by 5 PAII staff on committees assigning campus performance indicators. PAII staff met with committees that evaluated PIs.
Indicators of progress:	4 PAII staff participated.
Activities planned:	This is no longer a realistic goal, given that both PAII staff and the number of PI committees have decreased.
Actions taken to date:	V.3b. At least 3 Accelerated Improvement Processes completed annually and instances of improvements documented. PAII staff participated in AIP projects. New deans and administrators were introduced to the process.
Indicators of progress:	Presented information on the process to Rachel Applegate for possible inclusion in her courses in Library and Information Sciences and to the Borden IR Council. Co-facilitated process with Admissions and University College for transfer admits.
Activities planned:	Continue to respond to requests to participate in AIP projects.
Goal VI:	Continuously Improve effectiveness of PAII personnel and services.
Campus Planning Theme:	Best Practices
Timeframe:	On-going

Objective:	VI.1. Collect information about PAII effectiveness.
Actions taken to date: Indicators of progress: Activities planned:	VI.1a. Increasingly useful set of indicators for monitoring PAII performance in use. Monitoring of attainment of goals for achievement levels set last year continues. Use of PIs has simplified and shortened the PAII annual report Continue to review and revise PAII goals as appropriate.
Objective:	VI.2. Implement project management.
Actions taken to date: Indicators of progress: Activities planned:	VI.2a. Revive ‘Project Management’ techniques within PAII division. Integrate basic project scheduling components into present ‘OnTrak!’ application at: http://ontrak.iupui.edu/ . OnTrak system has been redesigned to include task tracking and scheduling feature. Used this system in various internal projects (ex: Faculty and Staff Survey administration, IUPUI Performance Report update).
Objective:	VI.3. Continuously improve the professional development of PAII staff.
Actions taken to date: Indicators of progress: Activities planned	VI.3a. Professional development opportunities are identified and staff participate. See indicators of Progress. Staff participated in PAII staff retreats, enrolled in formal classes, and attended a variety of professional development workshops/training opportunities as part of the ongoing staff development activities in PAII. Offered discretionary/incentive bonus awards to staff members. Continue to hold staff retreats at least once a year. Maintain flexibility in work schedules to allow staff members to pursue professional development or training opportunities as needed.

<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.3b. Cross train IMIR staff to prepare for upcoming retirements. Moved Barb Dobbs into management analyst role.</p> <p>We have been able to meet requests for information during the transition.</p> <p>The retirements have come and gone.</p>
<p>Objective:</p>	<p>VI.4. Develop and implement a diversity plan for PAII.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.4a. Diversity plan and implementation strategy developed.</p> <p>These were developed prior to 2008-2009. Currently, a PRAC subcommittee is considering the idea of incorporating diversity efforts into program reviews. The Diversity Cabinet is considering the suggestion that new initiatives require a “diversity impact statement.”</p> <p>See actions taken to date.</p> <p>Ken Durgans has not asked unit diversity committees to report this year. Future of this initiative seems uncertain.</p>
<p>Objective:</p>	<p>VI.5. Gain recognition within IUPUI, nationally, and internationally for the use of data in planning, evaluating, and improving.</p>
<p>Actions taken to date:</p> <p>Indicators of progress:</p> <p>Activities planned:</p>	<p>VI.5a. At least 300 consultations for planning, evaluation, and improvement purposes provided annually by PAII staff (internal and external).</p> <p>See indicators of progress</p> <p>PAII staff consulted with internal and external units on 398 requests or projects.</p> <p>Continue to provide consultations.</p>

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

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

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

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

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

2008-2009 Teaching, Research, and Service Report for

Office of Planning and Institutional Improvement
Economic Model Office
Office of Information Management and Institutional Research
Office of Institutional Effectiveness
Testing Center

Teaching

IUPUI Courses/Sections

Banta, T. W. (Summer I, 2009) C750/U550 Assessing the Effectiveness of Courses, Programs, and Institutions.

Black, K. E. (Fall 2008 and Spring 2009) OLS 474 Meeting Management.

Black, K. E. (Spring 2009) OLS Capstone Seminar (team-taught with Stephen Hundley)

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

Pike, G. R. Y500/Y502 Intermediate Statistics (Fall 2008)

Guest Speaker in IUPUI Courses/Sections

Banta, T. W. (Fall 2008) Guest lecturer, Nancy Chism's class in Higher Education and Student Affairs.

Banta, T. W. (Spring 2009). "Planning, Assessment and Improvement at IUPUI." Guest lecturer, Marilyn Kuhn's class in Leadership in Dynamic Organizations, Department of Organizational Leadership and Supervision.

Banta, T. W. (Spring 2009). "Administering an Assessment Program." Guest lecturer, Megan Palmer's Higher Education Administration class.

Johnson, J. N. (2008, September). Guest Lecturer, Management of Short Term Projects, Department of Nutrition & Dietetics fellowship program.

Kahn, S. Presented on ePortfolios and assessment in Trudy Banta's assessment course in HESA.

Pike, G. R. HESA Proseminar (Fall 2008)

Other Courses

Banta, T. W. (Spring 2009). “Building A Culture of Evidence-Based Decision-Making.” Guest lecturer, Tim Hermann’s class, Taylor University.

Graduate Student Program Committees

Banta, T. W. Sarah Brandenburg

Banta, T. W. Cory Clasemann

Banta, T. W. Danny King

Banta, T. W. Josh Morrison

Banta, T. W. Kristin Norris

Banta, T. W. James Thomas

Banta, T. W. Chasity Thompson

Pike, G. R. Rebecca Lee Garcia, Advisor

Pike, G. R. Dan Maxwell, Advisor

Pike, G. R. Danny King, Committee Member

Pike, G. R. Cory Caseman, Committee Member

Graduate Assistants Mentored

Banta, T. W. Marilee Griffin, Michigan State University

Banta, T. W. Lisa Wallace

Banta, T. W. Saeed Mohammadzadeh, Iran

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

Mzumara, H. R. Amir I. Zaid, Master of Science, Purdue School of Engineering and Technology, IUPUI

Pike, G. R. Ching-Hui Lin

Thesis/Dissertation Committees

Banta, T.W. (Member) Karen Black

Banta, T.W. (Member) Andrew Jones

Banta, T.W. (Member) Tina Powellson

Letters of Support for Colleagues Seeking Promotion or Recognition –

Banta, T. W. 15 letters, 5 phone interviews. Evaluated faculty for promotion at University of Michigan, University of Alabama, New Jersey City University, and West Virginia University.

Black, K.E. 1 letter of reference.

Mzumara, H. R. 1 letter of reference in support of faculty colleague seeking promotion and tenure

Mzumara, H. R. 2 employment reference letters for former Testing Center staff

Awards/Recognition

Kahn, S. Merit Award for 2008-2009 IUPUI Performance Report from Admissions Marketing Report.

Publications

Refereed Articles

Kahn, S. Cambridge, D., Fernandez, L., Kahn, S., Kirkpatrick, J., & Smith, J. (2008). [“The Impact of the Open Source Portfolio on Learning and Assessment.”](#) MERLOT Journal of Online Learning and Teaching, 4 (4), 490-502.

McCormick, A. C., **Pike, G. R.**, Kuh, G. D., & Chen, P. D. (2009). Comparing the utility of the 2000 and 2005 Carnegie Classification Systems in research on students’ college experiences and outcomes. Research in Higher Education, 50, 144-167.

Pike, G. R., Kuh, G. D., & Massa-McKinley, R. (2008). First-year students' employment, engagement and academic achievement: Untangling the relationship between work and grades. NASPA Journal, 45, 560-582.

Other Published Articles

Banta, T. W. (2009). Foreword. In Suskie, L. *Assessing Student Learning: A common sense guide, 2nd Edition*. San Francisco: Jossey-Bass.

Pike, G. R., & Ouimet, J. A. (2009). Assessment measures: Using theory and expert opinion, focus groups, and student interviews to improve campus surveys. Assessment Update: Progress, Trends, and Practices in Higher Education, 21(1), 7-9.

Pike, G. R. (2008). Learning about learning communities: Consider the variables. About Campus, 13(5), 30-32.

Books and Book Chapters

Banta, T.W., Jones, E.A., & **Black, K.E.** (2009). *Designing Effective Assessment: Principles and profiles of good practice*. San Francisco: Jossey-Bass.

Banta, T. W., **Pike, G. R.**, & **Hansen, M. J.** (2009). The use of engagement data in accreditation, planning, and assessment. In Gonyea, R. M. & Kuh, G. D. (Eds), Using NSSE in institutional research. *New Directions for Institutional Research*, 141, 21-34.

Hamilton, S.J., & **Kahn, S.** (2009). "Demonstrating Intellectual Growth and Development: The IUPUI ePort." In Cambridge, D.R., Cambridge, B.L., & Yancey, K.B. (Eds.), Electronic Portfolios 2.0: Emergent Research on Implementation and Impact (91-95). Sterling, VA: Stylus.

Borden, V. M. H., & **Pike, G. R.** (2008). Assessing and accounting for student learning: Beyond the Spellings Commission (New Directions for Institutional Research Series, Assessment Supplement 2007). San Francisco: Jossey-Bass.

Borden, V. M. H., & **Pike, G. R.** (2008). Editors' notes. In V. M. H. Borden & G. R. Pike (Eds.), Assessing and accounting for student learning: Beyond the Spellings Commission (New Directions for Institutional Research Series, Assessment Supplement 2007, pp. 1-7). San Francisco: Jossey-Bass.

Borden, V. M. H., & **Pike, G. R.** (2008). Sharing responsibility for student learning. In V. M. H. Borden and G. R. Pike (Eds). Assessing and accounting for student learning: Beyond the Spellings Commission (New Directions for Institutional Research Series, Assessment Supplement 2007, pp. 83-89). San Francisco: Jossey-Bass.

Bringle, R. G., Jones, S. & **Pike, G. R.** (2009). Faculty perceptions of civic engagement and service learning. In M. Moore & P. L. Lin (Eds.), Service-learning in higher education: Paradigms and challenges (pp. 17-27). Indianapolis, IN: University of Indianapolis Press.

Ouimet, J. A., & **Pike, G. R.** (2008). Rising to the challenge: Developing a survey of workplace skills, civic engagement, and global awareness. In V. M. H. Borden and **G. R. Pike** (Eds). Assessing and accounting for student learning: Beyond the Spellings Commission (New Directions for Institutional Research Series, Assessment Supplement 2007, pp. 71-82). San Francisco: Jossey-Bass.

Commissioned Papers

Banta, T.W., Griffin, M., Flateby, T., & **Kahn, S.** (2009). “Three Promising Alternatives for Assessing College Students’ Knowledge and Skills.” Commissioned by National Institute for Learning Outcomes Assessment. In press.

Presentations

Keynote Addresses-International

Banta, T. W. (2008, July). “Assessment for Improvement Versus Assessment for Accountability.” Australian Universities Quality Forum (AUQF) Conference. Canberra, Australia.

Banta, T. W. (2008, November). “Profiles of Good Practice in Assessing Student Learning Outcomes.” Symposium on Tertiary Assessment and Student Outcomes. Victoria University of Wellington. Wellington, New Zealand.

Keynote Addresses-U.S.

Banta, T. W. (2008, October). “Are Standardized Tests Our Best Measures of Generic Skills?” University of Minnesota Undergraduate Learning Outcomes Retreat. Minneapolis, Minnesota.

Banta, T. W. (2008, December). “Accountability vs. Improvement: Can Assessment Serve Both Masters?” AACSB International Conference. Dallas, Texas.

Banta, T. W. (2009, February). “Creating & Sustaining a Culture of Assessment.” Emporia State University. Kansas City, Kansas.

Banta, T. W. (2009, February). “How Do We Respond to the Press to Assess with a Test?” University Continuing Education Association (UCEA) Executive Assembly. Chicago, Illinois.

Banta, T. W. (2009, February). “Assessment for Improvement and Accountability.” University of Michigan. Ann Arbor, Michigan.

Banta, T. W. (2009, March). “Generating & Assessing Student Learning Outcomes.” Lewis University. Romeoville, Illinois.

Banta, T. W. (2009, April). “Evidence-Based Improvement of Teaching & Learning.” Cornell University. Ithaca, New York.

Banta, T. W. (2009, April). “Lessons Learned from a National Study of Outcomes Assessment in Higher Education.” ABET Best Assessment Processes Symposium XI. Indianapolis, Indiana.

Banta, T. W. (2009, June). “Building and Sustaining an Evidence-Based Culture.” ACPA Assessment Institute. Austin, Texas.

Peer Reviewed Papers/Presentations-International

Banta, T. W. (2008, August). “Can Institutions Really Be Compared Using Standardised Tests?” European Association for Institutional Research (EAIR). Copenhagen, Denmark.

Kahn, S. “Using an Electronic Portfolio to Integrate Learning,” 30th Annual EAIR (European Association for Institutional Research) Forum, Copenhagen, Denmark, August 2008.

Kahn, S., and Vander Kooi, L., “Constructing Professional Identity in Senior Capstone Seminars,” European Institute for e-Learning (EIFeL), London, U.K., June 2009.

Kahn, S., and Ward, L., “Navigating the Shoals of OSP Implementation,” Ninth Sakai Conference, Paris, France, July 2008.

Peer Reviewed Papers/Presentations-National

Banta, T. W., Jones, E.A., & **Black, K. E.** (2008, November). “Planning, Implementing, and Using Assessment Results.” Association for the Study of Higher Education (ASHE). Jacksonville, Florida.

Jones, E. A., **Black, K.E.,** & **Banta, T.W.** (2009, June). “Planning, Implementing, & Using Assessment Results: Examining Recent Trends and Progress.” Association for Institutional Research (AIR). Atlanta, Georgia.

Kahn, S., “Fostering Integrative Learning in a Senior Capstone Seminar,” 2009 Annual Meeting, Association of American Colleges and Universities, Seattle, WA, January 2009.

Kahn, S., Marrs, K., Roberts, M., and Vander Kooi, L., “From My Course to Our Curriculum: Integrating ePortfolio into the Major,” the Assessment Institute in Indianapolis, Indianapolis, IN, October 2008.

Kahn, S., Rubens, E., and Wilson, K.J., “Using Electronic Portfolios to Assess Student Learning as a Result of Undergraduate Research,” 2009 Annual Meeting, Association of American Colleges and Universities, Seattle, WA, January 2009.

Kahn, S., and Vander Kooi, L., “From ‘My Course’ to ‘Our Program’: Fostering Collaborative Implementation of an ePortfolio,” Academic Resource Conference, Western Association of Schools and Colleges, Los Angeles, CA, April 2009.

Mzumara, H. R., Kistler, S., Schroeter, D, Vicinanza, N., & Gullickson, A. (2008, November 6th). *Revisiting the Criteria and Process for Evaluating AEA Conference Proposals and Presentations*. Presentation given at the 2008 Annual Meeting of the American Evaluation Association, Denver, CO.

Mzumara, H. R., Shinde, R. D., & Czachura, D. L. (2008, November 7th). *Shaping Outcomes: Project Evaluation Highlights*. Presentation given at the 2008 Annual Meeting of the American Evaluation Association, Denver, CO.

SenGupta, S., Montrosse, B. E., & **Mzumara, H. R.** (2008, November 7th). *Key Findings from AEA’s Topical Interest Group Structure Study*. Presentation given at the 2008 Annual Meeting of the American Evaluation Association, Denver, CO.

Pike, G. R., Massa-McKinley, R., & Kuh, G. D. (June, 2009). INAIR Best Paper: College student employment, engagement, and academic achievement. Paper presented at the annual meeting of the Association for Institutional Research, Atlanta, GA.

Pike, G. R., Kuh, G. D., & McCormick, A. C. (2008, November). Learning community participation and educational outcomes: Direct, indirect, and contingent relationships. Paper presented at the annual meeting of the Association for the Study of Higher Education, Jacksonville, FL.

Hossler, D. R., Ziskin, M., **Pike, G. R.**, & Moore, J. V. (2009, June). Institutional practices in student persistence: The experiences of students in their first, second, or third year at a metropolitan university. Panel presentation at the annual meeting of the Association for Institutional Research, Atlanta, GA.

Peer Reviewed Papers-Regional/Local

Kahn, S., and Ward, L., “An Introduction to the Oncourse ePortfolio.” Power Up Your Pedagogy Symposium, Indianapolis, IN, October 2008.

Technical Reports

Mzumara, H. R. (2008, July). *Final Evaluation Report for the Plowshares Peace Studies Project*. Indianapolis, IN: IUPUI Testing Center.

Mzumara, H. R., & Lin, W. (2008, December). *Validity of COMPASS Mathematics Placement Test Scores for Course Placement at IUPUI: Pooled Data for 2000-2007 Cohorts*. Indianapolis, IN: IUPUI Testing Center.

Lin, W., & **Mzumara, H. R.** (2009, May). *COMPASS Math Placement Test: Validating and Estimating Cut-off Scores for Mathematics Courses*. Indianapolis, IN: IUPUI Testing Center.

Invited Presentations – International

Banta, T. W. (2008, July). Consulted with faculty on assessment initiatives, e-portfolios, and validity of standardized tests. University of Sydney. Sydney, Australia.

Invited Presentations – National, Regional and Local

Banta, T. W. (2008, August). “Assessment for Improvement in the General Studies Core.” Martin University, Indianapolis, Indiana.

Banta, T. W. (2008, September). Undergraduate Studies and Institutional Research Retreat. University of Maryland University College (UMUC).

Banta, T. W. (2009, January). “Institutional Approaches to Assessing Student Learning.” Committee on Institutional Cooperation (CIC) Academic Leadership Program – Seminar II. Ann Arbor, Michigan.

Banta, T. W. (2009, February). Society of Women Engineers Conference. Indianapolis, Indiana.

Banta, T. W. & **Pike, G. R.** (2009, April). “Evaluating the Effectiveness of Noyce Programs.” Midwest Noyce Regional Conference. Indianapolis, Indiana.

Banta, T. W., Appleby, D., Smith, J. S., & Blackburn, S. (October 28, 2008). “Course Evaluations in Assessment: Is There Life Beyond RateMyProfessor.com?” Assessment Institute. Indianapolis, Indiana.

Johnson, J.N. (2009, March). *“Academic Budget Planning, Responsibility Center Budgeting, and Economic Modeling.”* Association of Schools of Allied Health Professions Spring meeting. Tampa, Florida.

Borden, V.M.H., **Kahn, S.**, and Kirkpatrick, J., “Institutional and National Portfolio Assessment on Civic Engagement,” invited panel at Symposium on Assessing Students’ Civic Outcomes, sponsored by IUPUI Center for Service and Learning, National Service-Learning Clearinghouse, and Association of American Colleges and Universities, Indianapolis, IN, May 2009.

Kahn, S., and Ketcheson, K.A., “Electronic Institutional Portfolios for Accountability and Accreditation,” pre-conference workshop at the Assessment Institute in Indianapolis, Indianapolis, IN, October 2008.

Kahn, S., and Ketcheson, K.A., “Institutional Portfolios for Accountability and Accreditation,” invited webinar for Academic Impressions, September 2008.

Pike, G. R., Smart, J. C., Toutkoushian, R. K., McLaughlin, G. W., Howard, R. D., Muffo, J. A., & Kroc, R. J. (2009, June). Becoming a published author: Options, requirements and strategies. Panel presentation at the annual meeting of the Association for Institutional Research, Atlanta, GA.

Toutkoushian, R. T., **Pike, G. R.**, Bers, T. H., McLaughlan, G. W., Luan, J. (2009, June). How to use higher education research to inform decision-making and institutional research. Panel presentation at the annual meeting of the Association for Institutional Research, Atlanta, GA.

Invited Workshops

Kahn, S., Runshe, D., and Ward, L. “Introduction to ePortfolio.” Half-day workshop presented to IUPUI faculty, Indianapolis, IN, February 2009.

Kahn, S., and Ward, L. “Introduction to ePortfolio.” Workshop presented to IUPUI faculty, Indianapolis, IN, November 2008.

Kahn, S., and Ward, L. “Introduction to the IU ePortfolio.” Invited workshop presented to IUSB faculty, South Bend, IN, April 2009.

Consultancies:

Banta, T. W. (2008, October). WASC Assessment Academy. Alameda, California

Banta, T. W. (2009, March). National Institute on Learning Outcomes Assessment. Meeting of National Advisory Board. Indianapolis, Indiana.

Banta, T. W. (2009, April). CIC Planning Officers Meeting – Creative Responses to Economic Uncertainty. Chicago, Illinois.

Banta, T. W. (2009, May). National Panel - Valid Assessment of Learning in Undergraduate Education (VALUE). Association of American Colleges & Universities (AAC&U). Portland, Oregon.

Banta, T. W. (2009, June). Valid Assessment of Learning in Undergraduate Education (VALUE). Fresh Air Meeting - Association of American Colleges & Universities (AAC&U). Washington, DC.

Kahn, S. AAC&U, Review panel for VALUE Project rubrics

Mzumara, H. R. Psychometric Consultant, American Dental Board of Anesthesiology (ADBA) Examinations.

Conferences/Seminars Convened

Banta, T. W., Black, K. E., and Associates (October 26-28, 2008) Assessment Institute in Indianapolis.

Grants

Federal Government

Pike, G. R. Subcontractor, Rising to the Challenge, Funded by the Fund for the Improvement of Postsecondary Education, United States Department of Education.

Foundation/Other

Mzumara, H. R. (2008). Principal evaluator for the Plowshares Program Evaluation Project entitled “*A Collaboration in Peace Studies by Three Indiana Colleges.*”
Project Location: Earlham College / Indianapolis Peace Institute, Indiana.
FTE service commitment to the project: .10 FTE as Principal Evaluator

Professional Service

Editing/Reviewing

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

Banta, T. W. *Assessment and Evaluation in Higher Education* (3), Editorial Board

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

Banta, T. W. *Educational Measurement: Issues and Practice* (1), Manuscript reviewer

Banta, T. W. *Educational Researcher* (1), Manuscript reviewer

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

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

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

Black, K.E. *Journal of the Scholarship of Teaching and Learning*, reviewer

Kahn, S. *About Campus*, editor, Assessment Matters

Kahn, S. *Assessment Update*, book review writer/editor; manuscript reviewer

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

Kahn, S. *National Teaching and Learning Forum*, editorial review board

Pike, G. R. Review of Higher Education

Pike, G. R. Research in Higher Education

Pike, G. R. Journal of Higher Education

Pike, G. R. Review of Educational Research

Pike, G. R. Educational Evaluation and Policy Analysis

Pike, G. R. Carnegie Mellon Foundation

Research Panels, Boards and Committees

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

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

Mzumara, H. R., Member of Review Panel, National Science Foundation's Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM) Program (June 15-16, 2009).

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

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

Pike, G. R. Validation Team, Degrees of Preparation Survey

Elected Positions

Banta, T.W. American College Personnel Association Senior Scholars Co-chair

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

Pike, G. R. Chair of Publications Committee & Member of Board of Directors, Association for Institutional Research

Appointed Positions

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

Community Activities

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

Banta, T. W. GRADES Council Executive Committee

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

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

Banta, T. W. Woodmont Homeowners' Association, Secretary

Black, K. E. United Way of Central Indiana, evaluator

Johnson, J. N. (2009, January). Indianapolis Black Chamber of Commerce Board of Directors Planning Sessions.

Johnson, J. N. (2009, June). Indianapolis Chapter of Neal Marshall Alumni Chapter Board's Retreat.

Johnson, J. N. (2008, October). National Conference of Black Mayors Annual Meeting of Executive Board of Directors.

Mzumara, H. R., Psychometric Consultant & Member of Advisory Panel, Indiana Commission on Continuing Legal Education (ICCLE), State of Indiana Supreme Court.

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

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

Consultancies

Johnson, J. N. (2008, December). University of Illinois at Chicago

University Service

University Committees

Banta, T. W. Information Technology Planning – Student Success Task Force

Mzumara, H. R. Member, Committee of Data Stewards (Placement Test Data at IUPUI)

Pike, G. R. IU Institutional Research Council

Campus Committees

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

Banta, T. W. Chancellor's Staff

Banta, T. W. Council of Deans

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

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

Banta, T. W. Dialogue Group

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

Banta, T. W. Faculty Council

Banta, T. W. Faculty Council Campus Planning Committee

Banta, T. W. Faculty Council Budgetary Affairs Committee

Banta, T. W. IUPUI Board of Advisors

Banta, T. W. Master Plan Advisory Committee

Banta, T. W. NCAA Self Study Steering Committee, Chair

Banta, T. W. Office for Women Advisory Council

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

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

Banta, T. W. Program Review and Assessment Committee

Banta, T. W. Resource Planning Committee

Banta, T. W. Survey Response Rate Committee

Banta, T. W. Tobias Center Faculty

Black, K. E. Program Review and Assessment Committee

Black, K. E. Academic Policies and Procedures Committee

Black, K. E. 2012 Committee

Black, K. E. NCAA Self Study Steering Committee, NCAA liaison

Black, K. E. Search and Screen Committee for the Assistant Director of the Testing Center

Johnson, J. N. Advisory Board for the Center for Service Learning

Johnson, J. N. Program Review and Assessment Committee

Johnson, J. N. Chair of the 2008 Impact IUPUI campus campaign

Johnson, J. N. Committee member, IUPUI Faculty/Staff Impact IUPUI Campaign Steering Committee from 2002 to present

Johnson, J. N. Co-Chair, 2009 Campus Campaign. Raised \$323,691 that was a 2% increase from the \$317,455 total in gifts raised in the 2008 campaign

Johnson, J. N. Chair, 2008 Screening Committee for the Assistant Director of Survey Research & Standard Reports in the Office of Information Management & Institutional Research

Johnson, J. N. Chair, 2008 Screening Committee for the Assistant Director of Enrollment Data & Ad Hoc Reporting in the Office of Information Management & Institutional Research

Kahn, S. Vice President, University Faculty Club in Indianapolis, June 2007-June 2009

Kahn, S. President, University Faculty Club in Indianapolis, June 2009-present

Kahn, S. 2012 Committee

Kahn, S. Council on Retention and Graduation

Kahn, S. ePort Executive Committee (chair)

Kahn, S. PAII Diversity Committee (chair)

Kahn, S. Personal Development Plan Planning Committee

Kahn, S. Program Review and Assessment Committee

Kahn, S. PRAC ePort Subcommittee (chair)

Kahn, S. RISE Evaluation Committee

Kahn, S. School of Medicine ePortfolio Committee

Kahn, S. Search & Screen Committee for Instructional Designer (Center for Teaching and Learning)

Mzumara, H. R. Member, Academic Policy and Procedures Committee

Mzumara, H. R. Member, ePortfolio Project Assessment Team

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

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

Mzumara, H. R., & Singh, J., Co-Chairs, PRAC Subcommittee on Course Evaluations; and Members, FAC Subcommittee on Student Evaluations of Faculty

Mzumara, H. R. Testing Center Representative, Campus-wide Frontline Staff (IUPUI)

Pike, G. R. Academic Policies and Procedures Committee

Pike, G. R. Council on Retention and Graduation

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

Pike, G. R. Enrollment Management Council

Pike, G. R. Enrollment Management Council Steering Committee

Pike, G. R. Program Review and Assessment Committee

School

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

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

Black, K. E. University College Faculty Responsibilities, Roles and Recognition Committee

Black, K. E. University College Task Force for Continuous Learning and Improvement

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

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

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

Professional Associations:

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

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

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

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

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

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

Kahn, S. Association of American Colleges and Universities (AAC&U)

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

Kahn, S. European Association for Institutional Research (EAIR)

Kahn, S. Professional and Organizational Development (POD) Network in Higher Education

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

Mzumara, H. R. Member, American Evaluation Association

Mzumara, H. R. Member, American Psychological Association (Division 5)

Mzumara, H. R., Member, Association for Institutional Research

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

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

Mzumara, H. R. Member, Indiana Evaluation Association

Pike, G. R. American College Personnel Association

Pike, G. R. Association for Institutional Research

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

Pike, G. R. Indiana Association for Institutional Research

Training

Conferences and Institutes

Johnson, J. N. Participant, National Association of College and University Business Officers Professional Development Program, Integrated Planning and Budgeting

Marsiglio, C. C., 2009 Indiana ACT State Organizing Conference, Indianapolis, IN (March 2, 2009)

Marsiglio, C. C., 2009 Southeast Region Annual ACT COMPASS Conference, New Orleans, LA (April 22 – 24, 2009)

Mzumara, H. R., 2008 Annual Meeting of the American Evaluation Association, Denver, CO (November 4 - 7, 2008)

Mzumara, H. R., 2008 Assessment Institute in Indianapolis, IN (October 26-28, 2008)

Mzumara, H. R., 2009 Indiana ACT State Organizing Conference, Indianapolis, IN (March 2, 2009)

Mzumara, H. R., Multicultural Teaching and Learning Institute, IUPUI (April 23, 2009)

Singh, J. H., 2009 Assessment Institute in Indianapolis, IN (October 26-29, 2008)

Singh, J. H., ROI Certification (ROI Institute): Building Capacity with Expertise with ROI Implementation, Chicago, IL (July 21-25, 2008)

Stoelting, K. A., 2009 National College Testing Association (NCTA) Annual Conference, San Antonio, TX (August 5 – 8, 2009)

Stoelting, K. A., 2009 Midwest Region Annual ACT COMPASS Conference, Chicago, IL (April 15 – 17, 2009)

Workshops

Marsiglio, C. C. *Coaching: Team Conflict and Workplace Relations*, IUPUI

Marsiglio, C. C. 2009 E. C. Moore Symposium on Teaching Excellence, IUPUI

Mzumara, H. R. *Business Continuity Planning*, Offered by IUPUI Office of Emergency Preparedness

Mzumara, H. R. *Coaching: Team Conflict and Workplace Relations*, IUPUI

Mzumara, H. R. 2009 E.C. Moore Symposium on Teaching Excellence, IUPUI

Mzumara, H. R. *Fundamentals of Supervision Series*, IUPUI

Mzumara, H. R. *Family Medical Leave Act (FMLA) Regulations*, IUPUI

Mzumara, H. R. *Leadership in Dynamic Organizations*, IUPUI

Mzumara, H. R. *Taking Adversity Out of Diversity*, IUPUI

Mzumara, H. R. *Riding the Wave: Successful Techniques for Navigating Changes at Work and in Life*, IUPUI

Mzumara, H. R. *Staff Communication/New Leader Transition Process*
(Offered by IUPUI HRA Training and Organization Development Department)

Singh, J. H. *NVivo 8 workshops*, Chicago, IL (November 6 – 7, 2008)

Singh, J. H. *WhatWorks® Methodology for Strategic Planning* (August 6, 2009)

Singh, J. H. *Enhancing PowerPoint for Online Classroom and Beyond* (July 23, 2009)

Singh, J. H. UITS: 2007 Microsoft Software Training (*EndNote: Basics; Excel: Basics & Analyzing Data with Pivot Tables; SPSS: Basics*)

Stoelting, K. *Business Continuity Planning*, IUPUI Office of Emergency Preparedness

Stoelting, K. *Staff Communication / New Leader Transition Process* meetings, Human Resources Training and Organizational Development Department

Stoelting, K. *IU's New OnLine Application (OLA) System*, Human Resources

Note: All full-time staff members at the Testing Center participated in the *Staff Communication / New Leadership Transition Process meetings* and the *TIME System* workshop facilitated by Human Resource Administration Training and Organizational Development Department (April-May, 2009); and a customized workshop on *Academics-Work Linkages Model* facilitated by Jackie Singh (CTL).

IUPUI Mission Statement (Trustee Approved – November 2005)

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

(Trustee-Approved – June 2002)

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

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

Teaching and Learning

Research, Scholarship, and Creative Activity

Civic Engagement, Locally, Nationally, and Globally

with each of these core activities characterized by

Collaboration within and across disciplines and with the community,

A commitment to ensuring diversity, and

Pursuit of best practices

Statement of Values

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

Goals for Implementing IUPUI's Mission

Excellence in Teaching and Learning

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

Excellence in Research, Scholarship, and Creative Activity

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

Excellence in Civic Engagement, Locally, Nationally, and Globally

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

March 19, 2009

IUPUI Mission-Related Goals and Action Steps

~ Integrating Content from the Academic Plan ~

Excellence in Teaching and Learning

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

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

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

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

Research, Scholarship, and Creative Activity

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

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

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

Excellence in Civic Engagement, Locally, Nationally, and Globally

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

1. Update the 2002 Civic Engagement Inventory via collaborations among Web developers and staff in Planning and Institutional Improvement (PAII), External Affairs, UITS, the Center for Teaching and Learning, the Center for Service and Learning, and University College.
 2. Phase in the collection of civic engagement information via the Faculty Annual Report system.
 3. Develop a database to document IUPUI translational research.
 4. Conduct research on civic educational outcomes for students engaged in experiential learning (e.g., field experience, internships, service learning, study abroad, undergraduate research).
 5. Document and celebrate staff, student, and faculty involvement in civic engagement activities.
- II. Enhance civic activities, partnerships, and patient and client services.
- A. Increase the number of campus-community partnerships.
1. Increase diverse civic engagement partnerships that vary in scale and formality.
 2. Increase civic engagement partnerships that have clearly defined goals and desired outcomes.
 3. Enhance cross-disciplinary partnerships with the community that involve faculty, staff, and students.
 4. Enhance co-curricular opportunities on and off campus for students to contribute to the civic welfare and common good of communities.
 5. Enhance strategic international partnerships with organizations and institutions overseas.
- B. Strengthen the nature and quality of campus-community partnerships.
1. Involve communities in developing, implementing, managing, and evaluating civic engagement activities that are mutually beneficial, innovative, equitable, and responsive.
 2. Include evaluation of civic engagement activities during campus program reviews and accreditation.
- C. Increase community access to campus resources.
1. Host educational, cultural, and recreational events (e.g., science fairs, Model United Nations, Race for the Cure, etc.) on campus.
 2. Provide Web sites and data bases of campus resources and expertise to increase community use of campus resources.
 3. Create a Visitor's Center and increase campus tours to inform others about campus resources and educational programs.

4. Provide educational programs to increase public awareness of campus resources.

D. Strengthen linkages with K-12 education.

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

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

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

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

IUPUI Priorities for 2009-10

Draft – July 2, 2009

Teaching and Learning

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

Research and Scholarship

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

Civic Engagement

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

Increase Resource Base

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

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

President's Priorities

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

2012 Committee
 ~ Meeting Summary ~
 September 29, 2008

Present: Trudy Banta, Karen Black, Mary Fisher, Michele Hansen, Susan Kahn, Josh Smith

In preparing for the 2012 reaccreditation process that will be conducted by the Higher Learning Commission of the North Central Association, the most visible target for our efforts must be our approach to general education. In 1992 IUPUI received a warning about the lack of a general education curriculum across the campus. In 2002, we were able to present the PULs (approved in 1998) and held out the promise that our approach to assessing student achievement of the PULs might involve a student electronic portfolio. By 2012 our reviewers will expect that we have widespread teaching and assessment of the PULs in every school. ***How might we begin to achieve this?***

First there are several **GROUPS** that could be enlisted to lead and/or support this effort:

Undergraduate Curriculum Advisory Committee	Communities of Practice
Academic Affairs Committee	Office of VC - Academic Affairs
Program Review and Assessment Committee	Center for Teaching and Learning
University College	Center for Research and Learning
Academic Policies and Procedures Committee	ePort Executive Committee

Then there are several natural **POINTS OF CONTACT** with students where learning and assessment can take place:

First Year Seminars	RISE Activities	Capstone Courses
Thematic Learning Communities		Survey for
Gateway Courses		graduating seniors

In addition, there are **INITIATIVES** that provide opportunities for us to ensure that the PULs are emphasized. These include:

- Program Reviews
- Annual PRAC reports (including the ICHE report)
- Campus surveys that include students' self assessments of learning gains
- Guidelines for developing new courses
- Guidelines for developing new curricula in general education and/or major fields
- Disciplinary accreditation reports
- Audits that PRAC members might conduct for each school followed by consultation
- Personal Development Plan
- Gateway PUL course assessment project
- Integrative Department Grants (for ePorts)
- RISE

Finally, **DOCUMENTS** we should review in this process include:

Annual PRAC reports	RISE
The annual Diversity Report	List of PUL prize winners (2008)
The matrix of general education courses X PULs	Continuing Student and alumni surveys

Now our challenge will be to review documents and connect groups and initiatives so that responsibilities can be assigned to address our goal for 2012.

2012 Committee Meeting Summary

April 29, 2009

At our meeting last week we made a few decisions that I would like to check with you. I believe we agreed to do the following:

1. Work with volunteers in such groups as the Gateway instructors, RISE instructors, ePortfolio users, and others to incorporate PUL assessments into their work.
2. Pursue the possibility of incorporating course X PUL mapping in the “4-year path to graduation” matrices being constructed for each undergraduate major. (Becky Porter will investigate this possibility.)
3. Ask faculty associated with each major to complete a course X PUL map in the fall, using the strategy outlined in item #2 above or independent of the 4-year path model.
4. Ask faculty associated with each major to develop a sampling plan for assessing the PULs, preferably beginning with a learning community at the freshman level and ending with a capstone course, with courses at the sophomore and junior levels in between. Initially we will leave a sampling plan, and the timing for completing assessment in all undergraduate courses to each faculty group.
5. We will build a Web site containing examples of good practice in each of the steps just identified. Initially we will concentrate on providing samples of rubrics that can be used to assess student learning in each of the PULs. A subcommittee of PRAC currently is working on the task of identifying or constructing such samples.
6. UITS is developing a method for recording faculty assessments of student learning of the PULs in their courses.

For a time, we will rely on volunteers to move us forward in all of these activities. But as time goes by, we must demonstrate that we have a plan for assessing student learning of all the PULs in each major over a period of years.

We had assumed that faculty would appreciate having a set of suggested questions for evaluating students’ perceptions of their learning of the PULs emphasized in given courses, but seeing these questions seems not to have had the positive reception we had anticipated. So we can put the questions on the Web site as a resource, but we will not at this time make an explicit reference to the use of this indirect measure of student learning as we ask faculty to consider the steps outlined above.

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

Vision

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

Mission

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

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

Operating Principles


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

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

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



the 2008
Assessment Institute



The Westin Indianapolis
Indianapolis, Indiana
October 26-28, 2008

**HOTEL RESERVATION
DEADLINE**
September 25, 2008

**INSTITUTE REGISTRATION
DEADLINE**
October 3, 2008

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

the 2008 Assessment Institute

October 26-28, 2008

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.

How to plan your Institute experience

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

What you'll learn at the Institute

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

Who should attend the Assessment Institute

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



Keynote Panel

- **Felice Nudelman**, *Director of Education, The New York Times*
- **Thomas A. Angelo**, *Professor of Higher Education, Pro Vice-Chancellor (Curriculum & Academic Planning), 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**, *Chancellor's Professor of Higher Education and Director, Center for Postsecondary Research, Indiana University*
- **Jeffrey A. Seybert**, *Director, Research, Evaluation and Institutional Development, Johnson County (KS) Community College*

Track Keynotes and Workshops

Emphasizing assessment in:

- **Civic Engagement – Keynote**
Amy M. Driscoll, Associate Senior Scholar, Carnegie Foundation for the Advancement of Teaching
- **ePortfolios – Keynote**
Sharon J. Hamilton, Chancellor's Professor Emerita and Former Associate Vice Chancellor for Academic Affairs, Indiana University-Purdue University Indianapolis
- **Faculty Development – Keynote**
Bret Eynon, Director, Center for Teaching and Learning, LaGuardia Community College
- **First-Year Experience – Keynote**
Gillies Malnarich, Co-Director, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen College
Emily Decker Lardner, Co-Director, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen College
- **Student Development and Diversity – Keynote**
Michael J. Cuyjet, Associate Dean, Graduate School and Associate Professor and Coordinator of the College Student Personnel Program, Department of Educational and Counseling Psychology, University of Louisville

Sunday, October 26

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

See workshop descriptions on next page

Monday, October 27

7:30 a.m.

Registration and Continental Breakfast

9:00 – 10:00 a.m.

Opening Plenary Panel: Thomas A. Angelo, Trudy W. Banta, Peter T. Ewell, George D. Kuh, Felice Nudelman and Jeffrey A. Seybert

10:15 – 11:15 a.m.

- Track Keynote Sessions: Civic Engagement, ePortfolios, Faculty Development, First-Year Experience, and Student Development and Diversity
- Best Practices Presentations

11:30 a.m. – 12:30 p.m.

Institute Luncheon
(\$25 per person – see registration form)

12:45 – 5:00 p.m.

- Concurrent Workshops – Featured Presenters
- Concurrent Workshops – All Tracks
- Best Practices Presentations

5:00 – 7:00 p.m.

Poster Sessions

5:30 – 6:30 p.m.

High Tea

Tuesday, October 28

7:30 a.m.

Continental Breakfast

9:00 – 10:00 a.m.

- Plenary Panel

10:15 – 11:30 a.m.

- Concurrent Workshops - All Tracks
- Best Practices Presentations

11:30 a.m. – 12:30 p.m.

Lunch on your own in Indianapolis

12:45 – 3:30 p.m.

- Concurrent Workshops – Featured Presenters
- Concurrent Workshops - All Tracks
- Best Practices Presentations

Pre-Institute Workshops

Pre-Institute workshops are optional in-depth sessions offered on Sunday, October 26, for an additional fee.

Track Keynotes & Related Workshops

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

Other Concurrent Workshops

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

Best Practices Presentations

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

Poster Sessions

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



Pre-Institute Workshops — Sunday, October 26

Pre-Institute workshops are optional in-depth sessions offered on Sunday for an additional fee. If you plan to attend a Pre-Institute workshop, refer to the website at www.planning.iupui.edu/institute as you make your selections on the registration form.

FULL-DAY WORKSHOPS 9 a.m. – 3:30 p.m.

7A The Integrated Postsecondary Education Data System (IPEDS)

Kimberly A. Thompson, Association for Institutional Research (AIR) and Regis University Sponsored by Association for Institutional Research (AIR)

1B Never Enough Time to Work on Assessment!

Amy M. Driscoll, Carnegie Foundation for the Advancement of Teaching; Mary J. Allen, California State University Bakersfield; Douglas J. Eder, University of North Florida; Swarup E. Wood, California State University Monterey Bay; and Joshua S. Smith, IUPUI (Special application and approval required before registering. See the website at www.planning.iupui.edu/institute for more details on how to apply and register.)

1C Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education

Barbara E. Walvoord, University of Notre Dame

HALF-DAY WORKSHOPS 9 – 11:30 a.m.

1D A Comprehensive Assessment Plan for a Large Entering Student Unit: Planning, Implementing, and Using Assessment Results

Scott E. Evenbeck, Michele J. Hansen, and Gayle A. Williams, IUPUI

1E Capstone Experiences and Their Use in Learning and Assessment: Mountaintops, Magnets, and Mandates

Stephen P. Hundley, IUPUI

1F Going for Gold

Pratibha Varma-Nelson and Sharon J. Hamilton, IUPUI

1G Can We Have It All? ePortfolio as a Tool for Integrative Learning and Assessment @ LaGuardia

Bret Eynon, LaGuardia Community College

HALF-DAY WORKSHOPS 1 – 3:30 p.m.

1H Moving From One-Shot Wonders to a Coherent Campus Plan for Diversity: Using Assessment Results to Create a Campus Culture of Diversity

Karen M. Whitney and Robert W. Aaron, IUPUI; and A. Katherine Busby, University of Alabama

1I Assessing Administrative and Support Areas

Ephraim I. Schechter, HigherEdAssessment.com

1J Using Electronic Portfolios to Assess Student Learning in Undergraduate Research Experiences

Kathryn J. Wilson, Anthony C. Stamatoplos, Jacqueline H. Singh, John Gosney, and Elizabeth J. Rubens, IUPUI; and Mary L. Crowe, The University of North Carolina at Greensboro

1K Electronic Institutional Portfolios for Accountability and Accreditation

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





IUPUI

Founded in 1969 as a partnership by and between Indiana and Purdue Universities, Indiana University-Purdue University Indianapolis is an urban research university with a growing reputation for innovation. We offer more than 200 degree programs - from associate to doctoral and professional - and IUPUI is among the top 20 institutions nationally in the number of health-related degrees and the number of graduate professional degrees granted. Nearly 30,000 students study at IUPUI, coming from all over the world, all 50 states, and all 92 Indiana counties. The campus is located just west of downtown Indianapolis, with easy access to city and state centers of government, business, and the arts. Restaurants, sports venues, parks, galleries, museums, the White River State Park, and the Indianapolis Zoo are within a short walking distance of the campus.

Indianapolis

The population of the Indianapolis Metropolitan Statistical Area (MSA) is 1,744,558. Indianapolis is referred to as the "Crossroads of America" and more than half of the nation's population lives within a day's drive of Indianapolis.

Downtown Indianapolis

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

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

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

Indianapolis is home to 22 galleries and 10 performing arts theatres, including the Eiteljorg Museum of American Indians and Western Art; the Indiana State Museum, which houses Indiana's first IMAX theatre; the Indianapolis Museum of Contemporary Art; and the Indianapolis Artsgarden.

NAME _____

TITLE _____

INSTITUTION/ORGANIZATION _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

EMAIL ADDRESS _____

DAYTIME PHONE _____ FAX NUMBER _____

SPECIAL ACCOMMODATIONS OR DIETARY NEEDS _____

INSTITUTE REGISTRATION	# OF PEOPLE	TOTAL
Individual \$275.00 x	_____	_____
Group \$265.00 x	_____	_____
Luncheon \$25.00 x (Monday Oct. 27)	_____	_____

Group = price per person for three or more from the same organization registering with single payment

OPTIONAL PRE-INSTITUTE WORKSHOPS (See workshop titles on pg. 5 of brochure. For full descriptions please see the conference Web site.)

	# OF PEOPLE	TOTAL
DAY <input type="checkbox"/> 1A*	\$50.00 x _____	_____
FULL DAY <input type="checkbox"/> 1B**	\$140.00 x _____	_____
FULL DAY <input type="checkbox"/> 1C	\$140.00 x _____	_____
MORNING <input type="checkbox"/> 1D	\$70.00 x _____	_____
MORNING <input type="checkbox"/> 1E	\$70.00 x _____	_____
MORNING <input type="checkbox"/> 1F	\$70.00 x _____	_____
MORNING <input type="checkbox"/> 1G	\$70.00 x _____	_____
AFTERNOON <input type="checkbox"/> 1H	\$70.00 x _____	_____
AFTERNOON <input type="checkbox"/> 1I	\$70.00 x _____	_____
AFTERNOON <input type="checkbox"/> 1J	\$70.00 x _____	_____
AFTERNOON <input type="checkbox"/> 1K	\$70.00 x _____	_____
TOTAL		_____

* 1A Sponsored by Association for Institutional Research (AIR)

** 1B Special application and approval required before registering. Please see the website at www.planning.iupui.edu/institute for more details on how to apply and register.

PAYMENT OPTIONS

CHECK/MONEY ORDER VISA MC AMEX

CARD # _____ EXP DATE _____

CREDIT CARD BILLING ADDRESS _____

CITY/STATE/ZIP _____

SIGNATURE _____

REGISTRATION INFORMATION

Registrations will be accepted until **October 3, 2008** on a first-return basis. There will be a service fee of \$15 for all cancellations made prior to October 14, 2008. There will be no refunds of any kind after October 14, 2008.

Make checks payable to **MP Records Communications** and mail to:

Mark Records
The 2008 Assessment Institute
MP Records Communications
9840 Westpoint Drive, Suite 260
Indianapolis, IN 46256
PHONE: (317) 841-8202
FAX: (317) 841-8206
EMAIL: mark@mprecords.com

HOTEL ACCOMMODATIONS

The Westin Indianapolis (Institute site) - Rooms are reserved at The Westin Indianapolis, 50 South Capitol Avenue, Indianapolis, IN 46204. The number of Institute rooms is limited. Reservations can be made by calling 1-317-262-8100, or through the Westin Central Reservation Offices at 1-800-937-8461. Be sure to identify yourself as attending the 2008 Assessment Institute to be eligible for the Institute rate. **The hotel deadline to obtain these rates is September 25, 2008.**

The Westin Indianapolis Room Rates:

Single Occupancy: \$130 + 16% tax
Double Occupancy: \$130 + 16% tax
Triple Occupancy: \$150 + 16% tax
Quad Occupancy: \$150 + 16% tax

EARLY HOTEL DEPARTURE FEES

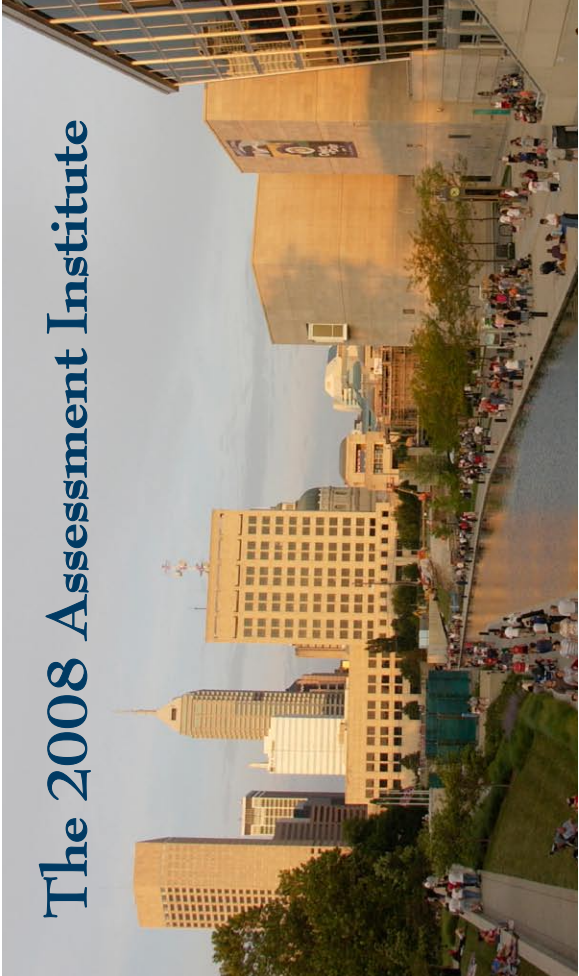
There will be an early departure fee of one night's room and tax in the event that you check out prior to your reserved check-out date. Guests wishing to avoid this fee must advise the hotel at or before check-in of any change in their length of stay.

The 2008 Assessment Institute

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

The Westin Indianapolis
Indianapolis, Indiana
October 26-28, 2008

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



NON-PROFIT ORG.
U.S.
POSTAGE
PAID
PERMIT #803
INDIANAPOLIS, IN

Appendix E

Indiana University-Purdue University Indianapolis
Planning and Institutional Improvement
355 N. Lansing St., AO 140
Indianapolis, Indiana 46202-2896

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
ACADEMIC UNITS					
Business		Information Request (13) Presentation/Workshop (1)	Evaluation/Assessment (ongoing)	Evaluation/Assessment (1)	Information Requests (5) Evaluation/Assessment (3)
IU Columbus		Information Request (7) Evaluation/Assessment (1)		Evaluation/Assessment (2) Planning Support (1)	Information Requests (2) Planning Support(2)
Continuing Studies	Planning Support (1)	Information Request (4)			Evaluation/Assessment (1)
Dentistry		Information Request (1)	Evaluation/Assessment (1)		
Education		Information Request (4) Evaluation/Assessment (1)		Evaluation/Assessment (1)	Information Requests (10) Evaluation/Assessment (3)
Engineering & Technology		Information Request (14) Evaluation/Assessment (1)	Evaluation/Assessment (ongoing)	Information Request (2) Presentation/Workshop (1) Planning Support (1)	Evaluation/Assessment (1)
Graduate School				Evaluation/Assessment (1)	
Health and Rehabilitation Sciences	Planning Support (1)			Planning Support (1)	Evaluation/Assessment (3)
Herron		Information Request (1)	Evaluation/Assessment (ongoing)		Evaluation/Assessment (3)
Informatics		Information Request (5)	Planning Support (1)	Evaluation/Assessment (1)	Information Request (12)
Journalism		Information Request (1)		Evaluation/Assessment (1)	Evaluation/Assessment (1)
Labor Studies					
Law		Evaluation/Assessment (1)			
Liberal Arts		Information Request (5) Evaluation/Assessment (3) Management Reports (1)	Evaluation/Assessment (1) Committee/Service (1)	Evaluation/Assessment (6)	Information Requests (2) Evaluation/Assessment (6)
Medicine		Information Request (1)	Committee/Service (1)	Evaluation/Assessment (3) Planning Support (1)	Information Requests (8) Evaluation/Assessment (50)
Music					
Nursing		Information Request (7)	Planning/Support (1)	Evaluation/Assessment (1)	Information Requests (1) Evaluation/Assessment (1)

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Physical Education and Tourism Management		Information Request (1) Evaluation/Assessment (1)	Evaluation/Assessment (1)	Evaluation/Assessment (2)	Evaluation/Assessment (2)
Public & Environmental Affairs (SPEA)		Information Request (11) Evaluation/Assessment (2)		Evaluation/Assessment (2)	Information Requests (3) Evaluation/Assessment (4)
Science		Information Request (19)	Evaluation/Assessment (1)	Evaluation/Assessment (2)	Information Request (3) Evaluation/Assessment (4)
Social Work	Planning Support (1)	Information Request (3)		Evaluation/Assessment (1)	Evaluation/Assessment (3)
University College		Information Request (22) Evaluation/Assessment (1) Committee/Service (1)	Evaluation/Assessment (1) Committee/Service (1)	Evaluation/Assessment (2) Committee/Service (1) Planning Support (1)	Information Request (20) Evaluation/Assessment (3)
Administration/ Academic Support Units					
Academic Affairs				Evaluation/Assessment (1) Committee/Service (2)	
Academic Core Group (Sukhatme)					
Academic Operational Reporting Committee (Sukhatme)					
Athletics Committee					
Center for Service Learning				Planning Support (1)	
Diversity, Equity, and Inclusion				Information Request (1) Committee/Service (1)	
Enrollment Services - Admissions		Information Request (15)			Information Requests (10) Committee/Service (1)
Enrollment Services – Financial Aid		Information Request (1)			
Enrollment Services - General		Information Request (24) Management Report (2) Planning Support (1)			Information Requests (4)
Enrollment Services - Registrar		Information Request (1)			Information Requests (2) Committee/Service (1)

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Enrollment Services – Scholarship Office		Information Request (2)			
Equal Opportunity, Office of		Information Request (1) Management Reports (1)			
External Affairs – Communication & Marketing		Information Request (3)	Publications (1)		
Human Resource Administration					
Human Resources / Work Study		Information Request (2)			
International Affairs		Information Request (2)			Evaluation/Assessment (1)
NON-Departmental		Information Request (20) Evaluation/Assessment (3) Management Reports (2) Planning Support (1) Presentation/Workshop (1) Committee/Service (10)			
Office for Women				Planning Support (1)	
Passport Office		Information Request (2) Management Report (1)			
Professional Development (CTL)		Information Request (3) Evaluation/Assessment (1)	Presentation/Workshop (3) Committee/Service (1)		Evaluation/Assessment (1)
ROTC					
Student Life and Diversity					
University Library		Information Request (4)			
UITS			Planning Support (1)	Evaluation/Assessment (4)	Information Request (2)
Work/Retention CTE Grant		Evaluation/Assessment (1)			
CAMPUS-WIDE ORGANIZATIONS					
Academic Core Group		Information Request (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Academic Policies and Procedures Committee		Committee Service (1)			
Academic Unit Reporting (AUR) Committee					
Council of Deans					
Council on Graduation and Retention		Information Request (1) Planning Support (2) Committee/Service (1)	Committee/Service (1) Presentation/Workshop (1)		
Diversity Cabinet	Planning Support (1)	Information Request (1) Evaluation/Assessment (1)			
Diversity, Equity, and Inclusion				Information Request (1) Committee/Service (1)	
Enhancing Minority Attainment (EMA) Task Force					
Enrollment Management Council		Committee/Service (1)			
Faculty Affairs Committee					Committee/Service (1)
Faculty Club			Presentation/Workshop (1)		
FASPAC Committee		Committee/Service (1)			
Faculty Council				Information Request (2) Evaluation/Assessment (1)	
Faculty Council Executive Committee			Presentation/Workshop (1)		
IMIR Management Reports		Management Reports (1)			
IMIR Web Products					
Indianapolis SIS Users Group					
IU Foundation				Planning Support (1)	
IUPUI Surveys		Evaluation/Assessment (6)		Information Request (4)	
Philanthropy				Evaluation/Assessment (2)	

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
				Planning Support (2)	
Program Review and Assessment Committee		Committee/Service (1)	Committee/Service (2) Presentation/Workshop (1)		Presentation/Workshop (1) Committee/Service (1)
Retention Task Force ??		Committee/Service (1)			
RISE				Information Request (1)	
Solution Center		Information Request (1)	Presentation/Workshop (1)		Information Request (5)
CAMPUS ADMINISTRATION					
Assistant Executive Vice President					
Chancellor's Office		Information Request (14) Evaluation/Assessment (1) Planning Support (10)		Evaluation/Assessment (2) Committee/Service (2) Information Request (1)	
Executive Vice Chancellor & Dean of Faculties Office	Planning Support (1)	Information Request (7) Evaluation/Assessment (1) Management Report (1)	Committee Service (1)		
Associate Chancellor for DEI/Multicultural Center		Information Request (6) Management Reports (1)			
Vice Chancellor for External Affairs					
Vice Chancellor for Finance and Administration		Information Request (3) Evaluation/Assessment (1)		Evaluation/Assessment (1)	
Senior Advisor to the Chancellor for Academic Planning and Evaluation	Planning Support (1)	Information Request (10) Management Report (10) Planning Support (1) Grant Project (1) Presentation/Workshop (1)	Committee/Service (1)		Information request (15)
Senior Advisor to the Chancellor for Academic Planning and Evaluation – Office of Institutional Effectiveness		Management Reports (1)			

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Vice Chancellor for Student Life	Planning Support (2)			Information Request (1)	
UNIVERSITY ADMINISTRATION					
Access & Success Conference					
Diversity Cabinet					
Higher Education & Student Achievement (HESA)		Information Request (1) Evaluation/Assessment (1) Committee/Service (1)		Committee/Service	
IU Goals Framework					
IU Institutional Research / URR		Information Request (2) Evaluation/Assessment (1) Committee/Service (5)			
Institutional Research Council					
Peoplesoft Projects		Committee/Service (3)			
President's Office				Information Request (2)	
Student Information Systems					
UITS		Information Request (2) Evaluation/Assessment (1)			
University Budget Office					
University Planning, Institutional Research and Accountability					
OTHER IU OR PURDUE CAMPUSES					
IU East					
IU Kokomo					
IU South Bend			Presentation/Workshop (1)		
Purdue West Lafayette					

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
LOCAL COMMUNITY					
Bureau of Labor Statistics					
Chartwells					
Clarian Health Partners Community Advisory Board				Committee/Service (1)	
Colleges and Universities					
CUE Deans (Consortium for Urban Education)				Committee/Service (1)	
GRADES Council Executive Committee				Executive Committee member (1)	
Indiana Association for Institutional Research		Committee/Service (2)			
Indianapolis Peace Institute					Grant Project (1)
Indianapolis Public Schools					
IUPUI Student					
Simon Youth Foundation Board and Education Committee				Committee/Service (2)	
United Way of Central Indiana				Evaluation/Assessment (1)	
STATE					
ICHE				Information Request (1)	
Ivy Tech State College					Information Request (25) Evaluation/Assessment (1)
NATIONAL					
Agency or Company:					
AASCU FIPSE Grant		Grant Project (3) Committee/Service (1)			
Academic Impressions			Presentation/Workshop (1)		

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
ACSP RFP					
American College Personnel Association				Committee/Service (1)	
American Evaluation Association					Committee/Service (2)
ASHE		Committee Service (1)			
Assessment Institute		Presentation/Workshop (1) Committee/Service (2)	Planning Support (1) Presentation/Workshop (2)	Presentation/Workshop (1)	Evaluation/Assessment (1)
Assessment Update		Publication (3)	Committee/Service (1) Publication (3)	Publication (1)	
Association for the Study of Higher Education				Committee/Service (1) Presentation/Workshop (1)	
Association for Institutional Research		Committee/Service (2) Publication (1)		Committee/Service (1) Presentation/Workshop (1)	
Association of American Colleges and Universities (AAC&U)			Management Reports (1) Presentation/Workshop (1)		
Captioning Survey					
Colleges and Universities				Information Request (110) Presentations (36)	Information Request (279) Evaluation/Assessment (78)
CSRDE Data Exchange					
FIPSE Assessment RFP					
FIPSE Grant					
Funded national research projects:					
Hossler Retention Survey		Committee/Service (1)			
Hosting Visitors			Presentations/Workshops (5)		
International Code Council, Inc					Information Request (6) Evaluation/Assessment (1)
Journal of the Scholarship of Teaching and Learning			Committee/Service (1)		
M.A. Rooney Foundation					

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
Miscellaneous Agencies			Committees/Service (4)		
Miscellaneous Manuscript Reviews		Committee/Service (2)		5 reviews	Information Request (1)
Miscellaneous Professional Service					Evaluation/Assessment (32)
NASULGC Voluntary System of Accountability					
National Postsecondary Education Cooperative (NPEC)				Committee/Service (1)	
National Service-Learning Clearinghouse			Presentation/Workshop (1)		
NCCI Leveraging Excellence Award					
NDIR Chapter					
Nina Mason Pulliam Charitable Trusts		Management Reports (1)			
NSF Program Panel Reviews					Evaluation/Assessment (8)
NSSE Deep Learning					
NSSE Expenditures Research					
NSSE/FSSE Consulting		Committee/Service (1)			
Research in Higher Education		Committee/Service (1)			
Review of Higher Education		Committee/Service (1)			
Sakai			Presentation/Workshop (1)		
Western Association of Schools and Colleges (WASC)			Presentation/Workshop (1)		
INTERNATIONAL					
European Institute for E-Learning IfEL			Presentation/Workshop (1)		

Schools, Offices, and Organizations Served by PAII Staff in 2008-2009

Schools, Offices, Organizations	Economic Model	IMIR	OIE	PAII	Testing Center
European Association for Institutional Research			Presentation/Workshop (1)	Presentation/Workshop (1)	
Hosting Visitors		Presentation/Workshop (2)	Presentation/Workshop (4)	Information Request (4)	Information Request (2)

**2008-2009 PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS**

Philosophy, Ph.D. in Nursing, Physical Education, Philanthropic Studies, and Campus & Community Life

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session	3	4			
Tour of Department and Special Facilities	3	4			
Descriptive Overview of Department	5		1	1	
Review of Academic Programs	4	2		1	
Undergraduate Student Interviews	3	1			
Graduate Student Interviews	6	1			
Faculty and Staff Interviews	4	2	1		
Meeting with University Support Representatives	2	2			3
Meeting with Representatives of Related Departments	5	2			
Meeting with Entry Support Directors	4				3
Observe PHST 530 Class		1			6
Meeting with Program Faculty		3			4
Meeting with School Dean	6	1			
Concluding Discussion	6				1

Assessing Student Learning Outcomes

IUPUI Summary Response to ICHE Goal 6

July 2008

Learning Outcomes for all IUPUI Undergraduates

Between 1991 and 1998, IUPUI faculty and staff worked toward a coordinated approach to general education for IUPUI undergraduates in a series of multi-disciplinary committees, day-long retreats, consultant-led workshops, and town hall meetings. This process culminated in 1998 with the adoption by the IUPUI Faculty Council of six Principles of Undergraduate Learning (PULs). Between 2005 and 2007 several faculty groups worked on revisions and on May 1, 2007 the following principles were approved by the Faculty Council:

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

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at IUPUI. They form a conceptual framework for all students' general education. Rather than being taught only in a set of specified courses offered primarily during a student's first two years of college, the PULs permeate the entire undergraduate curriculum, including the major field of study. Expectations related to the PULs that begin in the first year and continue through graduation speak to what graduates of IUPUI will know and be able to do upon completing their degrees and thus define the meaning of an IUPUI baccalaureate degree, regardless of major.

Engaging Learning Opportunities for Students

Through the combined efforts of faculty and administrative support staff, all IUPUI students should experience each of the following:

1. Prior learning is assessed in mathematics and selectively in foreign languages, chemistry, and several other disciplines upon matriculation and students are placed in courses appropriate to their levels of achievement.
2. Advisors work with incoming students to create a Personal Development Plan (PDP). The PDP outlines students' academic and career goals, and integrates them with the PULs. Advisors, faculty, and students provide opportunities for students to reflect upon their progress toward achieving their plans. In fall 2008, all students in UCOL Learning Communities will pilot the PDP. In 2009, all incoming first-year students will develop a PDP.
3. Students are introduced to the PULs in their First-Year Experience courses and Themed Learning Communities. These courses use active learning pedagogies and proven best teaching and learning practices.
4. Students continue to develop their PUL-related knowledge and skills in coursework, particularly in Gateway courses—those 30 or so introductory courses that account for over 30% of all undergraduate credit hours. Many of these courses have been revised over the past several years to support increased student engagement and success.
5. Students engage in experiential learning opportunities throughout their undergraduate programs, including undergraduate research, international study abroad, service learning, and other experiential opportunities such as internships, clinicals, practica, and the like. Beginning fall 2008, the RISE to the Challenge program will be developed, wherein we develop assessment and transcripting policies and procedures for these experiential learning opportunities, cross-referenced with the PULs.
6. Students' PUL-related knowledge and skills are assessed in the courses in which these concepts are taught, with baccalaureate-level skills assessed in capstone courses or in association with other culminating experiences such as internships, undergraduate research studies, design projects, or professional licensure exams. Reflection and hands-on experiences related to students' chosen fields characterize many of these experiences.
7. Faculty and professional staff use both direct and indirect measures of student learning to improve curriculum, instruction, and assessment processes.

Administrative Structures and Practices that Promote Learning

Various mechanisms have been established at IUPUI to ensure that the seven processes listed above are occurring and that they are having a positive impact. These mechanisms include both locally developed and national surveys, comprehensive academic program reviews, performance indicators, and annual assessment reports. Beginning fall 2008, IUPUI will have its first Undergraduate Curriculum Advisory Committee, a collaborative committee comprising faculty elected through the faculty governance system and faculty appointed by the Office of Academic Affairs, to ensure that curricula are designed to support and provide the processes listed above.

Surveys

Indirect evidence of student learning is collected annually through surveys administered to representative samples of enrolled undergraduates. The locally-developed *IUPUI Continuing Student Survey* was administered first in 1995 and annually until 2001 when this survey was moved to a biennial administration to permit use of the *National Survey of Student Engagement (NSSE)* in the alternate years.

Program Review

Comprehensive academic program review provides an additional mechanism for ensuring that general education instruction and assessment are occurring according to plan. Peer review of all academic units (and many student support and administrative units) is conducted in a seven-year cycle and review teams are directed to comment on the quality of curricula, methods of instruction, and the evidence of student learning in general education (based on the PULs) as well as the major field of study. Each unit prepares a self study, which is reviewed first by a faculty subcommittee of the Program Review and Assessment Committee (see page 3 for a description of PRAC).

Performance Indicators

IUPUI has developed performance indicators designed to chart progress on ten institutional goals, including student learning outcomes. Underlying each of the macro-indicators related to teaching and learning is a rich set of sub-indicators based on direct and indirect evidence derived from the sources just described (see www.iport.iupui.edu and <http://www.iport.iupui.edu/pi/>).

Annual Assessment Reports

To ensure that IUPUI students have opportunities to participate in engaging learning experiences that are aligned with expected learning outcomes, IUPUI faculty have developed the template that appears below for initiating and guiding assessment of learning in academic units.

What general outcome do we seek?	How will we know this outcome when we see it? That is, what will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do? That is, how can we assess student learning?	What are the assessment findings?	What improvements have been made based on assessment findings?
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An oversight group, the Program Review and Assessment Committee (PRAC), with representation from each academic unit as well as student affairs, prepares an annual report on the assessment of student learning using the template illustrated above. The campus report is

based on individual reports submitted by each academic unit and the Division of Student Affairs. The content of the campus report is reviewed by a PRAC subcommittee, and suggestions for improvement of approaches to instruction and student support services, as well as assessment methods, are offered.

ePort

IUPUI's electronic portfolio (ePort) enables students and faculty to document student learning of the PULs, using authentic student work produced in and out of the classroom as evidence of achievement for both accountability and improvement. Work that students collect and submit to ePort can provide a rich source of documentation for the annual assessment reports and guide faculty efforts to improve curriculum and pedagogy. As faculty members and departments incorporate ePort into their curricula, they simultaneously refine courses and whole curricula to address desired learning outcomes more deliberately and effectively. Thus, ePort supports improvement in learning outcomes at the same time that it demonstrates these outcomes.

Assessment Findings and Responsive Actions

Surveys

The *IUPUI Continuing Student Survey* contains a series of questions that ask students to *rate their knowledge and abilities* in the areas described in the PULs. A careful examination of student responses to these questions can provide a general gauge of the extent to which undergraduates at IUPUI believe they have the abilities that comprise the PULs. In addition, comparing the average responses of lower- and upper-division students can suggest how experiences encountered at IUPUI contribute to learning and development. The table below presents the overall means and means for lower- and upper-division students to the knowledge and ability questions.

PUL/Survey Question	All Students	Lower-Division	Upper-Division
<u>Core Communication & Quantitative Skills</u>			
Reading and understanding books articles, and instruction manuals	4.39	4.19	4.49
Solving mathematical problems	4.39	4.19	4.49
Finding useful information on the internet for work-related projects	4.37	4.22	4.47
Writing clearly and effectively	4.23	4.03	4.33
Speaking clearly and effectively	4.13	3.98	4.20
Working as part of a team to solve problems	4.26	4.11	4.34
Preparing a presentation that I will deliver to a group	4.14	3.90	4.27
Writing a final report on a project or other work assignment	4.23	4.00	4.35
Understanding a statistical report	3.60	3.43	3.70
<u>Critical Thinking</u>			
Thinking critically and analytically	4.17	3.96	4.30
Evaluating other people's ideas and proposed solutions	4.18	4.03	4.29
Systematically review and improving own ideas about how to approach an issue/problem	4.17	3.98	4.28
Creatively thinking about new ideas or ways to improve existing things	4.14	4.00	4.22
Discussing complex problems with co-workers to develop a better solution	4.12	4.01	4.18

PUL/Survey Question (Continued)	All Students	Lower-Division	Upper-Division
<u>Integration and Application of Knowledge</u>			
Applying what I learned in college to issues and problems I face every day	4.07	3.92	4.16
Gathering information from a variety of sources when deciding what action to take	4.19	3.97	4.30
Finding new ways to use my skills and knowledge as I encounter new situations/problems	4.15	4.00	4.24
Putting ideas together in new ways	4.12	3.99	4.20
<u>Intellectual Depth, Breadth, and Adaptiveness</u>			
Having a general understanding of subjects other than the one in which I majored	4.11	3.97	4.18
Learning independently	4.32	4.16	4.42
Learning new approaches to work or to advanced studies	4.08	3.91	4.18
Trying different approaches to solving a problem	4.11	3.95	4.20
Having an in-depth understanding of my major field of study	3.96	3.71	4.12
<u>Understanding Society and Culture</u>			
Dealing with conflict among co-workers and friends	4.08	3.99	4.13
Working effectively with people of different races, ethnicities, and religions	4.40	4.33	4.44
Communicating effectively with people who see things differently than I do	4.18	4.07	4.25
<u>Values and Ethics</u>			
Exercising my responsibilities as a citizen (voting, staying current with community and political issues)	3.96	3.77	4.04
Making informed judgments when faced with ethical dilemmas	4.25	4.11	4.32
Recognizing the consequences of my actions when facing a conflict	4.45	4.36	4.50

An examination of these results reveals that students tended to rate their abilities in domains related to the PULs as high or very high (i.e., between 4 and 5 on a 5-point scale). All but three of the items have means of 4.00 or greater for all students, and two of the items rated below 4.00 have means of 3.96. It is also notable that *upper-division students rated their abilities more highly than lower-division students* on every outcome measure. Although the difference between upper- and lower-division students is not conclusive evidence of the value added by an IUPUI education, the consistency of the results across all of the PULs suggests that attending IUPUI does make a difference in student learning.

Program Review

In response to the review of academic advising in University College, the staff undertook a pilot program in 2007-08 to assign specific advisors to all incoming beginning students in the Fall of 2008. This is a priority because the assignment of an advisor ensures that a beginning student has a connection with an individual on campus and fosters greater student learning and increased student satisfaction with advising. A new senior advisor for learning communities has been hired in response to the recommendation that better training be provided for learning community teams. The functions of career counseling/planning and advising have been integrated and the career staff have been relocated to University College. A monthly reading/discussion group has been established to move toward increased professionalization of advising. One meeting of this group was devoted to learning more about the scholarship of advising and was facilitated by a faculty member in the School of Education.

School of Engineering and Technology faculty conducted several reviews for which follow-up meetings were conducted. As a result of the reviews, the school made several changes, including having the dean schedule a meeting with all department chairs every 2 weeks in which chairs are given the opportunity to participate in more school level decisions. The school has formed a recruitment and retention committee and The Freshman Technology Center to increase enrollment, retention, and graduation rates. Faculty across disciplinary boundaries are collaborating in research proposal development with the school's dean of research. The school has restructured to provide more support staff to departments.

The Departments of Communication Technology, Engineering Technology, and Computer, Information and Leadership Technology in the School of Engineering and Technology conducted a joint review. The review team recommended a reorganization of the technology departments. As a result, the five technology departments were consolidated into three without loss of programs. More courses are offered on line and the Facilities Management master's option in technology was introduced in the fall semester (www.engr.iupui.edu/facmgt). Four courses for the program were developed, put online and taught during the 2007-08 academic year.

Responding to recommendations from the Mechanical Engineering review team, faculty have set a goal to reach \$1M (from \$600,000) in research expenditures by 2010. In addition, the faculty plans to expand collaboration with central Indiana industry by providing more interns, graduates, and capstone projects while collaborating with employers on research and development projects. New or vacant faculty positions in renewable energy and biomechanics have been filled. Investments have been made in laboratories. Responding to the

recommendation that graduate programs be established, the department has proposed a new graduate certificate in systems engineering.

The Electrical and Computer Engineering faculty have invited the dean and his staff to meet with them monthly to improve communication. A three-year course offering plan has been developed and posted to the ECE website. In response to the issue raised about the declining quality of students in the program, tutoring services for sophomore and junior courses have been implemented. In addition, a student advisory committee has been established. Student involvement issues have been addressed in part by (1) providing the IEEE student chapter with office space, (2) securing teaching labs with computer-controlled electronic locks so that ECE students have more access, (3) communicating with ECE students regularly via email and bulletin board announcements, and (4) initiating recruitment events. Computers, printers, and network switches in the laboratories have all been upgraded and a computer upgrading plan is being written. Finally, as a result of this review and the 2004 ABET visit, the department conducted its first comprehensive planning process in which vision and mission statements were written and approved; goals and objectives for teaching and learning, research and service, and engagement were written and prioritized; and an implementation plan was approved. Supporting the implementation plan are faculty annual performance evaluation guidelines, faculty rewards guidelines, tenure and promotion criteria, the ECE research plan, a peer review of teaching plan, a marketing plan, a laboratory maintenance and upgrade plan, and a graduate and undergraduate enrollment plan. Finally, the dean has instituted a *Meeting with the Dean* series for students.

Performance Indicators

Two of IUPUI's ten mission-related goals focus directly on student learning. These goals are stated: "support and enhance effective teaching" and "enhance undergraduate student learning." Each year faculty and staff review panels are convened to assess IUPUI's progress in these areas using the following scoring rubrics:

A green light indicates that the goal is being achieved at an acceptable level or is clearly heading in the right direction.

A yellow light indicates that the goal is not being achieved at an acceptable level, though it might be improving or declining slightly.

A red light indicates that the current status or direction of change is not acceptable.

The data used to evaluate success in the area of supporting and enhancing effective teaching show that the goal is not being achieved at an acceptable level (a yellow light). Although the data suggest there are increasing levels of faculty participation in professional development opportunities related to teaching and learning, the effective use of technology to improve teaching and learning was rated very negatively.

A yellow light was also assigned to the goal of enhancing undergraduate student learning. The data continue to show that IUPUI is moving toward a more inclusive, welcoming, learning environment, with assessment efforts on the rise and improvements in student satisfaction. Student advising, however, is lagging behind other components of this goal, with current student and alumni surveys consistently documenting that this is an area needing improvement.

Likewise, first-to-second year retention rates have not improved significantly, and they lag well below the retention rates of our peers.

The Student Electronic Portfolio

The IUPUI student electronic portfolio (ePort) is designed to provide evidence of both achievement and improvement in each of the PULs as they are learned within various contexts—first-year experiences, the major, and RISE experiences, for example. Authentic evidence of individual student learning, as well as aggregated information about learning at the course, department, program, and campus levels will be increasingly available as the ePort software matures and is more widely adopted across the campus.

The implementation of ePort is integrated with several concurrent initiatives, such as the establishment and maintenance of faculty Communities of Practice based on the PULs, implementation of a Personal Development Plan in first-year experiences, the RISE initiative (including undergraduate research, international learning, service learning/community engagement, and other experiential learning opportunities, such as internships, practica, and clinical and field experiences), and faculty development. This progress report therefore includes information about these integrative aspects of ePort implementation.

Since the academic year 2005-2006, implementation of ePort has been supported at the department/program level by two-year Integrative Department Grants, designed to engage department faculty in conversations about and improvement of student learning. The goal is to integrate the Principles of Undergraduate Learning explicitly into discipline-specific learning outcomes, and to develop assignments that provide evidence of student learning in both the discipline and relevant Principles of Undergraduate Learning. Each department receiving a grant is provided funding for faculty to engage in significant planning for student learning, and for a team of specialists in instructional design, instructional technology, assessment, and information resources to support curricular transformation resulting from those discussions. Assignments integrating the Principles with learning outcomes for the major are submitted to ePort to document growth and achievement in student learning.

Recipients of early Integrative Department Grants, including the Department of Secondary Education, the Division of Education at IUPU Columbus, and the Department of Visual Communication have made significant strides toward building curricula that more intentionally incorporate and assess the PULs and related discipline-specific learning outcomes, using customized versions of the ePort learning matrix. Current grantees, including the Biology Honors Program, the School of Engineering and Technology, the Department of Computer and Information Science, and the School of Dentistry are making good progress. For the 2008-2010 round of grants, new projects have been funded in the Department of Computer, Information, and Leadership Technology and the Department of Tourism, Convention, and Event Management. In addition, the IUPUC campus is beginning a campus-wide initiative to implement ePort.

The availability of modest funding support to implement ePort at the department, program, and school levels has generated considerable interest among IUPUI schools and departments, where faculty have begun to see ePort as a means of supporting learning and

assessment of both disciplinary outcomes and the PULs. The ePort team, made up of representatives of the Center for Teaching and Learning, the Consortium for Learning and Scholarship, Planning and Institutional Improvement, and University Information Technology Services, works intensively with these departments, both to guide and advise them on implementation of ePort and to seek their feedback on ongoing development of the software. Development priorities for the coming year include continuing to build assessment capabilities that will automate aggregation and disaggregation of assessment outcomes based on student work submitted to ePort.

1. **Communities of Practice (CoPs):** To date, five CoPs have been established, one for each of the PULs, except for Depth, Breadth, and Intellectual Adaptiveness, which is addressed in two additional Communities of Practice, namely Civic Engagement across all the PULs, and Technology and the Scholarship of Teaching and Learning. With a total engagement of around 80 faculty, these Communities are still fledgling. Nonetheless, they are doing important work in relation to ICHE Goal 6. They have refined the expectations for learning of the PULs at the introductory and intermediate levels and have developed some sample assignments that explicitly integrate the targeted PUL with discipline-specific concepts and knowledge. The expectations for learning appear in the ePort learning matrix, and the sample assignments provide well-structured opportunities for students to demonstrate their learning of the PULs in ePort.
2. **The Personal Development Plan.** The ePort team is working with University College to integrate the Personal Development Plan into ePort. Beginning in Fall 2008, all students in UCOL-sponsored first-year seminars will create a reflective PDP that delineates their goals for their education and beyond, focusing on how their mastery of the PULs and participation in RISE experiences will help them achieve those goals. Students will include the PDP in their ePortfolios and revisit it periodically over the course of their education at IUPUI. A task force on the PDP has recommended that it be implemented in all first-year experience seminars (i.e., those sponsored by schools other than University College, as well as the UCOL ones), and revised during the second semester, at the point when students enter a major, and prior to graduation. These revisions would provide opportunities to students to interact with ePort periodically.
3. **The RISE Initiative:** IUPUI's new academic plan calls for all IUPUI undergraduates to participate in two experiences captured in the acronym "RISE"—Undergraduate **R**esearch, **I**nternational Learning, **S**ervice Learning, or other **E**xperiential Learning opportunities, such as internships, practica, and clinical and field experiences—during their college careers. Some of these experiences will take place within courses; others will not be associated with specific courses, but will still be represented on students' transcripts. The faculty, administrators, and units responsible for RISE have agreed that RISE experiences shall focus on the PULs and shall include a reflective component that will be incorporated into students' ePorts, along with other relevant materials from a given experience. The process is already well under way in the area of undergraduate research, where IUPUI faculty members are leading a national NSF-funded project that is using electronic portfolios to assess intellectual growth resulting from mentored undergraduate research. Our Center for Service and Learning has

also done a considerable amount of work on using reflection to document service and civic engagement. Detailed planning for RISE will begin this fall, with implementation planned for Fall 2009. As the RISE project takes shape, we will continue to work on integrating it with the PULs and ePort.

4. **Faculty Development:** The Center for Teaching and Learning provides support for faculty who wish to learn how to use ePort to document progress and achievement in the PULs. The Center works with the ePort team to co-sponsor several workshops each semester, including an ePort kick-off for faculty members beginning new Integrative Department Grants, a once-a-semester ePort Symposium that brings together grantees to exchange information and ideas, and sessions on such topics as curriculum mapping and reflection. Intensive individual technological, pedagogical, and assessment support is also provided. Every Center-sponsored workshop involving course development includes sessions on the PULs and information about how to develop assignments that integrate the PULs explicitly with discipline-specific concepts.
5. **Integrative Department Grants:** These grants provide resources, including funding and technological, pedagogical, curricular, and assessment expertise to departments seeking to develop their curricula in ways that explicitly integrate the PULs throughout the major, providing opportunities for students to achieve a basic level of competence in all of the PULs, and, beyond that, to grow and develop intellectual competence in the PULs as they progress through the major. This intellectual growth and achievement is documented and assessed using ePort.

The above five initiatives provide a widening network for integrating and supporting the Principles of Undergraduate Learning throughout the campus, as well as increasing faculty engagement with ePort as a means for documenting progress and achievement in the PULs. This intentionally incremental approach is enabling faculty to come on board at a comfortable pace, ensuring that their motivation to enhance student learning of the PULs becomes the prime factor in their engagement.

Annual Assessment Reports

Direct and indirect sources of evidence of student learning are being used in every school to guide efforts designed to improve curricula, instruction, and student support services. Some examples of evidence and responsive improvements drawn from the 2007 reports from academic units are summarized below:

School (with Majors)	Source(s) of Evidence	Responsive Improvements
Business	Carefully structured homework exercises and carefully coded tests (FA), pre- and post-test score improvements (HR & OM), research papers (team and individual), course evaluations (HR), and survey	A representative sample of courses reported using Kelley's new course assessment strategy. Financial Accounting (FA) course faculty will be encouraged to provide more elaboration on the recommended process for solving the problems. Other FA improvements will include generating a "must know" list and providing weekly timed

	responses (OM)	quizzes. One Human Resources (HR) course faculty will place more emphasis throughout the course on relevant class material; and more course review time will be applied near the end of the semester. Both actions are expected to help increase student learning. The Operations Management (OM) group is planning to analyze the pattern of errors in exams to determine a more effective way to present the material. They will also generate a list of "typical problems" associated with both homework exercises and tests.
Dental Hygiene	Surveys and Feedback from students, faculty, patients, advisory committee, and alumni.	A significant effort was made to analyze all curricular components in the Associate Degree Program for their relevance and value in addressing the student learning competences and program goals. As a result of this comprehensive analysis, a number of curricular changes were made: contact hours and/or credit hours were reduced in two courses; credit hours were increased in the Head & Neck Anatomy course and the Clinical Periodontics course, based on student, faculty and external assessments. Assessment tools also were evaluated for their relevance to student learning goals. The need for more assessment tools to promote critical thinking and problem solving was identified and specific tools are being developed for several of the clinical DH courses for 08-09. Assessment of changes made in the 2007-08 curriculum were reviewed, based on their assessments, and found to be successful. New clinical experiences initiated in 2007-08 were successfully implemented, and received positive feedback from community partners, students, and faculty involved. They will be continued for the coming year. A change in the scope of legal practice for hygienists in Indiana resulted in the creation of a new course in local anesthesia that will be offered Fall 2008 for the first time. Assessment of clinical competence exams found that no changes were needed for the coming year in existing exams. Two new competence exams will be added. Utilization of online instruction in the Evidence-Based Learning, Preventive Dentistry and Clinical Practice II courses in the AS program, and the Educational Methodology courses in the BS program were initiated and assessed based on student evaluations

		and student achievement (grades). Students liked the online components of the courses very much and requested that more courses utilize online approaches to instruction. Feedback from current BS degree completion students led to the decision to offer the H406 and H407 Educational Methodology courses once a year instead of once every two years. This feedback coupled with increased student enrollment in the program led to the decision to offer the course annually. Progress on the BS entry-level curriculum has been delayed due to a request by the Dean.
Education <ul style="list-style-type: none"> Secondary 	Benchmarks At the end of the first year students and faculty provide a rating of disposition along 30 dimensions. Students write a reflection reporting on areas of growth and/or concern cited by the faculty. Prior to student teaching, students view and analyze a content pedagogy teaching case.	Faculty review the results of the benchmarks in light of program and course objectives. Modifications are made to address areas of weakness.
Engineering and Technology <ul style="list-style-type: none"> Architectural Technology 	Syllabi for each course (and each of its sections) specify at least one PUL and one ABET program outcome. Instructors are charged with assessing any PUL and ABET program outcome noted for a given course, reporting the findings and recommending actions for course improvement. At least one course is identified to assess each PUL and ABET program outcome. Homework assignments, lab reports, projects and presentations, final exams in courses <ul style="list-style-type: none"> Capstone project reports Student satisfaction surveys Student exit surveys Alumni surveys Employer surveys Industrial Advisory Board 	Architectural Technology full and part-time faculty are educated in and involved in the collection of work items and outcomes data. Courses assess all of our accreditation-based program outcomes and we think will prove to be good indicators of student learning as we stabilize the administrative groups of both areas. We were reviewed and recommended for full ABET accreditation for ART (6 years); and continue to develop our ART BS degree.

	<p>appraisals</p> <ul style="list-style-type: none"> ● Faculty end-of-semester reflections ● Internship reports done by Graduates <p>We have mapped these onto the IUPUI Principles of Undergraduate Learning to show that all PULs are thus assessed and have found patterns that indicate students are meeting or exceeding our expectations. We continue to refine the connection between work items and measurable outcomes to better substantiate this data.</p>	
<ul style="list-style-type: none"> ● Biomedical Engineering 	<p>Course outcomes, available on the BME website and in individual course handouts, are associated with specific ABET program outcomes, which in turn are mapped to university PULs.</p> <p>Program outcomes and objectives have been defined and submitted to our constituents, who have provided suggestions and feedback.</p> <p>Ultimately our assessment process will use four key measurements:</p> <ul style="list-style-type: none"> ● Student learning through student works, including homework, laboratory, and exam performance; ● Industry's satisfaction with our graduates using surveys and focus groups; ● Alumni satisfaction using surveys and focus groups; and ● Matriculation rates, graduation rates, job placement, graduate school admissions, and 	<p>Student performance on measures of course outcomes continues to influence the development and refinement of courses. Senior courses were offered for the first time in the fall; as a result of student performance and feedback in these and other courses, several changes have been made:</p> <ul style="list-style-type: none"> ● Assignments in several courses in the junior year have increased emphasis on writing, as well as on open-ended problem solving; ● Textbooks used in the junior-level curriculum have been re-evaluated, and in two cases (Biosignals and Systems; Biomedical Computing) replaced with books that give a stronger analytical foundation; and ● The Biosignals and Systems course is being re-worked to include an introduction to Simulink, useful for the senior-level Quantitative Physiology course. <p>Over the summer we will discuss the student learning outcomes as a faculty to determine changes for next year.</p> <p>We continue to be guided by feedback from the 2005 BME department review: in particular, all faculty now have offices, and about half have allocated laboratory space, in the same engineering building, rather than being scattered all over the engineering and medical areas. The consolidation</p>

	<p>advancements.</p> <p>Our first undergraduate degrees were awarded in May 2008. Because we did not yet have any graduates during 2007, at present (1) has been used as our primary assessment tool, supplemented with student feedback on their experiences in our new BME courses and university/peer feedback from continued communication with our advisory board and other constituents. We have selected several courses for more targeted assessment of ABET outcomes/PULs. At present all homework and exams are being collected, scanned, and stored, in order to provide data on the evolution of our curriculum and student learning over several subsequent semesters.</p>	<p>of faculty space will continue in the upcoming year. Furthermore, the capstone senior design class, offered for the first time this year, was taught by Bill Combs, an engineer from Medtronic, who introduced ideas of entrepreneurship into the course. Elective courses continue to be developed to meet the needs and interests of our undergraduate students.</p>
<ul style="list-style-type: none"> • Biomedical Engineering Technology 	<p>Every course has specific objectives that are linked to the Program Outcomes as required for ABET accreditation. Every Program Outcomes is mapped to one or more of the PULs.</p> <ul style="list-style-type: none"> • Reports assessed using rubrics: <ul style="list-style-type: none"> ○ Course project reports (written & oral) ○ Capstone project reports (written & oral) ○ Research reports ○ Formal laboratory reports • Final exam questions targeted to specific objectives • Student satisfaction survey • Student & faculty course objective surveys. 	<p>Every semester, course coordinators are required to review all assessment data and propose changes to each course as indicated. In addition to changes in individual courses, the following changes were made that affected the curriculum as a whole:</p> <ul style="list-style-type: none"> • To improve problem solving: continued recitation session for ECET 107 and added a session for ECET 157. • To improve mastery of the knowledge, techniques, skills and modern tools of their discipline, new laboratory equipment was purchased and assignments written. • To improve student understanding of appropriate professionalism in the workplace, guidelines for practicum students were designed and implemented. • To improve student's awareness of reference quality and literature searches as well as proper citation methods, guidance materials were posted in BMET 420 and 440.

	Industrial Advisory Board appraisals	
<ul style="list-style-type: none"> Computer Engineering 	<p>Our learning goals are embedded in our assessment of Program Outcomes for ABET accreditation. Each of the Program Outcomes is mapped to the PULs.</p> <ul style="list-style-type: none"> Capstone project reports Laboratory reports Final exams Midterm exams Student satisfaction surveys Alumni surveys Employer surveys Industrial Advisory Board appraisals Student Advisory Council Oral presentations Term papers/project reports 	<p>Curriculum Changes:</p> <ul style="list-style-type: none"> ECE400 Senior Seminar is being discontinued and reconstituted as ECE 200 Sophomore Seminar to give students earlier exposure to subjects such as interviewing, resume writing, entrepreneurship, and internships. This change has been formalized this year and will be run for the first time this fall. ECE 492 Senior Design is being converted to a two-semester course. ECE 487(1 cr.) and 488(2 cr.) will be the new course numbers. Students will receive project assignments about one-half of the way through the first semester. Feedback from Faculty and Course Outcomes Survey showed that students were struggling with the current structure of C Programming courses(ENGR 197 and ECE 264). Faculty developed a plan to create one C Programming course to cover material presented in both courses. The new course ECE 262 will be 4 credits and will contain the same material covered in the two previous courses. Faculty voted for the creation of an Engineering Economics course based on feedback from our Industrial Advisory Board and alumni. The new course will be one of a few courses that will satisfy a new Economics requirement on the Plan of Study. A new General Education elective was proposed and passed by the department faculty. Engineering Project Management is in the process of being approved for future offerings. Feedback from Industrial Advisory Board and alumni spurred this change.
<ul style="list-style-type: none"> Computer Engineering Technology 	<p>Every course has specific objectives that are linked to the Program Outcomes as required for ABET accreditation. Every Program Outcomes is mapped to one or more of the PULs.</p> <ul style="list-style-type: none"> Reports assessed using rubrics: <ul style="list-style-type: none"> Course project reports (written & oral) Capstone project reports 	<p>Every semester, course coordinators are required to review all assessment data and propose changes to each course as indicated. In addition to changes in individual courses, the following changes were made that affected the curriculum as a whole:</p> <ul style="list-style-type: none"> To improve problem solving: continued recitation session for ECET 107 and added a session for ECET 157 <p>To improve mastery of the knowledge, techniques, skills and modern tools of their discipline, new laboratory equipment was purchased and</p>

	<p>(written & oral)</p> <ul style="list-style-type: none"> ○ Research reports ○ Formal laboratory reports ● Final exam questions targeted to specific objectives ● Student satisfaction survey ● Student & faculty course objective surveys. ● Industrial Advisory Board appraisals 	<p>assignments written.</p>
<ul style="list-style-type: none"> ● Computer Graphics Technology 	<ul style="list-style-type: none"> ● Syllabi for each course identify Learning Outcomes based on ABET accreditation requirements. <p>These Outcomes are tied to the IUPUI Principles of Undergraduate Learning.</p> <ul style="list-style-type: none"> ● Laboratory written and oral project reports ● Homework assignments, quizzes, final exams in courses ● Course projects and presentations ● Capstone projects and reports ● Student satisfaction surveys ● Student exit surveys ● Faculty formative and summative reflections 	<p>Based on outcomes of the assessment measures, several programmatic changes were made:</p> <ul style="list-style-type: none"> ● The CGT program decided to initiate a student laptop program fall 2008. ● The Associate Degree Option for both the Interactive Multimedia Development and Technical Animation & Spatial Graphics tracks were made comparable. Here are some of the specific changes made: <ul style="list-style-type: none"> ○ Math 153 (1st semester) and Math 154 (2nd semester) were replaced with Math 159 (however, students can still take Math 153 and Math 154 in place of Math 159). ○ CGT 216 was moved from the 4th semester to the 3rd semester. ○ CGT 299 was added to the 3rd semester. ○ TCM 340 was moved from the 6th semester to the 3rd semester. ○ IET 104 was dropped as a requirement in the 3rd semester. ○ CIT 141 replaced CIT 140 in the 3rd semester. ○ CGT 241 was moved from the 5th semester to the 4th semester. ○ CGT 251 and 299 were added to the 4th semester. ○ CSCI N355 was dropped as a requirement in the 4th semester.
<ul style="list-style-type: none"> ● Computer and Information Technology 	<p>Our learning goals have been specified for most courses using the ABET criteria at: http://cit.iupui.edu/fcptcourses.shtml</p> <p>As the first step toward</p>	<p>There haven't been any significant curricular changes during the past year as a result of assessment. Instead, we have taken this past year to "clean up" our curriculum because there were a number of long-overdue housekeeping changes. We expect more substantive changes during the next year as we undertake a strategic planning</p>

	<p>“institutionalizing” the collection of artifacts, during the past year CIT began an effort to collect artifacts for assessment via electronic portfolios. Some of the best e-portfolios include:</p> <ul style="list-style-type: none"> • http://joebaker.iupui.edu/epsilen.com/ • http://mteng.iupui.edu/epsilen.com/ • http://pfisk.iupui.edu/epsilen.com/ 	<p>process.</p> <p>CIT did meet with its Industrial Advisory Committee, but there were no substantive assessment results from that meeting.</p>
<ul style="list-style-type: none"> • Construction Engineering Management Technology 	<p>Every course syllabus contains both the IUPUI Principles of Undergraduate Learning (PUL) and the ABET a-k outcomes as required to satisfy ABET accreditation for a particular course.</p> <p>Every instructor has been requested to review the importance of the PULs and ABET outcomes with the students at the outset of every semester.</p> <p>The following measures continue to be utilized:</p> <ul style="list-style-type: none"> • Individual and group projects • Capstone project presentations • Laboratory reports • Final exams • Student evaluations • Department committee meetings • Industrial Advisory Board (IAB) meetings • Interviews of industry representatives who hire our students • Student feedback in focus groups 	<p>Changes continue to be made in both courses offered and in the course sequence. Also, given the extensive reorganization of the program and re-alignment within the departments of Electrical & Computer Technology and Mechanical Engineering Technology, assessment analysis has been deferred to the conclusion of the 2008-2009 academic year.</p> <p>Changes during the reporting year include:</p> <ul style="list-style-type: none"> • Increased use of technology vis-à-vis software applications within the classroom. • Increased access to technology with the implementation of new computer classroom labs in the ET Lower Level. • On-going review by the Industry Advisory Board of current curricula and program requirements. • Online course offerings continue to be increased. • Renewed emphasis on the importance of student evaluations at the conclusion of each semester. • Began development of additional course electives to address current industry needs with targeted implementation of Fall 2008.

<ul style="list-style-type: none"> Electrical Engineering Technology 	<p>Every course has specific objectives that are linked to the Program Outcomes as required for ABET accreditation. Every Program Outcome is mapped to one or more of the PULs.</p> <ul style="list-style-type: none"> • Reports assessed using rubrics: <ul style="list-style-type: none"> ○ Course project reports (written & oral) ○ Capstone project reports (written & oral) ○ Research reports ○ Formal laboratory reports • Design & build project (assessed using rubrics) • Final exam questions targeted to specific objectives • Student satisfaction survey • Student & faculty course objective surveys. • Industrial Advisory Board appraisals 	<p>Every semester, course coordinators are required to review all assessment data and propose changes to each course as indicated. In addition to changes in individual courses, the following changes were made that affected the curriculum as a whole:</p> <ul style="list-style-type: none"> • To improve problem solving: continued recitation session for ECET 107 and added a session for ECET 157 • To improve mastery of the knowledge, techniques, skills, and modern tools of their discipline, new laboratory equipment was purchased and assignments written.
<ul style="list-style-type: none"> Freshman Engineering & Technology 	<p>The Freshman Engineering Program is a service unit for the other engineering departments. In 2007 the Freshman Technology Program was created. It occupies offices in the same suite as Freshman Engineering. Both programs share the same support staff. Goals of both programs encompass adjustment to college life and mastery of strategies for student success. Additionally, Freshman Engineering provides preparation for advanced courses in the engineering curriculum.</p> <p>The learning community courses (ENGR 195 and TECH 102) are built on the University</p>	<p>Curricular changes are made in response to assessment findings from the engineering departments as well as results of assessment of the freshman courses. Results from course outcome surveys, project report evaluations, and peer evaluations have produced changes in project design, instruction about teamwork, and other teaching methods.</p> <p>Significant changes in freshman engineering courses during 2007 include:</p> <ul style="list-style-type: none"> • Providing report writing instruction in ENGR 196 • Teaching two sections of ENGR 195 and ENGR 196 as components of Themed Learning Communities (TLCs). One grouping was linked with public speaking (COMM-R 110) and the other was linked with writing (ENG-W131).

	<p>template and learning objectives are mapped to PULs and ABET criteria. Similarly, in all other freshman courses, objectives are mapped both to ABET criteria and PULs. Sources of assessment data include:</p> <ul style="list-style-type: none"> ● Hourly and final exams ● Online quizzes ● Oral presentations ● Project reports ● Student satisfaction surveys ● Course outcome surveys ● Peer evaluations 	
<ul style="list-style-type: none"> ● Interior Design Technology 	<p>Syllabi for each course (and each of its sections) specify at least one PUL and one CIDA program outcome. Instructors are charged with assessing any PUL and CIDA program outcome noted for a given course, reporting the findings and recommending actions for course improvement. At least one course is identified to assess each PUL and CIDA program outcome.</p> <p>Homework assignments, lab reports, projects and presentations, final exams in courses</p> <ul style="list-style-type: none"> ● Capstone project reports ● Student satisfaction surveys ● Student exit surveys ● Alumni surveys ● Employer surveys ● Industrial Advisory Board appraisals ● Faculty end-of-semester reflections ● Internship reports done by Graduates <p>We have mapped these onto the IUPUI Principles of</p>	<p>Interior Design Technology full and part-time faculty are educated in and involved in the collection of work items and outcomes data. Courses assess all of our accreditation-based program outcomes and we think will prove to be good indicators of student learning as we stabilize the administrative groups of both areas. We have completed extensive self-study for our CIDA visit in October of 2007. We were reviewed and recommended for full CIDA accreditation for the INTR BS degree (6 years).</p>

	<p>Undergraduate Learning to show that all PULs are thus assessed and have found patterns that indicate students are meeting or exceeding our expectations. We continue to refine the connection between work items and measurable outcomes to better substantiate this data.</p>	
<ul style="list-style-type: none"> • Mechanical Engineering 	<p>Our learning goals are embedded in assessment of our Program Outcomes for accreditation by the Accreditation Board of Engineering and Technology (ABET). Each of the Program Outcomes is mapped to the PULs. The correspondence maps, relating our program outcomes to PULs, prepared jointly with the ECE department, are depicted at our assessment web site from http://www.engr.iupui.edu/me/fpuls.shtml.</p> <p>With the assessment measures that are in place, we are continuously monitoring the effectiveness of the curriculum established in Fall 2003. Sources of assessment data include:</p> <ul style="list-style-type: none"> • Capstone design project reports • Laboratory reports • Final exams • Hourly exams • Term papers/project reports • Oral presentations and jury evaluations • Student satisfaction surveys • Alumni surveys • Employer surveys • Course outcomes surveys 	<ul style="list-style-type: none"> • Exit surveys showed that the expected improvements in the fall 2003 curriculum are mostly being met, with the exception of the outcomes of the new statistics course. Measures are planned to address this finding. • The student satisfaction survey results led to: <ul style="list-style-type: none"> a. More emphasis placed on co-op, internship, and job placement services. Regular oral presentations have been scheduled each semester to assess quality. b. A student learning center was established and sponsored by the department. The center was organized and staffed by the student organizations. The center was assessed by the satisfaction survey. c. Recitation schedules have been adjusted to meet student needs. More recitations were conducted by the course instructors. The effects have been assessed in the Student Satisfaction Survey. • Jury evaluation of capstone design projects led to: <ul style="list-style-type: none"> a. More emphasis on prototyping and evaluation. b. More emphasis on project management. c. More emphasis on project presentation. • Course outcomes surveys led to: <ul style="list-style-type: none"> a. Addition of term papers/technical writing exercises in certain classes to improve research and writing skills. b. Increased faculty supervision during the first six weeks, inter-group evaluations. c. Emphasis on solving more examples in various classes. <p>New curriculum has been developed based on the exit survey results. The curriculum streamlined the courses and emphasized important components, such as statistics and contemporary</p>

	<ul style="list-style-type: none"> • Exit surveys • Faculty feedback mechanism • Industrial Advisory Board appraisals <p>Student Advisory Board appraisals</p>	issues like six sigma in engineering.
<ul style="list-style-type: none"> • Mechanical Engineering Technology 	<ul style="list-style-type: none"> • Learning goals for major are specified by Program Outcomes that are based on ABET program accreditation requirements. • Each of the major's Program Outcomes is mapped to the Principles of Undergraduate Learning and to the ABET student learning outcomes requirements. • Course learning objectives are mapped to Program Outcomes. <p>Assessment measures include:</p> <ul style="list-style-type: none"> • Laboratory written and oral project reports. • Capstone design project written and oral reports. • Assessed homework assignments linked to course learning objectives. • Assessed exam questions linked to course learning objectives. • Student satisfaction survey linked to Program Outcomes. • Graduation examination questions linked to Program Outcomes. • Alumni surveys linked to Program Outcomes. • Employer surveys linked to Program Outcomes • Feedback from Industrial Advisory Board. <p>Faculty End of Semester Reflection documents.</p>	<p>Full-time faculty reviewed courses and prepared End of Semester Reflections that indicated the following changes were made based on course assessments:</p> <ul style="list-style-type: none"> • MET 111 – Identified the need to change the textbook. • MET 111 – Lab reports were weaker compared to past semesters: planning underway to address the issue. • MET 213 – Identified the need to change the textbook. • MET 213 – Lecture portion of course moved to online; assessment was that the experiment worked well but with room for improvement. Planning underway to address issues from move to online lecture. • MET 214 – As a result of prior semester's assessment, additional lecture emphasis was placed on mapping between Mohr's stress coordinate system and the physical part's coordinate system (x,y). This was stressed during lecture and additional homework problems on this topic were included. • MET 214 – Handouts developed for areas of 3-D moment diagrams. • MET 310 – Major change in software used by course from Algor to Ansys Workbench, to bring software more in line with industry standards. Change necessitated revision of all laboratory assignments. • MET 310 – Textbook judged inadequate and changed for fall semester. <p>MET 350 – Spreadsheet analysis of series pipe systems added. Addition was a result of assessing required body of knowledge in this area by the course instructor.</p>

<ul style="list-style-type: none"> • Organizational Leadership and Supervision 	<ul style="list-style-type: none"> • Syllabi for all courses include goals that embed one or more of the IUPUI Principles of Undergraduate Learning [PUL]. • Specific assignments within each course are designed to measure competence in the specified PUL[s] for that course. • The department maintains and updates a list showing that all PUL outcomes are measured at several points in the sequence of core courses utilizing: <ul style="list-style-type: none"> • Quizzes. Midterm exams. Final exams. • Evaluation of oral and written reports. Reports draw content from research, multiple assigned readings, community involvement activities, group projects, simulations, analysis of case studies, or other structured assignments. • Surveys of student attitudes toward progress in meeting course objectives. Students' self evaluation of performance in meeting PUL outcomes. • Alumni surveys. • Industrial Advisory Board appraisals. 	<ul style="list-style-type: none"> • Department was awarded an IUPUI grant to explore the portfolio approach to assessment. Pilot project begins fall 2008. • Renewed efforts to define a ladder of competence levels for 200, 300, and 400-level courses within the department. Competences are defined by the IUPUI Principles of Undergraduate Learning. • Long term goal established to connect a portfolio approach to the ladder of competences. Students' portfolios will document competence at each level.
<ul style="list-style-type: none"> • Technical Communications 	<p>Technical Communication does not have majors. The program assesses oral presentations and written reports for the departments in the school utilizing:</p> <ul style="list-style-type: none"> • Oral presentations for engineering majors 	<p>TCM has done some self-evaluation and reflection on the assessment tools and techniques used for our program, resulting in the following:</p> <ul style="list-style-type: none"> • With the demands made on everyone's time becoming more and more of a concern, TCM is limiting assessment activities per course to one semester each calendar year. • TCM has shared its rubrics for both oral and

	<ul style="list-style-type: none"> • Written reports for lower level technology majors • Oral presentations for upper- level technology majors 	<p>written assignments with the ET faculty in order to encourage a consistent approach to our students.</p> <ul style="list-style-type: none"> • TCM faculty offer to participate as jurors for senior design presentations for both engineering and technology students. • TCM faculty make presentations to Tech 102 and senior design classes on oral presentations, PowerPoint, and written reports, as requested by faculty. • For technology students, we continue to educate our adjunct faculty about the importance of consistent assessment and the results of our efforts as part of our strategy for improvement. • TCM has begun to evaluate TCM 340 for the first time. Using the instructors' rubric for the evaluation of the students' final portfolios, we have collected data from a representative sample of 11 students. • We continue to look at curricular changes that may need to be made to stay current with the demands of the modern workplace. Those may include Wikis, collaborative software, and podcasts.
Herron	<p>Assignments, projects, exams in courses, Sophomore Advancement Reviews, artist's statements at sophomore and senior levels, capstone courses, student surveys, alumni surveys, internship supervisors' reviews, 2nd looks assessments, senior exhibitions, senior portfolio, video tape/DVD, teaching portfolio, lesson plans, written reflections on teaching & lesson plans, use of rubrics</p>	<p>Students who do not meet expectations in the Sophomore Advancement Review are placed on probation or denied advancement; now they are given instructions about what to do prior to being considered for a subsequent review.</p> <p>A new text was adopted for the Herron Themed Learning Community and a new section was added in Fall 2007; Visual Community Design (VCD) faculty plan devoted more time to teaching research and writing skills; all VCD students are now required to take a speech course.</p>
<p>Informatics</p> <ul style="list-style-type: none"> • Informatics • Media Arts & Science (“New Media”) • Health Information Administratio 	<ul style="list-style-type: none"> • School-wide strategic planning process in Fall 2007 (including a subcommittee on undergraduate education) • Program Review of IUPUI portion of the school in Spring 2008 	<ul style="list-style-type: none"> • Complete revision of undergraduate MAS curriculum, including development of foundation year courses, to start Fall 2009 • Task force to expand and enhance undergraduate Informatics curriculum • Friday-only course • 12-week courses • Other course formats include 8-week courses, hybrid courses (taught in both synchronous and

<p>n (HIA)</p>	<ul style="list-style-type: none"> • Alumni survey • Survey of current students conducted by the IGS (Informatics Graduate Students) • Feedback from Career Services staff • Feedback from Student Services staff • Feedback from alumni • Feedback from employers, internship participants, community members, and colleagues from other schools at IUPUI. • Feedback from advisory board members • Ideas from meetings with Deans, Academic Policies and Procedures Committee, Council on Retention and Graduation and Retention, Enrollment Management Council. 	<p>asynchronous modes), one-week intensives, Saturday portfolio classes and learning communities.</p> <ul style="list-style-type: none"> • Continued focus on N100 and I101 as gateway courses • Revision of Y195 course • Development of more online courses • Development of student evaluation system for online courses • Common syllabus template • Capstone experience that blends HIA and MAS students • Faculty annual review process that recognizes – and rewards – faculty for excellence in teaching through salary merit • Responding promptly to student complaints about courses rather than waiting until end-of-semester student evaluation data indicate problems • Mentoring and shadowing of new faculty who are having issues with their teaching • Continuing to expand internships and other experiential learning opportunities. • “Don’t cancel class” initiative of Career Services staff • Canceling two unproductive – and costly – international exchanges where our school received no benefits • Articulating a clearer message about what Informatics is and what students can do once they have this degree • Revision of the school’s Web site, so that information such as plans of study, information on courses, etc. are up-to-date and can be used by faculty in advising students • Significant funding for new scholarships based on merit • Diversity initiatives, including a diversity plan for the school, with particular emphasis on women in IT
<p>School of Journalism</p>	<ul style="list-style-type: none"> • Student survey • Student course evaluations - written comments • Student focus groups • Interviews with media executives • Internship placement 	<ul style="list-style-type: none"> • Added a speech course requirement to the B.A. Degree • Changed number of credits in the major from 33 to 47 • Completely revised J100, Introduction to Computer Methods for Journalists • New requirement for every major to have a

	<p>evaluations</p> <ul style="list-style-type: none"> • Bi-weekly curriculum discussions • Curriculum review 	<p>camera capable of both still and video photography and introduction of multi-media throughout the curriculum</p> <ul style="list-style-type: none"> • Require a minimum of 20 percent up to a maximum of 100 percent of course assignments to participate in The Sagamore, JagRadio and JagBytes • Added student mentors to Introduction to Mass Communication and Critical Issues Seminar • Created a Public Relations Society of America student chapter • Revitalized the Journalism Student Association • Send a week J-Gram via e-mail to all majors and intended majors with current news of interest • Started a new monthly publication, JagJournal, published by our students, for current students and alumni.
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Liberal Arts <ul style="list-style-type: none"> • Anthropology 	Analysis of retention and graduation data indicated the need for streamlining the Senior Project, the capstone experience for Anthropology majors.	Increased coordination of skills and learning outcomes between upper-level courses and the Senior Project that prepare students for successful completion of the final requirement in the major.
<ul style="list-style-type: none"> • Communication Studies 	Departmental administration of questionnaires to and interviews with currently enrolled majors; exit interviews with seniors.	<ul style="list-style-type: none"> • Adoption of Civic Engagement as primary mission of department; wrote and received Civic Engagement grant to integrate CE throughout the curriculum. • Restructured undergraduate curriculum to reflect more open curriculum with 3 core course requirements. • Created new faculty position (Director of Undergraduate Studies) to address undergraduate student and curricular needs.
<ul style="list-style-type: none"> • Economics 	Evaluation of curriculum in light of the department's focus on health economics on the graduate level.	Elective course offerings that allow majors to prepare for graduate studies with a health economics concentration.
<ul style="list-style-type: none"> • English 	Assessment of the effectiveness of the electronic portfolio in detailing student learning outcomes in the capstone course.	Discussion about the transition from piloting the electronic portfolio in select capstone courses to use of this tool for broader and more varied groups of English majors.
<ul style="list-style-type: none"> • Geography 	Development of assessment measures for student learning outcomes in hybrid and online courses.	Evaluation of various examples of assessment strategies in selected courses, combinations of traditional in-class and newer online formats.
<ul style="list-style-type: none"> • History 	Evaluation of student learning outcomes in the capstone course has led to re-consideration of requiring an introductory course to the major.	Discussion (based on systematic analysis of assignments) about how to effect coordination between introducing majors to the requisite skills and knowledge in the field and enabling seniors to complete the capstone course successfully—irrespective of the concentration students chose (American history; European history; African, Asian, and Latin American history).
<ul style="list-style-type: none"> • Philosophy 	Dissemination of best practices developed in introductory Philosophy courses required for liberal arts students.	Department-wide reporting of award-winning teaching practices and how they can benefit students in all introductory-level Philosophy classes.
<ul style="list-style-type: none"> • Political Science 	Evaluation of the balance among the major components of the capstone course (skills, knowledge, and career planning)	Integration of school and campus-wide focus on career planning with departmental goals for the major.

<ul style="list-style-type: none"> • Religious Studies 	Systematic analysis of capstone course assignments in relation to the Principles of Undergraduate Learning.	Explicit integration of the Principles of Undergraduate Learning into the rationale for and design of the senior project.
<ul style="list-style-type: none"> • Sociology 	Inclusion of career planning as part of capstone course for majors.	Discussion about how the school's efforts toward expanding career planning for its students should be coordinated with the goals the department has already implemented for Sociology majors.
<ul style="list-style-type: none"> • World Languages and Cultures 	Development of comprehensive assessment plan for all language majors.	Implementation of assessment plan and improvements based on assessment analyses.
Medicine <ul style="list-style-type: none"> • Health Professions Programs 	<p>Learning Goals for Majors that Encompass PULs are Specified</p> <ol style="list-style-type: none"> 1. Clinical experience evaluations 2. Final practical exams 3. National certification exams 4. Employer surveys 	All benchmarks for student achievement were met in 2007 – 08 but one; participation in scholarly or creative activities. Benchmark is 50%, programs reported 40.54%. First occurrence below threshold. Will monitor for trends and discuss with the program directors.
Nursing	<p><i>Undergraduate</i></p> <ul style="list-style-type: none"> • National Council of State Boards of Nursing Licensure Examination (NCLEX) • Educational Benchmarking Inc (EBI) Exit survey • Alumni survey • Employer focus groups • Assessment Technologies Institute (ATI) RN Comprehensive test • Capstone evaluation • IUPUI Continuing Student survey <p><i>Graduate</i></p> <ul style="list-style-type: none"> • Educational Benchmarking Inc (EBI) Exit survey • Alumni survey • Employer focus groups • Typhon Nurse Practitioner Student Tracking System • CNS Competence Evaluation 	<ul style="list-style-type: none"> • Simulations are designed to incorporate PBL to facilitate critical thinking in a non-treating learning environment • Faculty continue to make changes to course content and teaching pedagogies based on feedback • Introduction of the dedicated educational unit to increase the effectiveness of clinical teaching • Introduction of the Self-Tracking and Assessment to Success (STATS) program • As a result of a comprehensive program review, admission to 3 specialty majors was suspended • Curriculum changes have been made to strengthen students' depth and breadth of knowledge, and statistical and writing skills

<p>Physical Education and Tourism Management</p> <ul style="list-style-type: none"> • Department of Physical Education • Tourism, Conventions, and Event Management 	<p>(a) Exit Interviews with graduating seniors; including a written survey.</p> <p>(b) Interviews with placement sites for both capstone and mid-curricular field experiences.</p> <p>(c) Service-learning community site evaluations.</p> <p>(d) Undergraduate student research activities (local and national presentations).</p> <ul style="list-style-type: none"> • 2007 Comprehensive program review • Senior exit survey 	<p>(a) Formed a working group to look at curriculum improvements; these include course modifications, new course proposals, and collapsing of some courses.</p> <p>(b) Initiated a Freshman-to-Senior benchmarking program to be able to gather formative and summative data regarding student academic performance and learning; intent is to utilize an electronic portfolio.</p> <p>(c) More focused effort on student preparation prior to involvement in community-based experiences.</p> <p>(d) Increased internal communication network of interested faculty in working with undergraduate research.</p> <ul style="list-style-type: none"> • The program review committee recommended conducting a strategic curriculum study to avoid redundancy and to present opportunities for students to broaden their general education. A committee consisting of three TCEM faculty members was formed to address this area soon after the recommendations were made public. The committee relied on an existing model developed by the department to assist in competence identification and also on IUPUI's matrix of Principles of Undergraduate Learning. The committee presented its recommendations to the TCEM faculty for approval in Spring 2008. The department unanimously approved the revised curriculum, which will take effect fall 2009. • Began offering courses in an accelerated format (12 weeks) to meet student needs. • Launched a two-year project that will utilize ePortfolio as the mechanism in which to document and assess Principles of Undergraduate Learning and other TCEM student outcomes.
<p>Public and Environmental Affairs</p> <ul style="list-style-type: none"> • All Majors 	<p>Student performance in gateway, capstone courses and other courses; DFW rates and grade distributions; school & campus student surveys; NSSE; retention and graduation data; student, employer and faculty evaluation of internships; focus groups; internal and accreditation reviews; course</p>	<ul style="list-style-type: none"> • Admission guidelines were revised in response to concerns about student preparation for written communication and quantitative skills. W131 was added as an admission requirement. • In response to performance issues related to quantitative skills, faculty in each major evaluated the quantitative courses in their majors to determine appropriate math prerequisites.

	learning outcomes mapped to degree learning outcomes	<ul style="list-style-type: none"> • An interactive student success seminar was developed by faculty/staff in response to concerns expressed by faculty and students regarding student readiness and efforts to reduce the number of students on probation. The seminar helps students 1) identify their learning styles and adapt to different teaching styles, 2) improve study skills, 3) develop educational goals and start to implement strategies to achieve those goals, 4) address time management issues, and 5) interact with faculty on ways to become a better student and achieve academic goals. The seminar, which is available to all SPEA students and a requirement for students on probation, is offered several times each semester. Student response to the program has been overwhelmingly positive and the creation of an online program is in progress. • Articulation agreements were reached with Ivy Tech for the BS in Public Affairs, BS in Public Health (Environmental Health Science), BS in Health Services Management, and the BS Criminal Justice.
<ul style="list-style-type: none"> • Criminal Justice (Criminal Justice and Public Safety Management majors) 		<ul style="list-style-type: none"> • A new course SPEA-J275 Diversity Issues in the Criminal Justice System received final approval and was added to the curriculum; all majors are required to take this course, which addresses an important gap in the curriculum. • Focused computer skills and provided additional flexibility by adding SPEA-J426 Mapping and Analysis for Public Safety as an option for students to meet computing requirements. • Faculty members continue to make course enhancements to ensure achievement of student learning outcomes for individual courses and the degree. Examples include 1) emphasize improvement of writing skills (J272, J324), 2) individual meetings with students who fail or have below average performance on a first test (J201, J150), 3) incentives for attending class and being on time (J101), 4) developing internships to

		improve experiential learning, 5) offering increased student flexibility with online courses (J101), 6) linking knowledge, skills and abilities needed for specific jobs to course learning outcomes and involving students in service learning (V100 Learning Community linked to J101).
<ul style="list-style-type: none"> • Environmental Health Science (formerly Environmental Science and Health) 		<ul style="list-style-type: none"> • Curricular changes, leading to accreditation, were approved and the major was awarded full accreditation by the National Environmental Health Science and Protection Accreditation Council to 2012. • Faculty revised the minor in Environmental Health Science. • Faculty continue to work on reducing DFW rates by revising course content and increasing support for students to strengthen quantitative skills, chemistry gaps, and critical thinking skills through individual meetings and group tutoring sessions(E451) and faculty continue to work on critical thinking skills in lower level courses by emphasizing problem-solving (E162, H316).
<ul style="list-style-type: none"> • Health Services Management (formerly Health Administration) 		<ul style="list-style-type: none"> • The process of phasing out the Health Administration major in the BS Public Health degree moved forward with approval of the BS in Health Services Management. There are now separate degree programs for environmental health and health services management. • The degree changes previously approved for the Health Administration major were transferred to the BS Health Services Management degree. This degree emphasizes communication skills, quantitative skills, critical thinking issues, diversity, and ethical issues facing the health care field. • The BS Health Services Management curricular changes include: <u>General Education:</u> <ol style="list-style-type: none"> 1) Communications: increased the number of communications courses from 3 to 4 – added a second communications course 2) Social Sciences: dropped the requirement

		<p>for POLS-Y 103 OR PHIL-P 120</p> <ul style="list-style-type: none"> • <u>Health Services Management Major:</u> <ol style="list-style-type: none"> 1) Dropped a requirement that incoming students had to have an associate degree in the health care field; the major is open to all students, but we still retain the articulation agreement with Ivy Tech for students with associate degrees/credentials in a health care field 2) Expanded the concentration with 13 courses to a major with 18 courses. 3) Added a new 1 credit SPEA-H126 Introduction to Careers in Health Administration to introduce students with fewer than 55 credit hours to the health care field. 4) Added to the major courses in general management, health services management, applications in health services (skill-focused courses), and an experiential requirement and the capstone. Emphasized ethics with SPEA-H474, a course in health care ethics. • The general management section has increased options with courses from public affairs; these courses address finance (V352), performance measurement and program evaluation (V379), diversity (V443), and negotiation and dispute resolution (V435).
Public Affairs (Management, Policy Analysis, and Civic Leadership majors)		<ul style="list-style-type: none"> • BSPA faculty completed a self-study of the program leading to the internal program review in the spring semester. As part of the self-study, faculty reviewed/revised learning outcomes for courses and degrees and mapped the curriculum to the degree learning outcomes and the PULs. • The course director reviewed/revised the course objectives and learning outcomes of V170 Introduction to Public Affairs and SPEA-V473 Management, Leadership and Policy (capstone course) to ensure a seamless and logical progression of knowledge and skills emphasized in the courses. Both courses were refocused to include experiential learning, increase course rigor, and emphasize critical thinking, writing, and oral

		<p>communication. The course director also implemented a previously developed final self assessment in V473 to determine student perceptions of mastery of the outcomes for the class and the majors.</p> <ul style="list-style-type: none"> • The course director revised the learning outcomes for V261, V369 and the graduate information systems course to ensure appropriate rigor, progression of knowledge and skill acquisition, and reduce overlap issues.
<p>Science</p> <ul style="list-style-type: none"> • Psychology 	<p>Surveys, student feedback on end-of-class evaluations, test scores, DFW rates, and attendance.</p>	<ul style="list-style-type: none"> • Survey data collected from students entering B311 Introductory Laboratory in Psychology revealed a very wide range of competence in the ability to use SPSS to analyze data. B305 Statistics is a prerequisite for B311 and is the course in which data analysis is learned. A set of standardized SPSS modules was created and required in all sections of B305 Statistics during the 2006-07 school year to insure that all students who enroll in B311 Introductory Laboratory in Psychology in the future will enter the course with a fundamental competence in SPSS. • An in-depth discussion was implemented in B310 Lifespan Development on a topic about which only 4% of the class were knowledgeable during the previous semester. After the in-depth discussion was implemented the following semester, 90% of the class was knowledgeable about this topic. • Three items on the B104 Psychology as a Social Science end-of-semester evaluation were rated lower than desired. After the implementation of a new teaching technique called “5-minute Trainer,” the scores on all three of these items increased the following semester. • The number of B105 Psychology as a Biological Science students not passing the cumulative final exam was not acceptable. A more active learning approach to the class was introduced, and this transformation was piloted in 2 out of 5 sections during both the Fall 2007 and Spring 2008 semesters. For the two semesters, the average on the cumulative final exam has been no different for the traditional

		<p>vs. transformed sections: 73.1% vs. 72.8%, respectively. It must be kept in mind that all sections take the same exams. These exams are based on material from the textbook and the multiple-choice questions are generated from the publisher's test bank. The traditional sections are given this material in lecture format during class periods, whereas the transformed sections do not receive traditional lectures over the material. The students are responsible for reading the material and instructors go over some of the material during one session per week, and the students engage in application exercises during the other weekly session. The next step in the course transformation is to adapt the exams to more accurately assess the objectives of the transformed course. This should provide a better measure of the success of the transformation in improving retention and understanding of course material. Dr. Neal-Beliveau taught one traditional and one transformed section in Fall 2007. The overall class average was higher for the transformed section (81% vs. 76%); however, those sections have 200 more points available to them during the semester (700 vs. 500) and exams make up 46% of their final grade compared to 64% for the traditional sections. The DFW rate was 19.7% for the transformed section vs. 21.4% for the traditional section. Class attendance, which has been shown to be very important for success in gateway courses, was also much higher for the transformed sections.</p>
<p>Social Work</p> <ul style="list-style-type: none"> • Bachelor of Social Work 	<p>Information from Office of the Registrar and University College.</p> <p>Focus Groups; Course/Instructor and Student Learning Assessment System; Course Learning Objectives Classification System. Exit surveys; service learning surveys</p>	<ul style="list-style-type: none"> • Increased systematic development of service learning opportunities at the freshman, sophomore, and junior levels. • Invested more faculty efforts in service as mentors for undergraduate research projects. • Intensified the oversight by faculty of some field practicum agencies. • Developed new practicum sites. • Developed more online courses and teaching approaches to address different student learning styles. • Recognizing students' struggles with different

	<p>Student video tapes; practicum mid-semester and final student evaluations.</p> <p>Analysis of documentation on the millennials.</p> <p>Systematic curriculum assessment, particularly in the area of international social work.</p> <p>Linkages between teaching and international research.</p>	<p>roles and time commitments, our <i>Introduction to Social Work</i> course was offered as an eight week compressed course.</p> <ul style="list-style-type: none"> • Faculty assessed the need for students to have further knowledge on legal matters in relation to vulnerable populations. As a result a new course was created: <i>Law, Inequality, and Poverty</i>. • Revisions were made to the course <i>Global Society: Human, Economic, Social, and Political Issues</i>. • Development of modules on international content. • Development of an undergraduate field placement in South Africa. • International research project involving faculty and students.
<ul style="list-style-type: none"> • Bachelor of Science in Labor Studies 	<p>Analysis of course objectives and syllabus format.</p> <p>Analysis of 2006-2007 end-of-semester course evaluation system.</p>	<ul style="list-style-type: none"> • Revisions of course objectives. • Adoption of common syllabus format. • Adoption of a system-wide student evaluation system.
<p>University College</p> <ul style="list-style-type: none"> • Summer Bridge Program 	<p>End-of-Course Questionnaire; GPA and Retention Reports; student participation statistics; and student profiles.</p>	<ul style="list-style-type: none"> • Because of positive assessment results, the Bridge program was expanded to over 525 seats in 2008. • Students who are awarded the First Generation Scholarship will be required to participate, and students who are 21st Century Scholars will be offered an additional scholarship award for participation if they are eligible. • A special section for international students will be offered in summer 2008.
<ul style="list-style-type: none"> • First Year Seminars 	<p>End-of-Course Questionnaire; GPA and retention data; student participation statistics; and student profiles.</p>	<ul style="list-style-type: none"> • The annual Learning Community May Colloquium's theme for 2008 was "Self: Promoting Student Development." A second part of the colloquium was the Common Theme Project. The book selected was "A Long Way Gone" and students will be encouraged to read the text. • The Personal Development Plans (PDPs) are a way to have students come up with specific ideas for getting experiences that will help them reach their goals. The plan will help students examine four areas of experience and develop realistic goals in Education,

		<p>Employment, Extracurricular Activities and Experiential Learning.</p> <ul style="list-style-type: none"> • A Jump-Start grant (from OPD) has enabled University College to revise how on-line learning communities are conducted. Modules have been developed for incorporation in Fall 08 on-line learning communities. A new program with four pilot sections for on-lines has been introduced. • University College has continued to expand its Themed Learning Community (TLC) sections. • A Task Force was appointed and charged with making recommendations for revising the goals and objectives for the course. The committee submitted a final report in May. Implementation process is scheduled for fall 2008. • A learning community for Crispus Attucks Medical Magnet High School students was developed and piloted during Summer I, 2008.
<ul style="list-style-type: none"> • Critical Inquiry 	<p>Course evaluations; grade data; and instructor perceptions, and qualitative results (in-depth students' perceptions). .</p>	<ul style="list-style-type: none"> • Continued to clarify learning objectives and revised end-of-course questionnaires to reflect the changes. • Resources will be devoted to ensuring that CI faculty members are engaged with each other through a Community of Practice. • Increased training and support for all faculty. • Fall retreat allowed for faculty engagement and professional development. Increased communication and mentoring of faculty was focus of 2007-2008. • Oncourse project site was created for Critical Inquiry (CI) instructors. This project site facilitated sharing of resources, allowed for discussion forums and delivery of information. Brown bag forums were held to discuss CI format and structure. • Critical inquiry academic coordinator and associate researched CI to start developing a resource of material and best practices. Additionally, the CI academic coordinator created "University College Critical Inquiry Handbook—A Teacher's Guide".
<ul style="list-style-type: none"> • Orientation 	<p>New Student Exit Survey, Transfer Student Exit Survey, Qualitative Survey for Parents.</p>	<ul style="list-style-type: none"> • Continued focus on EXPLORE THE ROAR (campus tour) to create an engaging and interactive tour- while keeping in mind the important learning outcomes of the FLASH

		<p>program (First year students Learn & Achieve Socially Here). There was an improved response to the revised “find my way around campus” intervention.</p> <ul style="list-style-type: none"> • A new technology video was implemented. • Continued to work with the Academic Advisors to create a more engaged and collaborative effort in the advising session • All programs have been redesigned to be more “hands on” and to facilitate more active learning. • The format of the Transfer Orientation was revised. Presentation content and flow was modified for each session of the program to meet the needs of transfer students. • The Financial Aid presentation was revised slightly to respond to their comments regarding too much information and too repetitive.
<ul style="list-style-type: none"> • Advising 	<p>Questions related to established learning outcomes for advising included on New Student Orientation Exit Survey and end of course evaluations for first-year seminars</p>	<ul style="list-style-type: none"> • Formally merged academic advising and career counseling into new unit called Academic and Career Development.. Focused the year on establishing vision and goals for the unit. • Piloted personal development plans (PDPs) in five sections of the first-year seminar course. • Awarded two advisor research fellowships • Implemented online advising record system to build on electronic record built for each student at the point of admission
<ul style="list-style-type: none"> • Learning Center 	<p>Tutoring Survey; graduating Student Mentors Website; biology mentors and instructors surveys and interviews; end of semester grade reports.</p>	<ul style="list-style-type: none"> • As a means of expanding the reach of the mentoring program, the Bepko Learning Center will build partnerships with new Gateway course for the Fall 2008 semester. • Supplemental Instruction (SI) DFW rates are lower than Structured Learning Assistance (SLA) rates due to the fact that SI is a voluntary program. Traditionally, the most motivated students take advantage of the service. With SLA the program is counted as part of students' grades. • The result of this information has forced us to look for additional space for our sessions. • The director and coordinators will solicit feedback from our instructors on a more regular basis to help address issues with mentors and students in a more timely fashion.

		<ul style="list-style-type: none"> • Many of the mentor evaluations have been moved to an online format so that mentors can assess them any time they wish. • The findings of the contact report have prompted us to give the resource mentor “real time” access to tutor information to help decrease the amount of time needed to get back with a student interested in receiving peer tutoring. Additionally, we are in contact with many different departments to put general information in the new resource program manual. • The tutor coordinator will prepare promotional pieces that make students aware of the new website in which departmentally free services are listed, as well as tutors for hire. • We will contact Gateway Course Coordinators in the summer to solicit names of potential tutors. At that point emails will be sent to gauge student interest in becoming part of the Tutoring program." • More time in training will be devoted session planning and to the preparation needed to conduct successful sessions • To provide University College advisors, staff and deans with enrollment information for University College courses."
<ul style="list-style-type: none"> • Math Assistance Center 	<p>Student Participation Report, Student Feedback Report</p>	<ul style="list-style-type: none"> • Continued to invest in more modules (including software-based modules) that students may use (with guidance from tutors) to achieve needed improvements in specific topical areas. • Staff scheduling was changed to better coincide with student needs. The allocation of space was adjusted to accommodate the courses higher visitation rates. Expect continued data collection to lead to better needs assessment. • Currently seeking additional space to handle larger courses. Implemented improved evaluation material to better screen applicants. Expect continued refinement on material to screen/asses applicants. • Efforts to advertize MAC schedules and services will be increased. • Improvements have been made to both the tutor and mentor interview and evaluation

		<p>processes to help insure that students receive quality help from their peers.</p> <ul style="list-style-type: none"> • In response to a desire for exam jams that are more reflective of finals and overall course content, Center staff met with course coordinators to discuss, select, and obtain approval of Exam Jam content.
Themed Learning Communities	<p>Student Feedback Questionnaire, Qualitative Research and Analysis (focus groups), Student Participation and Profiles GPA and Retention Analyses, National Survey of Student Engagement, Enrollment Reports</p>	<ul style="list-style-type: none"> • Surveys results are distributed to instructional team members to guide future planning. • Analysis from Student Feedback Questionnaires and NSSE were used in liaison and TLC instructional team retreats to guide future planning. For example: • TLC instructional teams participated in a workshop designed to create stronger interdisciplinary assignments. • Instructional teams discussed items from the AAC&U “College Learning for a New Global Century” report. • Instructional teams attended sessions on how to incorporate initiatives into the TLC curricula including: the Political Engagement Project, the Global Classroom, Service Learning and Campus and Community Life.
<p>Columbus</p> <ul style="list-style-type: none"> • Division of Business 	<p>Business strategy globalization game in capstone. New reflection assignment at the end of the internship as well as reflections throughout the program: in learning communities, management courses, and career planning and professional development courses.</p>	<p>Expanded the number of students taking internships; the final program reflection now requires students to address their learning, curriculum content, PULs, and other aspects of the academic experience. Modify courses and integrated curriculum every semester via team meetings.</p>
<ul style="list-style-type: none"> • Division of Education 	<p>National PRAXIS exams; faculty-developed performance assessments based on national standards and PULs for a total of 8 assessment points for each of five programs. Self-assessment process will produce reports to be submitted September 2008 for National Recognition.</p>	<p>Changed field experience expectations, including separate course syllabi for practica that link PULs and national standards to performance assessments in the field experience; implemented student ePortfolio to evaluate content knowledge at the point of application to professional programs. Created new positions for advising and office of student teaching in response to self-study findings. Will reorganize student teaching and freshman learning communities to coordinate with leadership from these new positions. Assessment teams meet at the close of each semester to evaluate student work.</p>

<ul style="list-style-type: none"> • Division of Nursing 	<p>National licensure exam (NCLEX); clinical performance practicum / capstone evaluation; course evaluations; ATI assessments; ATI NCLEX blueprint predictor; surveys and focus groups.</p> <p>National League of Nursing Accreditation (NLNAC) visit 2/13/2008 which included a self-study of the Columbus LPN to ASN program.</p>	<p>Students will take practice and proctored ATI assessments with a modified benchmark of 70%. Students will remediate until they reach 90% if the 70% benchmark is not met.</p> <p>NLNAC visit was positive and all IU SON programs were accredited for 8 more years.</p> <p>While nursing courses continue to be modified and kept current, focus on course, faculty, and student evaluation will be a priority.</p> <p>Another focus for the Columbus campus of IU SON will be on the BSN program since the LPN to ASN program has been suspended with the last cohort graduating in May, 2009.</p>
<ul style="list-style-type: none"> • Division of Science 	<ol style="list-style-type: none"> 1. Assignments, lab reports, project reports 2. Exams, including common finals in some areas 3. Lab practical exams • 4. Research proposals and reports, including capstone 5. Presentations (individual and group) 6. State board exams 7. Self-evaluation and supervisor evaluation of practicum experiences 8. Midterm and end of semester course evaluations 9. Employer feedback 10. Alumni feedback 	<p>Some psychology courses built in additional time for discussing controversial issues as a basis for critical thinking papers. Other psychology courses used interactive software to create electronic case studies.</p>
<p>Center for Service and Learning</p>	<p>Center for Service and Learning</p>	<p>Used feedback continuously throughout the academic year for improved program implementation. Improved processes for student application and payment.</p>
<p>Office of Community Service</p>	<p>Student interviews, oral reflections.</p>	<p>Improved program implementation. Increased alternative spring break options.</p>
<p>Office of Neighborhood Partnerships</p>	<p>Interviews with community partners and residents; student reflections.</p>	<p>Increased and strengthened networks with community partners.</p>
<p>Office of Service Learning Faculty Development (general)</p>	<p>Faculty interviews, focus groups, conference reports.</p>	<p>Improved workshop content. Changed most workshops to community of practice style. Added faculty writing circle opportunity.</p>
<p>Boyer Scholars Program</p>	<p>Pre-post inventory of knowledge, online opinion</p>	<p>Used both formative and summative feedback to improve implementation of program.</p>

	survey, focus groups.	
Faculty Fellows Program	Faculty interviews; Civic-Minded Graduate Scale.	Faculty used Civic-Minded Graduate Scale to improve their service learning courses.
Student Scholarships	Student and staff interviews; faculty and student reflections.	Improved processes for student application and payment. Documented value of program for students and faculty.
CSL Research Collaborative (Signature Center)	Publications, website development; focus groups; oral and written conference evaluation forms.	Used both formative and summative feedback to improve implementation of program. Developed partnership with National Service Learning Clearinghouse.
General student learning outcomes related to civic engagement	Civic-Minded Graduate Scale; short version of student reflection (exit narrative).	Student responses and comments used to improve instrument and program implementation. Faculty used scale to improve service learning courses.
General student opinions on service learning courses	End-of-course student evaluation form for service learning courses.	Anonymous student responses provided to individual faculty for course improvement and documentation of teaching excellence. CSL used aggregated responses to improve faculty development opportunities.
Continuing Studies Associate of Arts in General Studies Bachelor of General Studies	Learning goals for majors that encompass PULs are specified to the extent they are measured in each of the other academic departments. General Studies students take courses in all of the disciplines on campus. Students are therefore exposed to the PULs in a variety of ways. The Learning Community and the Capstone, the only courses taught in the major, both cover the PULs. In the Capstone course, the students create a portfolio of PUL experiences from their work both at IUPUI and experientially.	Assessment findings are used to further develop the capstone course, serve as a basis for review and update of the curriculum, and serve as a justification for the development of the threshold course.
		•
Health and Rehabilitation Sciences	Standardized student evaluations of teaching. National licensure exams.	<ul style="list-style-type: none"> • Faculty agreed on 14 core questions for student assessment of teaching. The revised course evaluations have been used at the end of each semester beginning Spring 2007. • Physical Therapy, Occupational Therapy, and

	Accreditation reviews.	<p>Nutrition and Dietetics graduates exceeded the national average on their respective licensure exams.</p> <p>Both Physical Therapy and Occupational Therapy programs had on-site visits in 2007 and both received full reaccreditation status. Nutrition and Dietetics maintained its full reaccreditation status.</p>
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




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Diversity Indicators

Performance Indicators:

-  [Recruitment and Enrollment of a diverse student body](#)
-  [Retention and Graduation of a diverse student body](#)
-  [Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems](#)
-  [Diversity in research, scholarship, and creative activity](#)
-  [Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state](#)
-  [Recruitment, development, and support of diverse faculty and staff](#)
-  [Engagement of the campus community in global issues and perspectives](#)
-  [Student, faculty, and staff perceptions of the campus climate for diversity](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Assess Faculty and Student Involvement in Community Service.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

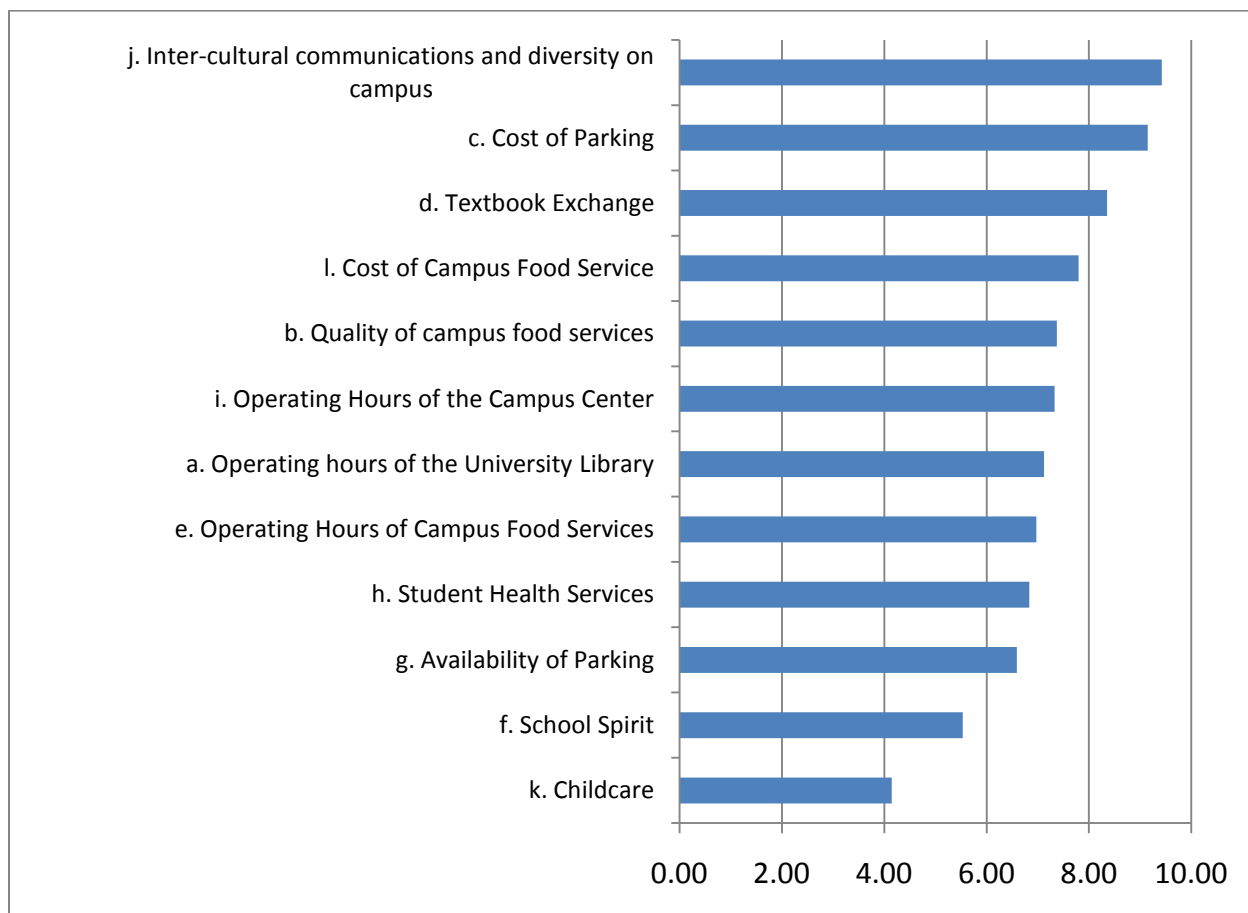
IUPUI Student Pulse Survey

Final Summary

A random sample of 3,000 students at IUPUI resulted in 620 respondents to a web survey designed to measure student priorities on campus. Approximately one-third of the respondents were male; two-thirds female. We had a roughly equal distribution of respondents across tenure levels (number of years at IUPUI). About one-third of the respondents reported they had transferred to IUPUI from another college or university. Over half of these transfer students did so within the past two years.

Below is a chart showing the relative importance to respondents of the priorities included in the survey. Students were asked to follow these instructions:

Please use the table below to indicate how important these issues are to you. After each, please indicate on a scale of 1 to 10 how important this issue is to you, where “10” is “extremely important” and “1” is “not at all important”. If the issue does not apply to you, please check the “Not Applicable”.



(For the “Childcare” item, 198 students selected “Not Applicable” and were not included in the average score.)

The survey was conducted by the Survey Research Center at IUPUI for the IUPUI Office of Academic Planning and Evaluation in cooperation with student government groups. The response rate was 20.7 percent.