

University of Indianapolis Systems Portfolio

Organizational Overview

O1. Distinctive Institutional Features

The University of Indianapolis is a private, non-profit, coeducational, residential institution of higher education founded in 1902 by what is now the United Methodist Church. The University maintains a moderate size and a diverse student body to whom it offers a comprehensive set of general, pre-professional, and professional programs grounded in the liberal arts.

The control and management of the University is vested in a Board of Trustees selected from the community, United Methodist Church, alumni, and at-large representation from the state and nation. In addition, there are three ex-officio members of the Board: the resident United Methodist bishop of the area, the president of the University, and the president of the Alumni Association. Board members are elected for terms of four years on a rotating basis, so that the terms of approximately one-fourth of the members expire each year.

The University of Indianapolis seeks to prepare its students for life in an increasingly complex, rapidly changing world. To this end, the University's curriculum encourages development of the total person, including the intellectual, physical, moral, and spiritual. This curriculum reflects a commitment to Christian values and rests upon the conviction that learning should be a lifelong activity. Therefore, the curriculum stresses the ideals of critical, rational thought; independent, responsible inquiry; novel, creative expression; and sensitive, reflective morality. Recognizing the unique worth of each individual, the University strives to nurture within its students the qualities that make a meaningful life possible and the wisdom to recognize that such a life is inseparable from personal and social responsibility.

The mission of the University of Indianapolis is to prepare its graduates for effective, responsible, and articulate membership in the complex societies in which they live and serve and for excellence and leadership in their personal and professional lives. The University equips its students to become more capable in thought, judgment, communication, and action; to enhance their imaginations and creative talents; to gain a deeper understanding of the teachings of the Christian faith and an appreciation and respect for other religions; to cultivate rationality and tolerance for ambiguity; and to use the intellect in the process of discovery and the synthesis of knowledge. To achieve its mission, the University:

1. complements academic majors and professional programs with a general education curriculum that includes courses focusing upon inquiry, abstract logical thinking, and critical analysis; writing, reading, speaking, and listening; values and their impact upon judgment; international and multicultural experiences; understanding numerical data; developing historical consciousness; comprehending science and its methods; and experiencing and appreciating the arts;
2. provides high-quality programs and services that are reviewed regularly and maintained, developed, or redirected as needed;
3. offers learning opportunities and programs of study that respond in innovative ways to the needs of both traditional and nontraditional students;
4. fosters a campus culture that embraces and celebrates human diversity;
5. maintains a faculty of qualified professionals who are sensitive to developments in their disciplines and who demonstrate a commitment to teaching;
6. seeks strategic partnerships with campus, city, state, national, and global communities;

7. establishes international relationships and programs that promote intercultural understanding, awareness, and appreciation;
8. capitalizes on opportunities created by changing circumstances, pursuing initiatives consistent with its mission.

The University's motto of "Education for Service" emphasizes the development of ethical and moral values and their application in every career. Students are encouraged to apply their unique knowledge and skills to real world needs through volunteering, service opportunities incorporated in their course of study, and internships.

O2. Scope of Educational Offerings

In pursuit of its mission, the University offers degree programs in more than 65 fields of study. The University offers 9 associate's, 70 bachelor's, 22 master's and five doctoral degree programs in addition to credit and noncredit continuing education programs. The University awards the following degrees: Associate in Arts, Associate in Science, Associate of Science in Nursing, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Arts, Master of Science, Master of Science in Nursing, Master of Accounting, Master of Business Administration, Master of Health Science, Master of Occupational Therapy, Doctor of Health Science, Doctor of

Occupational Therapy, Doctor of Physical Therapy, and Doctor of Psychology.

O3. Student Base, Needs, Requirements

University of Indianapolis programs serve a broad range of students from traditional aged to adult learners, as well as both resident and commuter students. Academic programs are offered in full and part-time formats and in full-term, weekend and accelerated formats. Web-based and distance learning courses are available at all levels. Academic programs are also offered offsite to accommodate adult learning needs.

The markets for the University vary with the type of programs offered. Undergraduate programs involving traditional aged students draw 84% of students from within Indiana itself, with 12% of students coming from out of the state and an additional 4% of the population being international students. The School for Adult Learning, consisting of non-traditional students in evening or accelerated classes, draws from the Indianapolis metropolitan area. The graduate programs vary in their markets ranging from regional, national, and international markets for the programs in clinical psychology, physical therapy, forensic anthropology, and skeletal biology, to more local markets for masters in education, nursing, and the arts and sciences. Some markets have changed recently, as in the case with occupational therapy, where the market has moved from national to regional.

Figure O-1

Student Base For 2005-2006			
	Full-Time	Part-Time	Total
Undergraduate	2389	972	3361
Graduate Program	425	676	1101
Total	2814	1648	4462

O4. Collaborations, Needs, Requirements

The University of Indianapolis recognizes the need to continuously build collaborative relationships with its stakeholders. Due to our strong ties to the community, these collaborations occur in many different areas.

However, they are emphasized in three main areas.

The first area is through relationships developed to provide applied learning experiences for students. Internships, clinical training, field placements, and service learning are all key learning methods used at the University.

Because of this, strong community partnerships and collaborative relationships are essential.

The centers of excellence also play a key role in developing relationships. The Center of Excellence in Leadership of Learning (CELL) works closely with area school districts, including helping to transform urban education through a project to restructure large high schools into smaller schools. The Center for Aging and Community (CAC) is a champion for advancing the new reality of older adults as community and family assets and improving the quality of life for older adults in Indianapolis and beyond. It focuses on Aging in Place and Meaningful Work for Older Adults.

A third collaborative area for the University is international partner sites. These include both a full-owned branch campus in Athens, Greece, as well as a number of partner sites around the world where University of Indianapolis degrees are awarded.

O5. Faculty and Staff Base

The University of Indianapolis employs both full and part-time faculty, full and part-time non-exempt staff, and full-time exempt staff. The University currently does not have any bargaining units. The number of employees in each status level is listed in Figure O-2.

Figure O-2

University Faculty and Staff	
Full-time Faculty	(N= 166);
Part-time Faculty	(N= 250);
Full-time Exempt Staff	(N= 153)
Full-time Non-Exempt Staff	(N= 162)
Part-time Non-Exempt Staff	(N= 55)
* 05-06 School Year	

O6. Facilities, Equipment and Technologies, Regulatory Environment

The University of Indianapolis operates a 65 acre campus located on the south side of Indianapolis. The campus consists of 30 buildings, including residence halls.

In 2005 the University completed a renovation and expansion of Esch Hall. This project allowed for a larger reception area and more office space for Admissions, Financial Aid, the Registrar, the School for Adult Learning, and CELL.

The University has nine on campus computer labs that are available to students. This includes 222 computers readily available for student use. In addition, the University also operates WICR, a public radio station that is also available via the Internet. In 2004, WICR became the first public radio station in Indiana to broadcast in High Definition. The University also has a television studio, observatory, and the Au Honein Museum.

The University uses Blackboard as a teaching tool and resource in many classes across the campus. Additionally, the University offers a few distance learning courses, although it does not offer any degree programs completely online at this time.

The University has been accredited by the North Central Association Higher Learning Commission since 1947. In addition, the University is also accredited by the University Senate of the United Methodist Church, and a number of individual degree programs are accredited by their professional organizations.

O7. Competitive Environment

While the University identifies three schools (Butler University, Indiana University Purdue University Indianapolis, and Ball State University) as its main competition for students, it is one of dozens of schools in the state of Indiana. In addition, there is no degree offered that is unique to the University, meaning

students in every degree program always have another option if their needs are not met. This forces the University to find other ways of distinguishing itself, including offering unique formats for degree programs, small class size, and having faculty teach all classes and labs, meaning teacher assistants are not used to teach either classes or labs.

We are also keenly aware of heightened competition for our faculty and staff. We compete nationally for faculty and with numerous local universities and the private business sector for our staff. The University is constantly evaluating the pay and benefit system against competitors to ensure it remains competitive.

O8. Opportunities and Vulnerabilities

The University of Indianapolis has grown steadily over the past several decades. That growth has been the product of an ever-closer

working relationship with the city of Indianapolis and the central Indiana region. The University has emerged intentionally as the go-to partner for many institutions in the area, including public, private, for-profit, and not-for-profit. As long as these relationships provide opportunities for student/faculty learning and service, they provide an enormous growth potential for the University to be visible and valuable in its community.

Growth also presents challenges. At what point might size limit the high-touch nature of instruction which has always been a hallmark of the institution's programs? Will it be necessary or desirable to become more spread out around the community, perhaps with distance learning and off-site locations becoming more important? Will the University's growing international dimension detract from its "home-town" feel? These challenges are exciting and manageable, but require careful consideration.

Acronyms

BUILD	Baccalaureate for University of Indianapolis Learning Disabled
CAC	Center for Aging and Community
CELL	Center of Excellence in Leadership of Learning
EMC	Enrollment Management Committee
FAPC	Financial Aid Policy Committee
HIPAA	Health Insurance Portability and Accountability Act
OFP	Organizational Fitness Profile
SAL	School for Adult Learning
SIS	Student Information System
SWIS	Student Web Information Services
UCS	University Computing Services

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Context for Analysis

1C1. Common Learning Objectives for All Students

There are two different sources articulating the common learning goals for students at the University of Indianapolis. One source of learning goals is those that were set forward for general education (1994). Eight learning goals have been defined: critical thinking, historical consciousness, scientific method for the natural sciences, arts appreciation, cross-cultural understanding and global awareness, numerical literacy, social inquiry and values orientation. These goals continue to provide the foundation for general education.

A second source, and the most encompassing set of University goals linked to student learning, is set forth in the Assessment Plan preceding the preparation of the Institutional Self-Study for our decennial visit in 1997. These University-wide goals were the basis for the learning goals that are housed in the various programs across campus:

1. Develop broad-based general knowledge and skills in students.
2. Provide opportunities for specialization in traditional and emerging academic disciplines.
3. Develop occupational skills in students.
4. Create a climate that promotes quality interactions among students, other constituents, faculty, and staff.
5. Create a climate that embraces diversity.
6. Develop a sense of social responsibility in students.
7. Foster personal development of students.
8. Anticipate and respond to societal needs through retention and refinement of existing programs and the development of new programs.

In 2005 the University-wide learning goals were revised after extensive cross-campus discussions led by the AQIP Subcommittee on Student

Learning. The University-wide learning goals became critical thinking, creativity, performance, and social responsibility. The following figures depict the relationships between the new learning goals, general education goals and the University mission.

Figure 1-1

University-Wide Learning Goals Alignment with Mission	
Critical Thinking	
<ul style="list-style-type: none"> • Thought • Judgment • Communication • Judaic Christian Faith • Synthesis of Knowledge 	<ul style="list-style-type: none"> • Appreciation/Respect for Other Religions • Rationality • Discovery
Creativity	
<ul style="list-style-type: none"> • Imagination 	<ul style="list-style-type: none"> • Creative Talents
Performance	
<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Action
Social Responsibility	
<ul style="list-style-type: none"> • Action • Appreciation/Respect for Other Religions 	<ul style="list-style-type: none"> • Tolerance for Ambiguity

Figure 1-2

University-Wide Learning Goals Alignment with General Education Core	
Critical Thinking	
<ul style="list-style-type: none"> • Critical Thinking • Scientific Method for Natural Sciences • Social Inquiry • Arts Appreciation 	<ul style="list-style-type: none"> • Historical Consciousness • Numerical Literacy • Values Orientation/Judaic Christian
Creativity	
<ul style="list-style-type: none"> • Arts Appreciation 	
Performance	
<ul style="list-style-type: none"> • Arts Appreciation 	
Social Responsibility	
<ul style="list-style-type: none"> • Cross Cultural/Global Awareness 	<ul style="list-style-type: none"> • Social Inquiry

1C2. Alignment with Mission

During the 2004-2005 academic year, the University mission and purposes statement, academic unit mission statements, and the various published sources of institutional description were reviewed. From these sources, four University-wide learning goals were identified by faculty. Each of the four University-wide learning goals can be linked to the purposes found in the University mission and purpose statement. In like fashion, the goals for general education align with the mission and the University-wide learning goals. This is shown in Figures 1-1 and 1-2.

1C3. Key Instructional Programs

The University offers both undergraduate and graduate programs and degrees at the associate, baccalaureate, masters, and doctoral levels. There are six schools offering undergraduate programs: the College of Arts and Sciences, the School of Education, the School of Nursing, the School of Business, the School of Psychological Sciences, and the School for Adult Learning. Functioning primarily on the graduate level, but with some undergraduate programs, are the School of Occupational Therapy and the Krannert School of Physical Therapy. A recently established Center for Aging and Community also offers graduate programs in gerontology.

Figure 1-3

Degrees Offered by Unit	
School	Degrees Offered
College of Arts and Sciences	Associate's, Bachelor's, Master's
School of Business	Associate's, Bachelor's, Master's
School of Education	Bachelor's, Master's
School of Nursing	Associate's, Bachelor's, Master's
School of Psychological Sciences	Bachelor's, Master's, Doctorate
Krannert School of Physical Therapy	Associate's, Master's, Doctorate
School for Adult Learning	Associate's, Bachelor's
School of Occupational Therapy	Master's, Doctorate
CAC	Master's

The primary mode of delivery is classroom-based instruction with a strong emphasis upon applied learning. Currently, 85% of University students participate in a significant applied learning experience, and these opportunities include clinical training, for-credit internships, internships facilitated by the Career Services office, study abroad, enrollment in service-learning courses, and transcribed volunteer service hours. Classroom instruction involves diverse teaching strategies, including lecture, seminars, discussion, laboratory, and independent study. Technology is integrated into each type of teaching strategy.

Technology is an important part of campus-based offerings through the extensive use of web-enhanced course offerings. These are made possible through the campus-wide Blackboard system. Distance learning is used selectively, and it was found that some students enrolled in distance learning courses are traditional students who are taking advantage of the flexible format. The University currently has a Distance Learning Committee in place with a focus upon increasing the offerings at the graduate level, particularly with post-professional programs.

1C4. Preparation for Diversity and Diverse Learning Styles

The University has made a conscious commitment to seek diversity and promote a welcoming campus climate that is hospitable through a number of strategies:

- The Bridge Program is aimed at recruiting and retaining capable but traditionally underrepresented groups of students as undergraduates. Urban, township, and private schools in Indianapolis are the target audiences for this recruiting.
- A University-wide multi-cultural committee has taken the lead in promoting diversity training.
- The International Student Division provides support for international students and for domestic students seeking international experiences.

- The University offers degree programs through international branch campuses located in Greece, Cyprus, Israel, China, and Belize. An exchange of students, faculty, and administrators occurs as a result of the international campuses.
- The Pride, a student organization focusing upon an understanding of diversity in sexual orientations, was established.

Additional strategies have been undertaken to ensure support for diverse styles of learning:

- The Academic Success Center provides transition-to-college and orientation programs, advising, and academic skills training to the student population through several programs.
- The BUILD program, Baccalaureate for University of Indianapolis Learning Disabled, which is housed in the Academic Success Center, is an intensive support program for students classified as learning disabled.
- Campus-wide tutoring sites exist where students may seek support in writing, mathematics, natural sciences, history, and other academic areas outside the classroom settings.
- The Student Affairs Office established a process for addressing needs for accommodation as defined by the American Disabilities Act.

1C5. Ensuring Academic Freedom

University faculty control the curriculum, its implementation, and evaluation. The rights of faculty are set forth in the University by-laws and are represented within the Faculty Handbook. The Provost's Office offers orientations for new full-time faculty members and adjunct faculty members to foster an understanding of these processes and related procedures. The Faculty Handbook states that the University abides by the guidelines of the American Association of University Professors wherein the principle of academic freedom is articulated. The University follows customary practice in its promotion and granting of tenure to faculty.

Students are encouraged as a part of general education to demonstrate critical thinking in their practice. Respect for diverse groups by students is further strengthened by the professional practice guidelines established in the academic programs with separate accrediting bodies.

Grievance procedures for faculty and students are clearly delineated in their respective handbooks.

Processes

1P1. Process for Determining Common Student Learning Objectives

The common learning goals are derived from and aligned with the mission of the University. Since 2003-2005, an AQIP subcommittee has facilitated the establishment of University-wide learning goals in collaboration with the Faculty Senate and faculty body. University-wide learning goals and general education goals are aligned with the specific program goals. Oversight of the goals and objectives of general education is provided by the College of Arts and

Sciences Curriculum Committee and the new graduate and undergraduate curriculum committees of the Faculty Senate. The development of common learning objectives is managed by the faculty as a part of the process of course development and program assessment. The goals are reinterpreted within specific academic majors or professional programs by the faculty, many of whom need to respond to external accrediting bodies concerning how the liberal arts are incorporated into professional practice models. Specific program objectives are informed by disciplinary models and

professional standards. When appropriate, external accreditation(s) is/are sought.

1P2. Process for New Programs

There are two major components to the development of new programs involving both administrative review and approval as well as the curriculum development process of the University faculty. The proposal of new programs may originate with a request from an academic unit. From here the proposal proceeds to Deans' Council or Graduate Deans' Council for review of viability and institutional fit and for a recommendation to the Provost and President. The Vice President for Enrollment provides support in the evaluation and targeting of markets to support new programs. Approved proposals then move through the established curriculum process in which the program framework is developed along with the specific courses and degree requirements.

Programs may originate with outside requests. Branch campuses make requests to the International Advisory Council for program changes or to request new programs. Requests supported by the International Advisory Council go through the same program development and approval process described above. Employers or other corporations, like school districts, may contact the University requesting the development of programs. Again, fit, viability, and need are determined in tandem by the academic and administrative areas.

Courses are developed by the program faculty, reviewed and approved by the program curriculum committee, sent to the undergraduate or graduate Curriculum Council Committee for review and approval, and then presented and voted on in a Faculty Senate meeting.

1P3. Process for Determining Student Preparation

Admission standards are set by the Admissions Committee, a standing committee of the Faculty Senate that is composed of both faculty and staff, including the Director of Undergraduate Admissions. Graduate requirements are set by

individual programs, in concert with professional accrediting bodies in the clinical or practice areas, or by the Graduate Arts and Sciences Committee. Admission policies and procedures at the branch campuses are monitored by the International Advisory Council and the Admissions Committee.

During first year registration for new incoming freshmen, a number of placement tests are given in the areas of mathematics, English, and modern languages. The outcomes of these tests help to determine the placement of new students in appropriate level classes.

Each program faculty establishes their own course sequence, prerequisites, and GPA requirements that reflect student preparation. Program and course-specific information is published in the University Academic Catalog and program publications.

1P4. Process for Communicating Expectations for Students

Expectations concerning student preparation and degree requirements are stated in a variety of publications including:

- Admissions Publications
- Course Syllabi
- Curriculum Guides
- Department and Program Brochures
- Financial Aid/Scholarship Materials
- Program Handbooks (where applicable)
- Student Handbook
- University Academic Catalog

Prospective students are encouraged to visit campus and to meet with a faculty member in their respective areas of interest. The Admissions Counselors visit high schools and participate in college fairs. During these events, the counselors relate expectations to prospective students and High School Guidance Counselors and provide admissions publications and department and program brochures. Undergraduate students receive a summer packet that contains the Academic Catalog and Curriculum Guides that specify the general elective core and major core classes.

Prospective nontraditional students are able to meet with an admissions coordinator in the School for Adult Learning.

Expectations are communicated to students through the New Student Experience course that is a common requirement. Students receive information on expectations through the University Catalog, Student Handbook, and program specific information.

1P5. Process for Advising Students

Enrolled students meet with their faculty advisors and key advisors, with the latter functioning in the academic units to provide a second level of advising for undergraduates. The University uses a student information system for advising. This system displays information helpful to advisors including course listings, student contact data, and unofficial transcript information. Based on this information, the faculty and key advisors can direct students into classes that meet their needs and learning styles, as well as provide academic counseling based on their academic performance. The University is moving toward a student mentoring model for faculty advising where faculty provide career and academic counseling, as well as directing students to other campus resources.

First year undergraduates complete a five-week orientation course (New Student Experience) which may be taken within the major or within general education. Here, information is given, activities are planned, and resources are identified in order to familiarize students with the university experience. Course sections of the New Student Experience that are offered within the departments focus on an orientation to the major, exploring both courses of study and career applications. Within the School for Adult Learning, the New Student Experience course is also offered, but with a focus of connecting or reconnecting adult learners with higher education. Advising is provided within the School for Adult Learning to assist nontraditional students with degree completion plans. Additionally, the Registrar's Office is available to support students' inquiries related to

course schedules, program guidelines, and graduation requirements. Orientations are provided for new graduate students within each respective graduate program.

1P6. Process for Determining Effective Teaching and Learning

Formative and summative processes come together in the documenting of effective teaching and learning. A course evaluation system, combined with other assessments including peer review and teaching portfolios, form the bases for feedback to faculty about teaching effectiveness. Outcomes of these assessments are addressed as part of the annual self-evaluation process, in which goals for the following year are formulated within an individualized faculty development plan. These annual evaluations and development plans become part of the documentation of teaching in the dossiers prepared for promotion and tenure. An elected Faculty Affairs Committee determines the course evaluation system that is utilized by the institution, which is then administered by the Vice President for Research, Planning and Strategic Partnerships.

The annual evaluation system includes an administrative evaluation as well as feedback to both faculty and staff concerning their performance.

Beyond course evaluations there are program reviews which occur periodically throughout the institution. Some program reviews are regularized as these are prescribed by professional accrediting bodies such as NCATE, NLNAC, CCNE, etc. Annual reviews occur as part of the curriculum review process within departmental units and college curriculum committees.

The University currently uses a national evaluation tool, the IDEA system, which provides a comparison at the individual and institutional levels. Also, IDEA provides diagnostic feedback on teaching strategies for the individual faculty member. Individual, program, and institution-wide data show teaching strengths and areas needing further

support. Annual reports of our institutional performance compared to benchmarks are provided to the faculty during a Faculty Senate meeting. Deans and chairs are responsible for monitoring program and faculty performance and communicating performance expectations.

1P7. Process for Building an Effective Course Delivery System

The University prides itself on having a student-faculty ratio of 12:1 and having students receive individual attention on campus. The majority of undergraduate courses remain classroom based with Blackboard integrated into the course with discussions, assessments, and testing. Many of the graduate and continuing education courses utilize Blackboard for distance learning. The proposed center for teaching and learning, along with the Helpdesk, will provide additional support to faculty and students using Blackboard.

In August 2005 the School for Adult Learning created a new Education Coordinator position. The new position will primarily support adjunct faculty in course design and faculty development.

1P8. Process for Changing or Discontinuing Programs and Courses

Changes to programs and courses follow the same curriculum review process as described in 1P2. Also, accrediting bodies provide guidelines and standards for programs that require periodic review of professional practice programs. Accrediting bodies provide guidelines for programs in curriculum, pedagogy, and student outcomes. Generally, departments are proactive in the identification of programs that need to be discontinued because, historically, the same departments have been able to redeploy the resources in strengthening another program.

1P9. Process for Determining Student and Faculty Needs Relative to Learning Support

Support for learning is provided to both faculty members and students. Faculty members use the

Center for Instructional Technologies to further their expertise in the development of web-enhanced courses, to design and deliver distance learning coursework, to advance their knowledge of software, and for other instructional needs. A Distance Learning Advisory Committee reviews programmatic needs and plans appropriate design and delivery of distance learning coursework. Learning support needs are determined by suggestions from units, individual faculty, and annual campus surveys. The Faculty Affairs Committee, in collaboration with the Center for Instructional Technology, is charged with oversight of campus-wide learning programs. Additionally, units may hold their own programs based on specific faculty learning needs.

An office for teaching and learning is being planned for implementation in 2006. The Faculty Affairs Committee of the Faculty Senate has explored models of faculty development that would be used in this newly-created office. The office would provide support for faculty in teaching assessment, teaching strategies, and educational research and would promote a learning culture. This initiative is a campus-wide collaboration, especially among AQIP, Information Systems (IT, Library, and Media Services), and Faculty Senate.

Students are supported in their learning through the advising system, tutoring centers, the BUILD program, service learning opportunities, internship experiences, and the undergraduate Honors College program. In addition, study abroad opportunities are provided through the International Division ranging in experiences from a three week study/travel course to a semester abroad.

The New Student Experience is one mechanism by which we gather students' feedback about their university experiences and academic performances. During the course, students meet with instructors in a variety of settings, some of which include small groups for feedback. All students work with advisors who, in turn, are able to represent student needs to the larger university community. Student performance in coursework and an *entrance to* and *exit from*

program assessments provide feedback to program faculty about student preparation. In a similar fashion, graduate students communicate through student associations and the advising process, as well as through student performance outcomes.

1P10. Process for Aligning Co-curricular Goals with Curricular Learning Objectives

The Student Affairs Division aligns its goals with the curricular goals of the University through shared strategic planning, shared standing committees, and shared governance. Additionally, the University-wide learning goals that were adopted in 2005 have been shared for inclusion into the co-curricular program planning.

1P11. Processes for Student Assessment

Assessments of the University-wide learning goals are being developed by the AQIP subcommittee as part of its action project with the goal of having a framework by December 2005. In 2004, the University implemented two student surveys. The first was a one-time satisfaction survey by Walker Information aimed at measuring student loyalty to the institution. While global and holistic, the survey did provide an overview of students' satisfaction, which is being used to inform the development of the campus plan by the Board of Trustees. A second survey, the National Survey of Student Engagement (NSSE), was implemented in 2004. The annual survey measures student engagement data to improve student learning and institutional effectiveness. Outcomes of the NSSE were presented to the campus community in a May 2005 workshop.

The Honors College, which involves undergraduate students from across campus, collects assessment data through a portfolio system and a senior honors project which is evaluated by a standing faculty committee.

On-going assessment of student learning is accomplished at the course, program, and unit

level. Course assessment includes measurement of attainment of objectives through use of course examinations, skills practical examinations, lab practical examinations, oral presentations, written course papers, service learning projects, practicum/fieldwork evaluation, and summative and formative course evaluation tools.

1P12. Process for Assessing Preparation of Students Following Graduation

In 2005, as the result of a grant-funded initiative, the University created an online alumni community. It is now possible to interact with large numbers of alumni over key questions including the extent to which they were well prepared for their respective fields. Results of the first survey concerning their professional experiences are being compiled for review by the related academic departments.

Some academic departments create employer surveys as a part of their unit assessment plans.

One goal is for applied learning to become more a part of the academic programs, including internships, practica, and field placements. Evaluations of these experiences will provide valuable feedback about the quality of prospective graduates. These field placements have become critical in some cases as failure to meet defined standards results in the inability to gain licensure.

1P13. Processes for Systematic Measurement of Student Performance

Many programs have a capstone or senior experience that allows assessment of program outcomes. Assessment is accomplished through portfolio reviews, testing, clinical performance, and program surveys. Professional practice programs and graduate programs have additional measures of performance after graduation that includes graduate and employer survey data, passing of national licensure exams, certifications, and feedback from other stakeholder groups.

Results

1R1. Results for Common Student Learning Objectives and Specific Program Learning Objectives

The IDEA student rating system is used to assess four primary components: progress on learning objectives, course evaluation, instructor evaluation, and improved student attitude.

Instructors choose relevant objectives from the 12 IDEA objectives that align with the course. Figures 1-4 through 1-17 depict the institutional performance against the IDEA national benchmark on the 12 IDEA learning objectives. The University has met or exceeded the national benchmark on each of the 12 learning objectives. The target set by the University for the learning goals is 3.9. Trends indicate that the University has made improvements in Figure 1-10, “Gaining a Broader Understanding and Appreciation of Intellectual/Cultural Activity,” and in Figure 1-13, “Developing a Clearer Understanding of, and Commitment to, Personal Values.”

Figure 1-4

Gaining Factual Knowledge		
	UIndy	National Average
2001-2002	4.3	4.0
2003-2004	4.3	4.0
2004-2005	4.3	4.0
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-5

Learning Fundamental Principles, Generalizations, or Theories		
	UIndy	National Average
2001-2002	4.2	3.9
2003-2004	4.2	3.9
2004-2005	4.2	3.9
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-6

Learning to Apply Course Material		
	UIndy	National Average
2001-2002	4.2	4.0
2003-2004	4.2	4.0
2004-2005	4.2	4.0
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-7

Developing Specific Skills, and Points of View Needed by Professional in the Field Most Closely Related to This Course		
	UIndy	National Average
2001-2002	4.2	4.0
2003-2004	4.3	4.0
2004-2005	4.2	4.0
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-8

Acquiring Skills in Working with Others as a Member of a Team		
	UIndy	National Average
2001-2002	4.1	3.9
2003-2004	4.1	3.9
2004-2005	4.1	3.9
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-9

Developing Creative Capacities		
	UIndy	National Average
2001-2002	4.1	3.9
2003-2004	4.2	3.9
2004-2005	4.0	3.9
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-10

Gaining a Broader Understanding and Appreciation of Intellectual/Cultural Activity		
	UIndy	National Average
2001-2002	3.8	3.7
2003-2004	4.0	3.7
2004-2005	3.9	3.7
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-11

Developing Skill in Expressing Myself Orally or in Writing		
	UIndy	National Average
2001-2002	3.9	3.8
2003-2004	4.0	3.8
2004-2005	3.9	3.8
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-12

Learning how to Find and Use Resources for Answering Questions or Solving Problems		
	UIndy	National Average
2001-2002	3.9	3.7
2003-2004	3.9	3.7
2004-2005	3.9	3.7
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-13

Developing a Clearer Understanding of, and Commitment to, Personal Values		
	UIndy	National Average
2001-2002	3.8	3.8
2003-2004	3.8	3.8
2004-2005	3.9	3.8
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-14

Learning to Analyze and Critically Evaluate Ideas, Arguments, and Points of View		
	UIndy	National Average
2001-2002	3.9	3.8
2003-2004	4.0	3.8
2004-2005	3.9	3.8
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-15

Acquiring an Interest in Learning More by Asking My Own Questions and Seeking Answers		
	UIndy	National Average
2001-2002	4.0	3.8
2003-2004	4.0	3.8
2004-2005	3.9	3.8
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-16

Excellence of Teacher		
	UIndy	National Average
2001-2002	4.3	4.2
2003-2004	4.3	4.2
2004-2005	4.3	4.2
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

Figure 1-17

Excellence of Course		
	UIndy	National Average
2001-2002	4.1	3.9
2003-2004	4.2	3.9
2004-2005	4.1	3.9
IDEA Student Ratings of Instruction (Target 3.9) Scale – 1-5, 1=Hardly Ever, 5=Almost Always		

The University monitors student performance data through an institution-wide Enrollment Management Committee. Data related to key objectives, which include enrollment, retention, and graduation rates, are collected, reported, and analyzed for meaning and improvement. The Registrar's Office also makes institutional data available for campus departments and academic administrators to use in tracking the success of

their respective students. As an example, data is maintained on student course completion rates. After steady increases in the early part of this decade, the University has seen sharp decreases the past two years across all course levels.

At first glance at the data in Figures 1-18 and 1-19, there appears that there is a decline in the completion rate. However, further analysis shows the rate to vary inversely with the establishment of the School for Adult Learning, which works with nontraditional students, and, to a varying degree, the increased use of the withdrawal option as a mechanism used by students to maintain a higher grade point average. Thus, while any trend like the one below can be a cause for concern, the University continues to monitor this data in light of the changing student population and course completions.

Figure 1-18

Course Completion % By Level					
Course Level	00-01	01-02	02-03	03-04	04-05
100-199	79.1%	79.3%	79.5%	76.3%	74.1%
200-299	83.0%	83.5%	82.8%	80.5%	77.3%
300-399	83.4%	84.8%	84.8%	87.6%	86.7%
400-499	89.2%	91.2%	90.4%	90.0%	85.5%
500-599	96.7%	89.8%	90.0%	73.9%	70.0%
600-699	N/A	100%	N/A	100%	70.0%
Target – 80%					
Benchmark – 85% (average of AQIP institutions)					

Figure 1-19

Hours Attempted-Completed Ratio				
00-01	01-02	02-03	03-04	04-05
86.8%	87.7%	87.0%	85.3%	84.1%
Target – 80%				
Benchmark – 85% (average of AQIP institutions)				

The University also tracks the number of students retained from their first to second year, as well as those that transfer out of the University. Results of student retention are depicted in Figure 1-20. The benchmark of 70% has been met for the past five years.

Figure 1-20

Student Retention (First to Second Year, Fall to Fall Semester)				
00-01	01-02	02-03	03-04	04-05
69.9%	72.1%	73.1%	70.4%	74.3%
Target – 75%				

The University of Indianapolis maintains a strong commitment to remaining accessible to students from a broad range of economic backgrounds. Over half of the University’s undergraduate population is the first generation to attend college. The University is the largest user of state aid available to students who have demonstrated economic need. Given the challenges of students who are new to the college experience, the University has a notably high retention rate when background variables are controlled in the analysis. While nationally there seems to be some relationship between SAT scores and retention, the University does not want to raise SAT scores at the cost of losing good students from underserved populations who may show academic capability but not have high SAT scores.

A subsection of students at the University are student athletes. One of every four to five students at the University of Indianapolis is a student-athlete. During the past several years the overall grade point average for more than 440 student-athletes each year has been above a 3.0. Student-athletes at the University continually maintain a higher graduation rate as well as a higher retention rate than the general student population.

1R2. Evidence that Students Have Acquired the Knowledge and Skills Base Required by the Institution and Stakeholders

Much of the knowledge base and skill sets come from the areas of academic specialization and professional preparation. Results from departmental assessment plans show that students have acquired the needed knowledge and skills to be successful practitioners. Data are included for the following programs: Nursing (BSN and ASN), Occupational Therapy, Physical Therapy (PTA and entry-level

DPT), Teacher Education, and School of Business (CFA and CPA).

In Figure 1-22, NCLEX exam results indicate one year (2000) where the ASN Program did not achieve the national score. The School of Nursing implemented a higher GPA requirement for entrance into undergraduate nursing programs.

Figure 1-21

NCLEX Pass Rates (BSN)					
	00	01	02	03	04
UIndy	95%	94%	100%	96%	85%
Nat'l Avg	82%	82%	82%	82%	74%
Target – 85%					

Figure 1-22

NCLEX Pass Rates (ASN)					
	00	01	02	03	04
UIndy	78%	85%	85%	94%	76%
Nat'l Avg	80%	82%	82%	82%	74%
Target – 85%					

Figure 1-23

NBCOT (Occupational Therapy)					
	00	01	02	03	04
UIndy	96%	98%	98%	97%	90%
Nat'l Avg	85%	88%	86%	82%	77%
Target –					

Figure 1-24 and 1-25 show results for Physical Therapy. While the overall passing rates have remained higher than their accrediting body requires, they have taken measures to improve their passing rates. They have offered students a weekend licensure exam course. In addition, they also have students take a mock exam.

Figure 1-24

PTA			
	02	03	04
UIndy	94%	78%	100%
Nat'l Avg	71%	74%	Unavailable
Target – 80%			

Figure 1-25

Entry-Level DPT					
	00	01	02	03	04
UIndy	100%	95%	83%	71%	N/A*
Nat'l Avg	79%	87%	83%	68%	N/A
Target – 80%					
* No graduating class – Transitioning from master's to doctoral level					

Figures 1-26 and 1-27 show the scores for Teacher Education. The target of 96% of students passing the exam was not met in 2001 and 2002. As a result, they revised their program based on new state standards and their own analysis of the curriculum. In addition, starting in 2002, students were required to pass Praxis I prior to student teaching.

Figure 1-26

Praxis I (Teacher Ed.)					
	00	01	02	03	04
UIndy	96%	94%	95%	99%	
State Avg	96%	96%	97%	98%	
Target – 96%					
Required by Indiana for licensure – focuses on basic skills of reading, math and writing.					

Figure 1-27

Praxis II (Teacher Ed.)					
	00	01	02	03	04
UIndy	100%	95%	96%	97%	
State Avg	99%	98%	98%	97%	
Target – 96%					
Required by Indiana for licensure – focuses on content area of the major/teaching license					

The School of Business works to prepare accounting students to sit for the CFA and CPA boards. While the school does not purchase results, Figures 1-28 and 1-29 show estimated results for both the University and the national average.

Figure 1-28

CFA	
UIndy	60%* (10 MBA Students/year)
Nat'l Avg	40%*
* Number approximated as UIndy does not purchase results	

Figure 1-29

CPA	
UIndy	60%* (5 MBA Students/year)
Nat'l Avg	N/A**
* Number approximated as UIndy does not purchase results ** National Average is unknown	

The University-wide learning goals seek to identify what the knowledgeable, engaged learner will be able to do as a result of participating in the broader programs of the University. These goals look for evidence of the broader knowledge or skills in students' practice within the majors, in students' co-curricular activities, or in students' attitudes about the University.

Results relating to campus employment as an opportunity for student learning were taken from an annual residence hall survey. The University target was not met as shown in Figures 1-30 and 1-31. Since 2004, the Office of Career Services has implemented campus job fairs, supervisory training, student employee evaluations, and a recognition program. As 2004 marked the first year that these questions were asked on the Educational Benchmark, Inc. (EBI) residence hall survey, it is anticipated that these new strategies will improve students' perception of campus student employment in future surveys.

Figure 1-30

Student Employment Affecting Career Goals	
UIndy	Target
3.6	4.0
2004 EBI (Scale 1-7, 1 Negative, 7 Positive)	

Figure 1-31

Student Employment Affecting Commitment to Stay at University	
UIndy	Target
3.48	4.0
2004 EBI (Scale 1-7, 1 Negative, 7 Positive)	

Figure 1-32

Likelihood to Seek On-Campus Job	
UIndy	Target
4.30	4.0
2004 EBI (Scale 1-7, 1 Negative, 7 Positive)	

Through the Registrar's Office, data is regularly prepared concerning student academic progress and degree completion rates. Figure 1-31 demonstrates that the University meets its benchmark and institutional target.

Figure 1-33

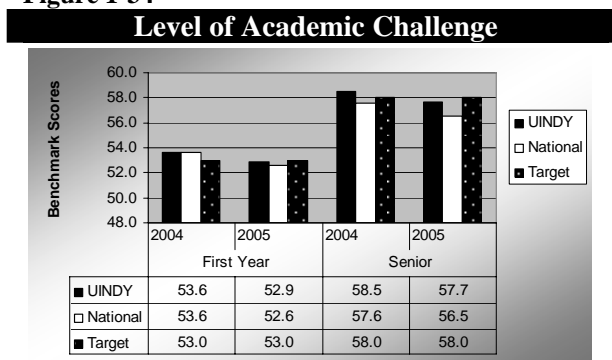
% of Students Graduating Within 6 Years					
	2001	2002	2003	2004	2005
UIndy	51.6	50.8	51.0	53.3	53.1
Target – 53.1%					

The University recognizes that it may take years for students to appreciate the value of the broader curriculum. For this reason, the on-line alumni network may become even more important for post-graduation feedback.

1R3. Results for Helping Students Learn and 1R4. Comparison with Results of Other Higher Education Institutions

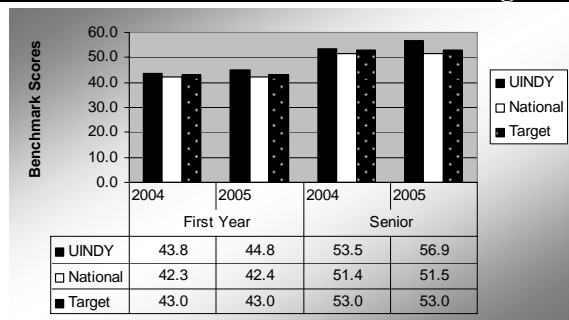
The University was compared to other institutions that are in the Carnegie classification for master's level institutions in three areas that reflected student learning using the NSSE. The University met or exceeded the national benchmark on Level of Academic Challenge and Active and Collaborative Learning. However, benchmarks were slightly below the mean for Enriching Educational Experiences and Student Faculty Interaction. The standard scores for individual items help to target any concerns identified in the benchmarks. Selected data from the NSSE are depicted in Figures 1-34 through 1-36.

Figure 1-34



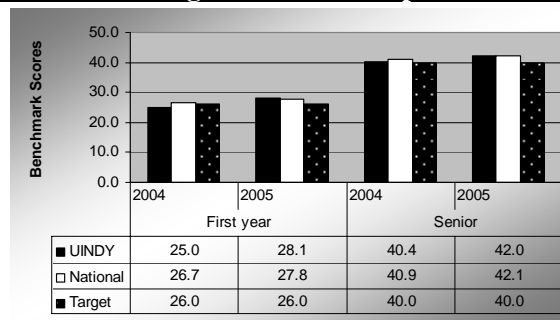
National Survey of Student Engagement

Figure 1-35
Active and Collaborative Learning



National Survey of Student Engagement

Figure 1-36
Enriching Educational Experiences



National Survey of Student Engagement

Improvement

111. Improving Current Processes and Systems for Helping Students Learn and Develop

In 2002 the University established an Academic Success Center to integrate the various counseling and tutoring services for students into one program. This center has a case management approach in which information on the success of the individual students is maintained and used for advising.

The New Student Experience is being assessed and placed for campus review in the 2005-06 year. While the experience has been an orientation to campus living and study skills, it has not fostered the type of learning communities that research shows is important to first year students.

Student Employment has been the topic of an action project that successfully met its goals and was retired in Fall 2005. Major changes were introduced to connect student learning with campus employment. These changes included the implementation of student employment evaluations that included development plans.

The University's Honors Program was recently revised based on data that showed the number of students who progress to the end of the program was quite low. Therefore, the Honors Committee reviewed the pathways for

completing the Honors Program in the fall of 2005.

As stated earlier, a major focus of the 2005-06 year is the development by the collaborative efforts of the University AQIP Committee and the Faculty Affairs Committee of the Faculty Senate of a center for the improvement of teaching, faculty development, and to support the assessment of student learning.

In order to serve our international students better, the International Division has developed an interdisciplinary and multi-office committee to plan and support the arrival of international students to campus. The goal is to create a smooth transition into a new learning and residential environment.

The New Faculty Orientation Program was revised for Fall 2005 to better prepare faculty for engaging students in interactive learning. The format was changed from two semesters to one semester with the addition of content to help faculty with their role.

112. Setting Targets for Improvement

Key objectives are set in concert by the Enrollment Management Committee, administration, and Board of Trustees. There are defined targets for numbers of students recruited, retention rates, graduation rates, SAT

scores, and other qualitative measures, such as diversity, for the next five years. These targets are regularly monitored and reviewed annually.

Having just completed the second year using the National Survey of Student Engagement in 2005, goals were set for the improvement over time in the area of academic rigor (as measured by culminating capstone or senior experience, using computers in academic work, and number of written papers with 20 pages or more) and academic engagement (as measured by making a

class presentation, coming to class without completing the assignments, and participating in a learning community or some other formal program where groups of students take two or more classes together). The goal is to reach the mean or higher in the University's standard score.

Individual units continue to seek high scores and pass rates on exit examinations, senior performances, and national examinations.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Context for Analysis

2C1. Explicit Institutional Objectives in Addition to Helping Students Learn

The University of Indianapolis is characterized by commitments to its church-related tradition, to community development, to international education, and to furthering two existing centers of excellence in educational reform and aging and community. These commitments are embodied in offices, programs, branch campuses, and community sites. As such, they have become part of the physical, financial, and human resources of the institution. The faith tradition is embodied in the Lantz Center for Christian Vocations and Formation and in the office of the Dean for Ecumenical and Interfaith Programs. Community development is a focus of the Office of Community Programs, which extends beyond its campus office to two community sites where the University operates programs in spaces which it occupies. International education involves the delivery of programs abroad at international sites, including a full branch campus in Athens, Greece.

A five year business plan was created in 2003 out of the Strategic Plan. One of its explicit institutional objectives is to establish recognized centers of excellence on both regional and national levels by 2007. These centers were to heighten visibility and reputation. University-wide committees solicited proposals for these centers. Four were submitted, and two were selected to pursue (Center of Excellence in Leadership of Learning and Center for Aging and Community). Two centers of excellence emerged in which the University has achieved leadership roles at the city, regional, and national levels.

From among the proposals, other areas were recognized as strengths for further development without necessarily establishing special centers. The International area was targeted for expansion under a related planning process.

Community programs grew from one to three sites since the implementation of the 1999 plan, and a new focus on Christian vocations and interfaith hospitality was introduced. There are other smaller initiatives undertaken at the University of Indianapolis that promote excellence including:

- The Institute for Emerging Careers
- The Center for Business Partnerships
- The Institute for the Study of War and Diplomacy

Student learning is at the center of the University's mission, but there are other stakeholders and other beneficiaries beyond its students. The faith tradition connects this University community to the greater United Methodist churches and beyond to other faith bodies in collaborative ways. The Community programs efforts clearly benefit the community in which the off-campus sites are located. Service learning benefits both the community and students. International sites involve other distant communities and governmental structures in the delivery of education. The Centers of Excellence benefit the public education and aging citizens beyond the educational value that they provide for our students in applied learning.

Centers and institutes are also involved in campus and community research, consulting, and service. These activities enhance and broaden the institution's reputation, making it the "university of choice" for students committed to improving knowledge and skill in a community context.

Others also recognize that these commitments benefit more than the University's students, and, as such, new revenues or grant funds are generated to offset the additional expenses that go with the operation of centers, institutes, and special offices. The centers of excellence are

funded by grants and gifts as well as generating consulting revenue. For example, CELL has secured large grants from both the Bill & Melinda Gates Foundation and the Lilly Endowment. The Lantz Center for Christian Vocations and Formation was funded by a large foundation grant and continues to receive on-going gifts. The international sites generate additional tuition revenue and fees, and the community programs initiatives are sustained, in part, through partnerships, grants and gifts.

2C2. Alignment of Distinctive Objectives with Your Mission, Vision, and Philosophy

In 1999, the University of Indianapolis undertook a University-wide Strategic Plan. One result of the plan was a revised/refined University mission statement in which the language relating to the other commitments described above were expanded and affirmed.

There are multiple ways that the Centers, institutes, and initiatives are tied into the mission and operation of the University. For example, the Center for Aging and Community has an Executive Board that is made up of the academic leadership so that the center is operated in tandem with related disciplinary programs. Community programs are supported by curricular components whereby students earn course credit for service-learning. The Christian vocations program shares staff and faculty with the Department of Philosophy and Religion, thereby allowing new programs like youth ministry to grow. The Lantz Center and the Ecumenical and Interfaith Programs Office are a direct extension of the University's mission, which states we equip students "to gain a deeper understanding of the teachings of the Christian faith and an appreciation and respect for other

religions." The curriculum for international sites is developed and approved by the faculty members at the University of Indianapolis.

2C3. Distinctive Objectives and Helping Students Learn

The University has distinctive objectives that address its mission and purpose that include "increasing diversity and international experiences for its students and faculty; promoting intercultural understanding and appreciation; to gain a deeper understanding of the teachings of the Christian faith; and, seek mutually beneficial relationships with communities" that provide applied learning experiences for students.

The focus on international education has resulted in an "internalization" of the main campus as students and faculty are exchanged and as cultural content in the curriculum is understood. More of the main campus students have greater opportunities to travel and interact with international students in a variety of settings here and abroad.

As an advocate of applied learning, the community engagement made possible through community programs and through the Centers of Excellence have provided opportunities for students well beyond the classroom.

The Christian Vocations Office provides co-curricular programming for spiritual development in which numerous students and faculty members participate. In addition, there is also a curriculum of courses that students in the Christian Vocations take, although there is no minor or major in this area.

Processes

2P1. Determining Other Distinctive Objectives

In the recent past, the University created two new bodies that would have leading roles in determining other new university-wide

objectives. The first body is the combined Cabinet and Council which integrates the academic and administrative leadership on campus. The second body is the newly established (2004) Faculty Senate.

2P2. Communication of Expectations

A variety of mechanisms are used for campus communication. Newsletters, websites, and electronic posting make routine communications possible. Also, a strategic communication committee has been established and operates to ensure that the campus community is properly informed and that external communications with the public are coordinated. The Faculty Senate assigns representatives to key committees to report back to the faculty. Other committees maintain open meetings, post minutes, and hold open meetings on special issues in order to inform others.

Another vehicle for communicating expectations is the periodic status report to funding sources. Funding sources require periodic updates on program or project initiatives promised in proposals. Many centers and institutes have external stakeholders who require/mandate reports. Others have additional internal reports to oversight committees and administrators. In 2004 centers and institutes were required by the University to develop measures and report on key indicators via scorecards.

2P3. Determination of Faculty and Staff Needs

The centers and initiatives come with new sources of funding through new revenue or gifts, or contribute to the University's programs for its current students and, thus, are supported by its annual operating budget. The needs for faculty and staff are addressed as part of the business plan for each of these areas. A goal for each of the centers and the initiatives is to become self-sustaining so that resources are not unduly stretched across the University. Through grants, gifts, consulting revenue, and additional tuition, the University has been successful in supporting the new initiatives.

The centers and initiatives are interconnected with the larger work of the University. In the case of the centers, leadership was drawn from the current faculty or administrators, and staffing is a combination of current faculty released to the centers and new faculty and staff hired for

individual projects. The Community Programs Office and the Office of Ecumenical and Interfaith Programs are led by a director and Dean and are connected to the faculty and staff through committees and cross appointments. The international programs involve multiple areas across the entire campus and have resulted in the growth of related offices and departments.

The University has had an Ecumenical & Interfaith Council to advise chaplains since 2001. In addition, the Crossings Project Steering Committee meets monthly during the academic year to advise the Executive Director and program coordinators in their assessment of faculty and staff needs. Faculty and staff mini-grants (up to \$5,000) and vocational exploration funds (up to \$250) remain available from the Crossings Project for employees to explore developmental needs.

As a part of the University budgeting process, the costs of the centers and initiatives are examined and addressed. Most recently, growth in the international area has resulted in business planning to support the additional staffing needs.

2P4. Review and Feedback on Objectives

The University's scorecard reports are the University's primary means of readjusting objectives. These reports include periodic requests to oversight administrators and/or committees. Feedback is provided in the form of stakeholder reports and/or site visit communications.

2P5. Measures of Distinctive Objectives

The scorecard measures of key indicators and periodic reports are two primary measures of accomplishing distinctive objectives. Centers and institutes are held accountable by administrators and/or oversight committees to collect and analyze performance data in the forms of matrix and rubric instruments. The data collected is quantitative and qualitative in terms of regularly scheduled reports. AQIP will measure institutional objectives directed in the 1999 Strategic Plan as well as in future plans.

As part of the annual reports for the Crossings Project, we reference the five specifically stated outcomes of the project in relation to the stated mission of the Crossings Projects to “create

programs and mentoring relationships that promote vocation exploration in the context of “Education for Service.”

Results

2R1. Results in Accomplishing Distinctive Objectives

Each of the centers of excellence has developed a scorecard that identifies key objectives related to its goals and reports on their progress on these objectives on an annual basis. The centers’ scorecards for the 2005 year are located in Appendix B.

As part of the University’s commitment to community programs and service learning projects, all students are strongly encouraged to partake in community service projects in the community throughout their time at the University. Figure 2-1 below shows the frequency at which our students participate in a community-based project required as part of a class. Figure 2-2 shows evidence that this encouragement carries over outside of the class as well, as it shows community service or volunteer work performed, both inside and outside of the classroom setting.

Figure 2-1
Participated in Community-Based Project as Part of Course

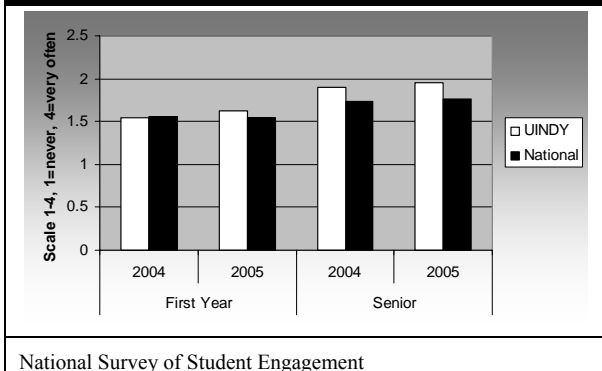
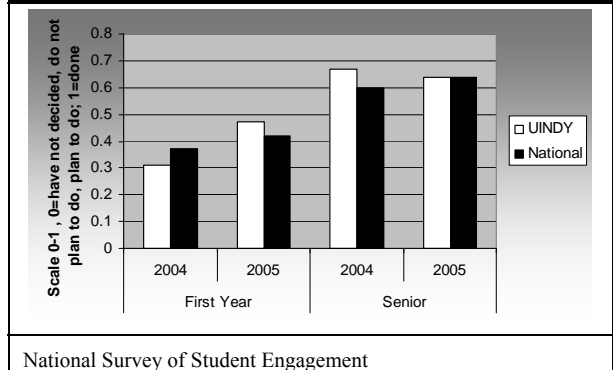


Figure 2-2
Performed Community Service or Volunteer Work



As a University affiliated with the United Methodist Church, the University places a high emphasis on helping students explore both religion, and, on a broader level, their spirituality. To this end, the University conducts many activities through the Lantz Center to help students on their spiritual exploration journey. Figure 2-3 shows the frequency in which students participated in activities to enhance their spirituality. Our students have continued to score well above the national average in both class groups.

Figure 2-3

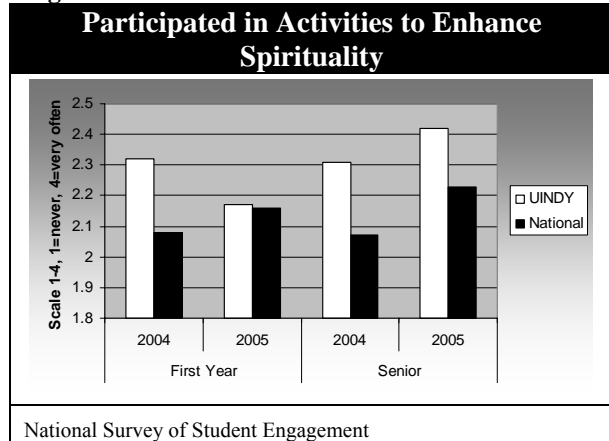


Figure 2-4 shows two questions from the Walker Student Survey. These questions detail factors affecting student commitment to the University. Overall, religious atmosphere was shown to be a low overall factor in affecting student commitment to the University, as shown by the percentage of students who have a positive view of these factors. While the two percentages below appear to be low, it should also be noted

that the percent with a positive view is higher than the percent with a negative view for both questions.

Figure 2-4

Student Views of Religion		
	% with Positive View	% with Negative View
Religious Atmosphere	30	24
Emphasis on Religion	30	29
Target – 50% with Positive View 2004 Walker Student Survey		

The University of Indianapolis fosters international relationships and programs that promote intercultural understanding, awareness and appreciation. Through collaboration and exchange of curriculum, research, faculty and students, the University of Indianapolis extends selected coursework and degree programs into the global community. Figure 2-5 shows the enrollment of international students in our direct credit since 1992.

Figure 2-5

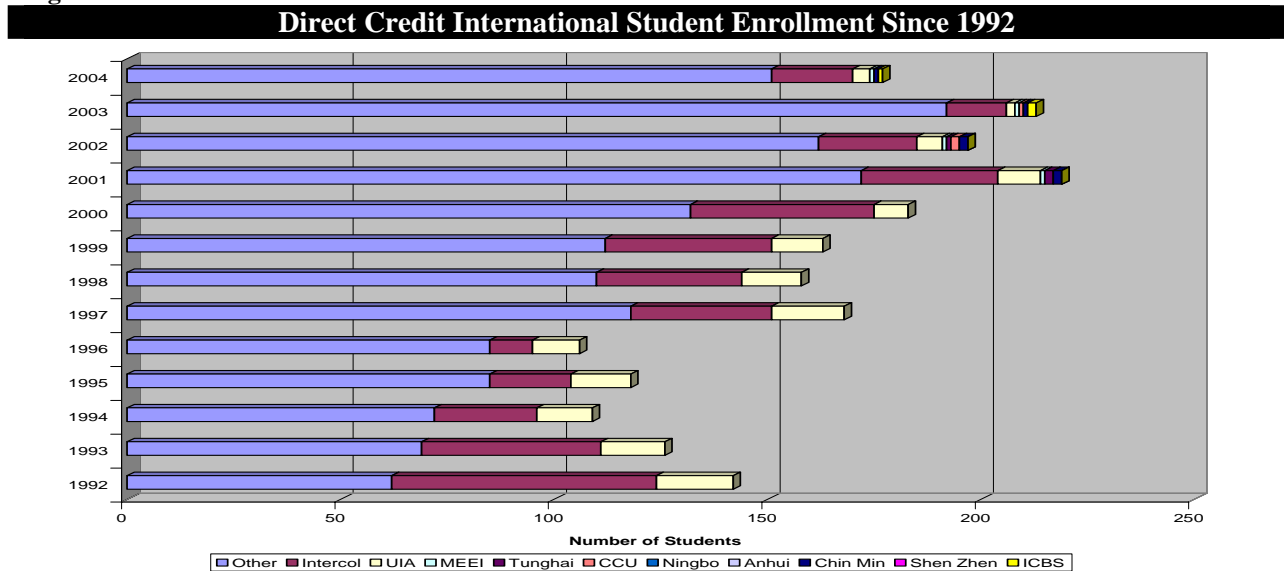


Figure 2-6 shows enrollment in our degree programs at our international sites. This data

shows an overall steady, gradual increase in enrollment at these sites.

Figure 2-6

Enrollment at International Sites									
	2001		2002		2003		2004		
	Sem I	Sem II	Sem I	Sem II	Sem I	Sem II	Sem I	Sem II	
BRANCH CAMPUS									
University of Indianapolis Athens (Greece)									
Undergraduate	362	348	427	432	443	409	557	471	
Graduate	19	61	86	97	92	107	144	129	
Total	381	409	513	529	535	516	701	600	
EXTENSION SITES									
Mar Elias Campus (Israel)									
Undergraduate Total	NA	NA	NA	NA	91	91**	152	152**	
Intercollege (Cyprus)*									
Undergraduate	282	251	287	280	214	234	178	NA	
Graduate	15	13	23	29	25	24	20	NA	
Total	297	264	310	309	239	258	198	NA	
PARTNERSHIP SITE									
Ningbo Institute of Technology (China)									
Undergraduate Total	NA	NA	NA	NA	NA	NA	204	204**	

* Intercollege direct credit program terminated as of March 15, 2005.
 ** Continuation of Semester I

As part of the University’s commitment to international programs, we also recognize the importance of having diversity on the main campus. That diversity comes to us both internationally and domestically. Figure 2-7 shows students opinions on diverse perspectives in class. It shows students have a greater recognition of that diversity as they progress through their time on campus.

Figure 2-7

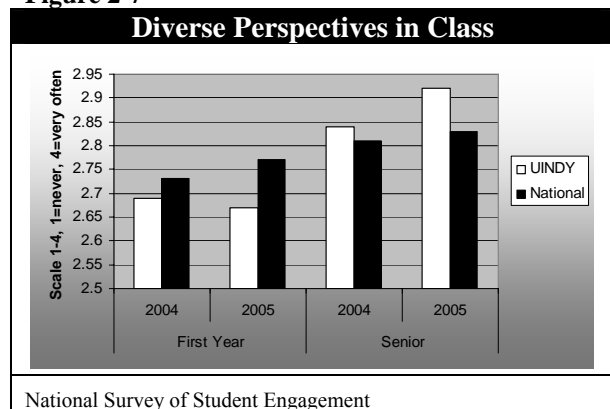
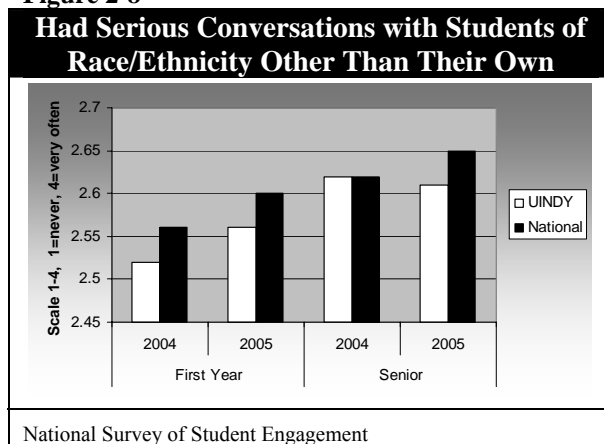


Figure 2-8 shows how often students have serious conversations with students of a race other than their own. While there is not a large

gap, we tend to run slightly below the national average in both groups.

Figure 2-8



2R2. Comparison of Results with Peer Institutions

Information attained from the NSSE is benchmarked against other institutions in our Carnegie Classification as well as the national average. Those benchmarked results are shown in the figures above.

Currently, centers and institutes do not benchmark and compare results and best practice results with peer institutions in terms of distinctive objectives.

The Walker Student Survey, because it is a survey performed in businesses rather than in higher education, does not have a benchmark upon which our student data can be compared.

2R3. Distinctive Objectives Strengthen the Overall Institution

Centers and institutes at the University of Indianapolis are developing national and regional reputations in terms of social, political, economic, and technological transformation through the administration of their program or grant. The transformation is real world in terms of meeting community needs.

Centers and institutes are also involved in campus and community research, consulting, and service. These activities enhance and broaden the institution's reputation, making it

the university of choice for students committed to improving knowledge and skill in a community context.

Finally, the centers and institutes are involved in activities, projects, and initiatives that provide networking and resource opportunities in the forms of scholarship, research, and community service. The results of these activities are professional and vocational growth for faculty, staff, and the community that support the University's mission of Education for Service.

An example of networking and providing resources, CAC has provided consultation, convenes conversations, and conducts applied research in two focus areas: Aging in Place and Meaningful Work for Older Adults. In the former, CAC was a consultant for a study on community-based care that included housing, activity, and nutrition provided to older adults. In the latter, CAC is currently collaborating with the local Chambers of Commerce to identify employers to take part in a survey.

Improvements

2I1. Improvement of Systems and Processes

Benchmarking best practices from centers and institutes at other institutions, both educational and non-educational, could improve our systems and processes for accomplishing our distinctive objectives. The processes could be done in terms of applied research and/or site visitations. Further work is needed to connect objectives, feedback, and improvement in a systematic way.

2I2. Setting Targets and Communicating Improvement

Currently, most centers and institutes try to accomplish objectives they set up in their proposals. Some stakeholders with administrative oversight challenge centers and institutes to target areas and priorities to be addressed in terms of improvement. But, many centers and institutes are not necessarily challenged by administrators to improve beyond objectives set up in the initial proposals. AQIP is the first time most centers and institutes have been challenged to communicate current results and improve priorities to appropriate stakeholders.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Context for Analysis

3C1. Student and Stakeholder Groups

Students are subcategorized as potential students and enrolled students (undergraduate and graduate students). Beyond these subcategories, they are subdivided, as appropriate, based on residential/commuter students, traditional/non-traditional students, first-generation students,

admission classification, and other geo-demographic categories such as race, sex, religion, etc., in order to analyze each group. Other stakeholders include parents, alumni and university friends, the community, employers, partner institutions, and government and accreditation agencies. These stakeholder groups are described in Figure 3-1.

Figure 3-1

Key University Stakeholders	
Potential undergraduate students <ul style="list-style-type: none"> • High school students • Transfer students • Nontraditional students 	Potential graduate students <ul style="list-style-type: none"> • Undergraduate students
Undergraduate students <ul style="list-style-type: none"> • Degree-seeking students • Non-degree-seeking students • School for Adult Learning 	Graduate students <ul style="list-style-type: none"> • Master's students • Doctorate students
Parents (of prospective students and enrolled students)	
Alumni and University friends <ul style="list-style-type: none"> • Graduates and former students who completed some coursework • Donors, university supporters, and individuals and companies in the community 	
Stakeholders <ul style="list-style-type: none"> • Community • Employer • Partner institutions • Government and accreditation agencies 	

3C2. Requirements and Expectations

Various departments and offices are responsible for determining the short- and long-term requirements and expectations of students and

stakeholder groups through various surveys, interviews, focus groups, and other forms of correspondence. This is described in the parentheses in Figure 3-2.

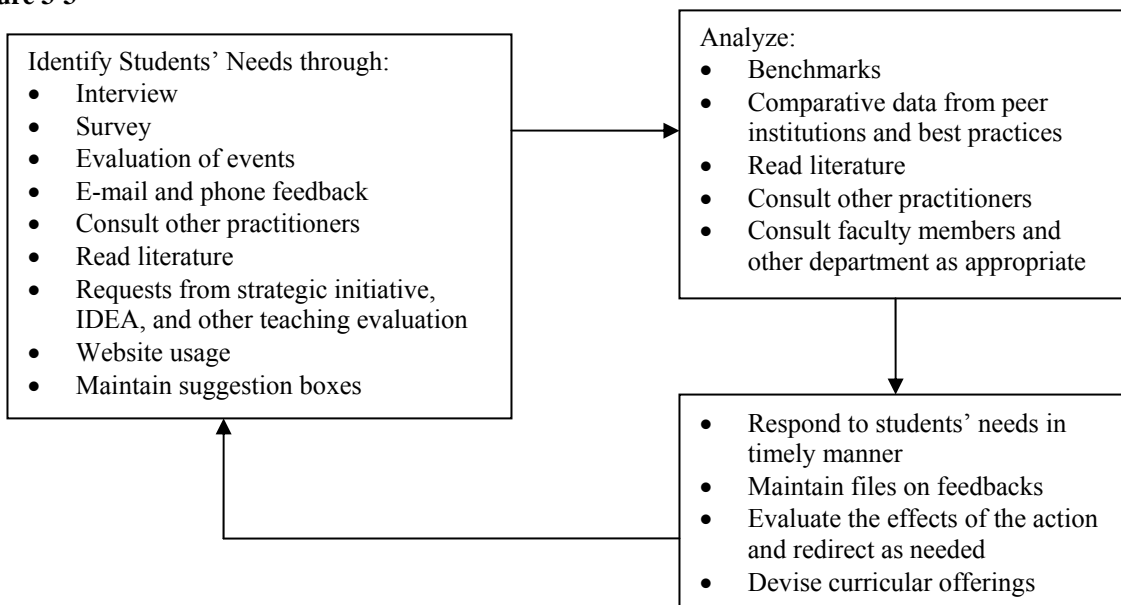
Figure 3-2

Requirements of Stakeholders	
Prospective Students (Admissions Office, Graduate Programs, Academic Advisors, and Financial Aid Office)	
<ul style="list-style-type: none"> • Timely and clear information • Friendly application and registration processes 	
Undergraduate students (Student Affairs, International Office, Registrar Office, Financial Aid Office, Advisors, and Faculty members)	Graduate students (Graduate Programs and Faculty members)
<ul style="list-style-type: none"> • Safe campus • Quality education and educational support (including Information Systems, library, Media Services and Center for Learning and Technology) • Campus activities and other opportunities (such as employment) • Financial aid 	<ul style="list-style-type: none"> • Safe campus • Quality education and educational support • Financial assistance such as assistantship, fellowship, etc.
Parents (Admission Office, Student Affairs, and Financial Aid Office)	
<ul style="list-style-type: none"> • Safe campus • Quality education • Reasonable tuition/fees and financial aid • Communication among students, parents, and the university 	
Alumni and University friends (Alumni Office, Institutional Advancement, Publications Office)	
<ul style="list-style-type: none"> • Network • Connection to the university 	
Community (Fountain Square Office, Wheeler Arts Center, agencies hosting internships and practicums, University Heights neighborhood, City of Indianapolis)	
<ul style="list-style-type: none"> • Collaboration with the University (sharing resources and mutual benefits) 	
Employer (Career Services Office, academic units)	
<ul style="list-style-type: none"> • Well-prepared graduates • Collaboration through advisory groups 	
Partner institutions (University of Indianapolis Athens, Mar Elias Campus, Galen University, Intercollege, Anhui Normal University, Chin Min Junior College of Technology and Commerce, Chinese Culture University, Miyazaki University, Ningbo Institute of Technology, Tunghai University, other independent colleges, local schools, businesses, and healthcare agencies)	
<ul style="list-style-type: none"> • Collaboration with the University (sharing resources) • Partnering in educational preparation of students 	
Government, granting agencies, and accreditation agencies (Higher Learning Commission and special program accreditation)	
<ul style="list-style-type: none"> • Compliance on accreditation standards • Compliance on grant criteria 	

3P1. Identifying, Analyzing and Responding to Changing Student Needs

The University identifies, analyzes, and responds to students' needs through various

methods described in Figure 3-3. It is a circular process of identifying, analyzing, responding, and re-evaluating/re-identifying students' needs.

Figure 3-3

3P2. Building and Maintaining Student Relationships

The University builds and maintains a relationship with students, both current and prospective, through:

- Campus events and programs
- Summer registration
- Welcome week sessions
- Staff interaction and programs
- Campus newspaper, departmental newsletters, and other publications
- Letters, flyers, and posters
- Information sessions
- Focus groups
- Student organizations
- Phone calls, e-mail, intranet, and Blackboard
- Interaction with faculty members and advising
- Student employment
- Study abroad programs at international campuses
- Summer coursework at main campus for students from international campuses
- High School Day

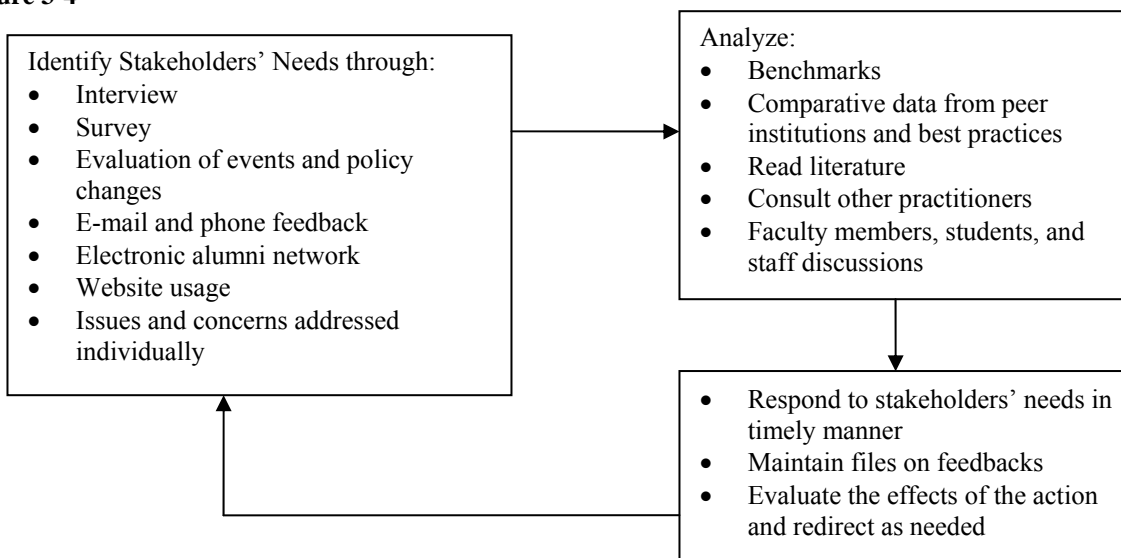
3P3. Identifying, Analyzing and Responding to Changing Stakeholder Needs

The University identifies, analyzes, and responds to the stakeholders' needs through various methods described in Figure 3-4. It is, like Figure 3-3, a circular process.

3P4. Building and Maintaining Stakeholder Relationships

The University builds and maintains a relationship with stakeholders through:

- Communication with departments and groups
- Campus events and programs
- Involvement in the state, regional, and national professional organizations and maintain contact with discipline-related stakeholders
- Campus newspaper, *Reflector*, departmental newsletters, and other publications, such as the alumni magazine, *Portico*
- Flyer and posters
- Phone calls and e-mail
- Internet and intranet

Figure 3-4

3P5. Determining New Student and Stakeholder Groups

The University determines if new student and stakeholder groups should be addressed within our educational offerings and services by the following methods:

- Focus groups
- Board of Trustees' feedback
- Asking experts in the field
- Data collection procedures indicated in 3P1
- Grant requirements
- Contact with business and professional people in the area through advisory groups
- Institutional and professional accreditation

3P6. Collecting, Analyzing Complaint Information and Communicating Actions

The University collects complaint information from students and other stakeholders, analyzes their feedback, and responds to them through the method described in Figures 3-3 and 3-4. The University communicates our actions to students and stakeholders through:

- Direct communication to individual stakeholders
- Community and advisory group meetings
- Respond to stakeholders through *Reflector* and *Portico* publications

- Meeting and minutes of Student Government Association (SGA)
- Meetings and minutes from President's Cabinet and Council
- Meetings and minutes of Board of Trustees

3P7. Determining Student and Stakeholder Satisfaction and Measuring and Analyzing Results

The University determines students' and stakeholders' satisfaction through the method described in Figures 3-3 and 3-4. In addition, the University conducts an annual benchmarking survey for residential living (EBI) and evaluates New Student Experience classes. As described in Category 1, the University also evaluates courses and programs through IDEA or departmental tools. The University utilizes consumer research (through Walker Information, which conducted student and employee satisfaction surveys in 2004) and compares it against previous surveys (Walker Information Survey 1998). The University also conducted the AQIP Constellation survey in 2002. Figure 3-5 depicts the ways stakeholder satisfaction is measured.

Figure 3-5

Stakeholder Satisfaction	
Students' Satisfaction	Other Stakeholders' Satisfaction
<ul style="list-style-type: none"> • Campus visit experience survey • Residential living survey (Educational Benchmarking, Inc. - EBI) • New student experience class survey • Course and program evaluation (IDEA or other departmental tools) • Alumni/graduate survey • Walker Student Survey 	<ul style="list-style-type: none"> • Employer surveys • Community/marketing surveys • Walker Employee Survey

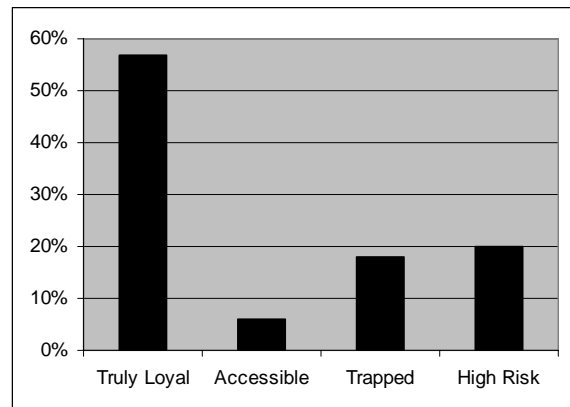
Results

3R1. Student Satisfaction Results

The University surveys satisfaction results on both a unit and University-wide level. Unit level satisfaction results are used by units to improve the quality of work processes.

One advantage of the Walker Student Survey is that it allowed for analysis of students' loyalty to the University. While it is not benchmarked against other higher education institutions, it still shows not only how committed students are, but also if they will recommend the University to other prospective students. The survey categorizes student loyalty as truly loyal, accessible, trapped, and high risk. Students who have a positive view of the University and recommend it are truly loyal students. Accessible students are defined as having a positive impression of the University, but may not recommend. Other students may not feel good about the University, but still may recommend. In a sense, they feel trapped. Others may not feel good about the University and do not plan to recommend. This last group is high risk.

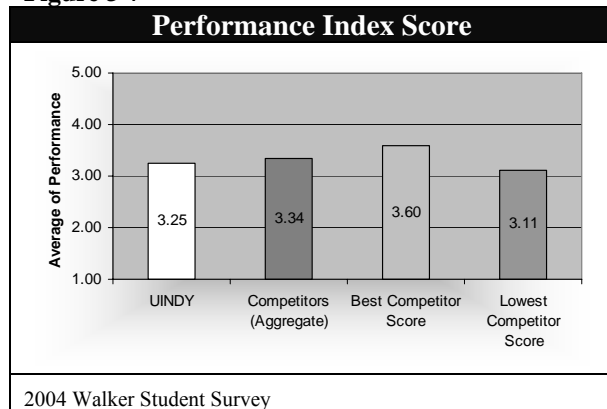
Figure 3-6
Student Loyalty



2004 Walker Student Survey

The Walker Student Survey also calculated a Performance Index Score on individual factors that influence the relationship students have with the University. This index is an average of performance of both the University of Indianapolis and other higher education institutions identified by students as our competitors. Figure 3-7 shows that the University of Indianapolis was slightly below the average of its competitors.

Figure 3-7



The NSSE also has two questions that evaluate student satisfaction. The first asks them to evaluate their overall educational experience at the University. The second asks if they would attend this University if they could start all over again. The results in Figure 3-8 and 3-9 show the University has continued to reach our target for both freshmen and seniors.

Figure 3-8

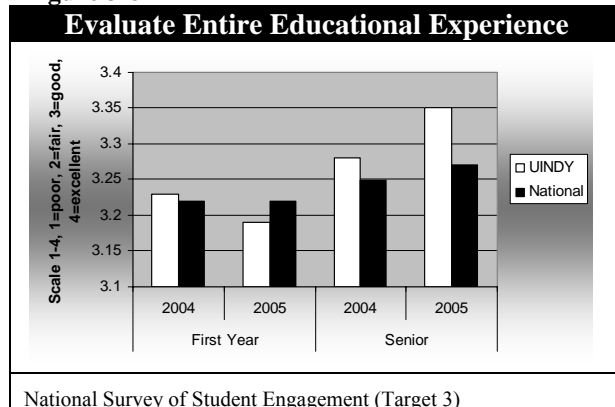
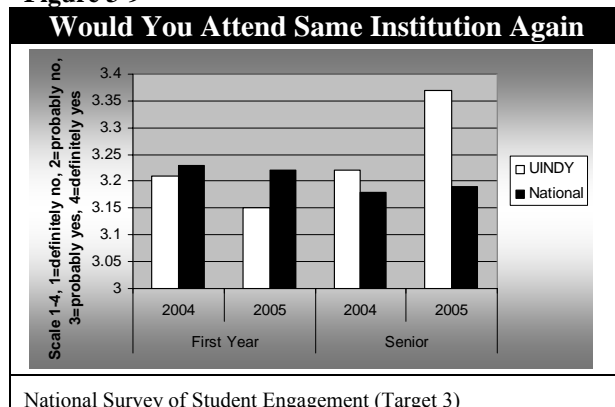


Figure 3-9



3R2. Student Relationship Building Results

Figures 3-10, 3-11, and 3-12 are the survey results from the National Survey of Student Engagement (NSSE). The benchmarks and target for student relationships with other students and student relationships with faculty have been exceeded. While the target was met for student relationships with administrative personnel and offices in 2004, it was not met in 2005. Some of the graduate programs also survey prospective students and use the information toward their recruitment and marketing efforts.

Figure 3-10

	2004		2005	
	UIndy	Benchmark	UIndy	Benchmark
Freshmen	5.74	5.68	5.51	5.56
Seniors	5.79	5.75	5.63	5.68

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible
National Survey of Student Engagement (Target 5)

Figure 3-11

	2004		2005	
	UIndy	Benchmark	UIndy	Benchmark
Freshmen	5.74	5.58	5.26	5.36
Seniors	5.90	5.73	5.77	5.64

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible
National Survey of Student Engagement (Target 5)

Figure 3-12

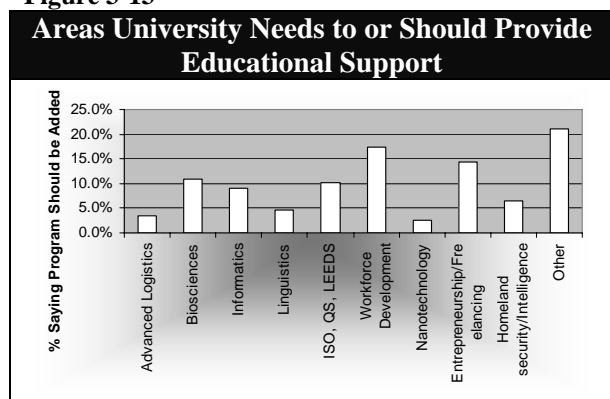
	2004		2005	
	UIndy	Benchmark	UIndy	Benchmark
Freshmen	5.30	5.13	4.74	4.76
Seniors	5.38	4.82	4.85	4.63

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible
National Survey of Student Engagement (Target 5)

3R3. Stakeholder Satisfaction Results

In 2004, the School of Business and Institute for Emerging Careers jointly conducted an Alumni Survey. While many of the questions concerned the state's "brain drain" and why alumni chose to leave the state, one question was of particular importance to the University's curriculum and understanding the needs and satisfaction of this important stakeholder group. The result to this question, "Areas That the University Needs to or Should Provide Educational Support," is displayed in Figure 3-13.

Figure 3-13

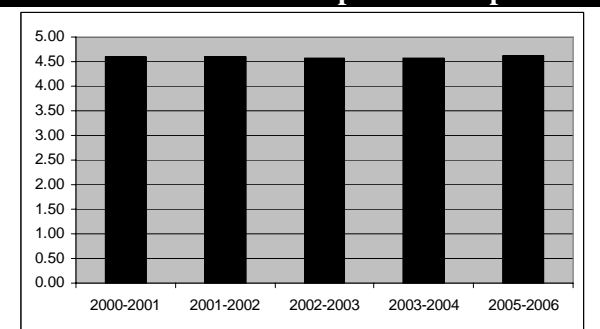


2004 Alumni Survey

The Campus Visit Experience survey is conducted by the Office of Admissions during students' initial campus visits. Several factors, including, but not limited to, ease of arranging visit, parking, beauty of campus, appointment with admissions counselor, perception of academic programs and student life, and the campus tour are averaged together to attain the prospective students' overall satisfaction rate with the visit. This information is shown in Figure 3-14 below. The survey shows that the target rating for campus visits has been exceeded every year.

Figure 3-14

Office of Admissions Campus Visit Experience



Target - 4

3R4. Stakeholder Relationship Building Results

One of the key stakeholder groups is employees. The 2004 Walker Employee Survey computed the satisfaction indices. The first index showed the strength of the University's relationship with our employees. This is shown in Figure 3-15. The second measured the strength of the relationship our employees have with their department or unit. This is shown in Figure 3-16. In both cases, the benchmarks and target were met.

Figure 3-15

Strength of Employee Relationships with the University	
UIndy	Benchmark
3.7	3.4
Scale - 1=low, 5=high 2004 Walker Employee Survey (Target 3.5)	

Figure 3-16

Strength of Employee Relationships with Their Department/Unit	
UIndy	Benchmark
4.3	3.7
Scale - 1=low, 5=high 2004 Walker Employee Survey (Target 3.5)	

Other employee satisfaction results can be found in the results section of Category 4.

3R5. Results Comparisons

All available comparisons are provided in 3R1-3R4.

Improvement

3I1. Improvement of Current Processes and Systems

The University has used stakeholder feedback to make changes in a variety of areas. As a result of student feedback about residential life, the University moved to a “one card” swipe system that would replace the previous dining hall meal plans. The card would function as a charge card allowing students to eat more *a la carte* and increase the times for dining. In a second phase, the swipe card will function like a debit account where students can spend their funds for expenses across campus including the bookstore, the library for photocopying, etc. Student leaders have been actively partnering with Student Services staff to bring about this change.

The Financial Aid/Policies Committee continually reviews data about the effectiveness of financial aid packaging and scholarships in the recruitment and retention of students. One weakness that was identified was the availability of merit-based scholarship and grants for students transferring from junior colleges. Currently, nearly all of this aid goes only to incoming freshman. Plans are currently being developed to allow for a more equitable distribution of this aid.

The results of the alumni survey are being used to inform the development of new programs or the revision of existing programs. In particular, the grant funded initiative, the Institute for Emerging Careers, is using the feedback to help shape seven pilot programs aimed at creating new curriculum for the University.

3I2. Targets, Improvement Priorities, and Communications

While the Walker survey showed students to be generally satisfied with the University of Indianapolis, in a comparative analysis of the competition, the University determined tuition cost is a major concern for students. Since many of the University’s undergraduates are the first generation in their families to attend college, the University’s competition consists of other larger state institutions with lower tuition. The University tends to be the private school option for students who would otherwise attend the state universities. As a result of this feedback, and while recognizing that there is little that we can do to lower tuition, a marketing campaign was launched to focus on the value of what students gain for the higher tuition paid. The marketing efforts took on the need to establish the University’s value statements so that it would be clear to students and stakeholders what the additional investment in private education would yield.

Secondly, a point of strong student concern was the lack of space for parking. As a land-locked institution that has used most available land for buildings and grounds, parking space has become an issue. A parking study has been completed as a part of the campus master plan. As a result, parking is going to be addressed in upcoming campus renovations through the creation of additional parking lots.

AQIP CATEGORY 4: VALUING PEOPLE

Context for Analysis

4C1. Organizing the work environment

The university organizes its Indianapolis campus employees into four main categories: non-exempt staff, exempt staff, faculty, and student employees. The work environment is organized into academic units (colleges, schools, and departments) and nonacademic units of support. The administration of the University is organized through a Board of Trustees, President, Provost and Vice President for Academic Affairs, Vice Presidents, Executive Directors, and Deans.

The work of the institution is primarily accomplished through across-campus committees, such as the Faculty Senate and its committees. An administrative committee that leads initiatives is the Cabinet and Council, a committee that combines the President's Cabinet and Deans' Council for monthly meetings. Another committee that is cross-campus and includes all levels of employees from students to Trustee is the University AQIP Committee and its subcommittees.

4C2. Key Institutional and Geographic Factors

- National searches are conducted for faculty and key administrative positions. Support staff are generally hired through local searches.
- Approximately 10% of the undergraduate population is international. The International Division is dedicated to providing services to this population.
- Adjunct personnel teach 32% of the classes, most of which are 100-200 level (38%) or in the School for Adult Learning (60%). Support operations may employ part-time workers to fulfill certain tasks, but, generally, staff positions are full-time.
- The university employs a number of student workers in part-time positions mainly for general office duties.

- The university operates a campus in Athens, Greece and is in partnership with universities in Israel, Belize, China, and three InterCollege campuses on the island of Cyprus. Sensitivity to cultural and geographic demands must be considered for teaching and administrative positions in those locations.

4C3. Demographic Trends

The most significant demographic factor is the number of potential undergraduate students who might apply for admission. The School for Adult Learning studies trends in employment and educational needs for people 22 years and older. The Center for Aging and Community actively studies the burgeoning population of older Americans. The university examines trends in central Indiana for shifts in population, such as minorities, so as to respond to shifting needs and demands.

4C4. Key Faculty, Staff, and Administrative Initiatives

One important administrative initiative was diversity training that began with the President's Cabinet and Deans' Council in 2002. Figure 4-1 below shows how diversity has played a role in the hiring process of new faculty.

Figure 4-1

New Faculty Hiring				
	01-02	02-03	03-04	04-05
African American	2	0	1	5
Asian	0	1	0	2
Hispanic	0	0	1	1
International	4	1	1	0

In addition to new faculty hires, we also track the overall ethnic makeup of the campus. This is shown in Figure 4-2.

Figure 4-2

Employee Demographics By Race			
	Hispanic	Asian/Pacific Islander	African American
Faculty	1%	1%	4%
Staff	1%	1%	12%
2005-2006 Academic Year			

In 2004-2005, the campus engaged in a series of quarterly “conversations” about its direction at the request of the President. It was at this time that President Israel announced his retirement for June 2005. A national search was conducted, from which a new president was selected.

Each faculty has annual development funds of \$600. Additional annual funds of \$700 per faculty are available through the Provost Office for professional presentations and formal education. A number of development opportunities occur on campus including “brown bag” lunch sessions, monthly Faculty Forums, technology training sessions, annual May workshop days, and the annual fall workshop. Development grants are also made available for designing online courses.

Feedback from previous New Faculty Orientation sessions has led to improvements in the orientation process. Beginning in fall 2005, the New Faculty Orientation has been redesigned to be more interactive and relevant to faculty needs. A stronger mentor component has been included. New faculty are oriented throughout the first semester in bi-weekly sessions. They are also assigned a faculty

mentor from another discipline, with most also have a unit level mentor.

In 2004, the faculty voted to establish a Faculty Senate. One committee of the senate is Faculty Affairs, which is charged with faculty development. The committee principally coordinates campus workshops and brown bag sessions. In December 2004, the committee received an internal grant to explore and establish a faculty development model for 2005-2006. In collaboration with the work of Faculty Affairs, the University AQIP Committee also was awarded a grant to establish an Office of Assessment and Teaching Excellence for the 2005-2006 academic year, in which faculty development will be located.

Technology training, supervision training, and other office-related courses are offered to all employees. The Human Resources (HR) Office implemented orientation sessions for new staff in 2005. Most of the orientation, however, occurs at the unit level. Additionally, full-time employees receive free tuition for both graduate and undergraduate classes at the University.

An orientation and protocol manual for student employees was initiated in 2002-2003 out of the Careers Services Office. Recognition for student employees, a systematic evaluation process, and tiered pay scale was initiated in Fall 2004. Also, a Student Employment Advisory Council was formed in Fall 2004. Improvement in student employment was the focus of one of the AQIP action projects, completed in Spring 2005.

Processes

4P1. Identification of the Specific Credentials, Skills, and Values Required for Faculty, Staff, and Administrators

Each unit is responsible for developing job descriptions for positions and determining the skills and credentials necessary for each position. Each unit screens resumes and job applications for minimum qualifications and chooses candidates to interview based on this

review. The unit then forwards input to the Human Resources Office, who does final screening and reference checks.

At the University level, a national search firm was employed in 2004-2005 to manage the search for a new University President. All campus employees were provided the opportunity to be involved in either an indirect way of providing input into the qualifications

for a new president or directly in attending open sessions with the candidates and providing feedback to the cross-campus selection committee. A similar process for Provost was initiated in Fall 2005.

4P2. Recruit, Hire, Orient and Retain Employees

The HR Director developed a recruitment and hiring guide in 2004. Employees meet with the HR Office upon hiring to discuss benefit information. Each unit is responsible for all of the training for the people that they hire. The HR office has offered some personal development training in the past few years. A training checklist for each unit to use when a new employee is hired is being developed.

Non-competitive salaries for support staff have resulted in high turnover. The university allocated a larger percentage increase in salary for staff in 2002.

The HR office places all advertisements for positions that are available at the university. The Office of Career Services coordinates much of the recruitment for student employees. Positions are posted in the office as well as on the campus web site. A unit based interview process is usually used for prospective student employees to determine qualifications.

There has been frequent turnover in student employees as positions are for short-term employment and the salary is not comparable to outside employment. Implementation of the tiered pay scale for student employees in Spring 2005 was designed to promote retention and provide higher salaries commensurate with greater job responsibilities. The first student employee recruitment Career Fair was held in August 2003 and has been held biannually since then.

4P3. Work Processes and Activities that Contribute to Communications, Cooperation, High Performance, Innovation, Empowerment, Organizational Learning, and Skill Sharing

Communication, cooperation, and empowerment, although thriving at the unit level, were identified as problematic at the university level by the campus online AQIP Constellation survey in March 2002. A number of improvements were made to address these problematic areas including moving to a Faculty Senate model with greater faculty voice; posting minutes and agendas of the Cabinet and Council meetings on the intranet for campus-wide availability; updating campus on the status of CELL and CAC initiatives via annual campus-wide email reports and web postings; and, restructuring at the Vice President level.

Innovation is encouraged, but has not been well supported by the university infrastructure. Since 2003, external grant money has been actively sought and received for a number of initiatives on campus, including the Institute of Emerging Careers, the Center for Aging and Community, and CELL.

Enhancement in faculty development aimed at learning and skill sharing is the focus for the Faculty Affairs and AQIP Committees' grant projects for 2005. Enhancement for staff members' development was initiated in 2004 with supervisory training sessions. Additionally, an HR Advisory Committee was formed in 2005 to plan development activities. Performance is monitored through an annual evaluation process at the unit level. The unit head monitors ethical practices.

4P4. Development of Faculty, Staff and Administrators

During the annual performance review process for non-exempt staff, exempt staff, and faculty, each employee is asked to list future development goals. Individual development funds are available to each faculty. Units may also have available funds for staff. Faculty may attend development programs offered on campus

through the Faculty Affairs Committee, Center for Learning and Technology, or by other groups, units, or committees. Staff participate in training offered by the HR Office and Information Systems.

4P5. Planning Continuous Improvement

Training needs are identified by the unit, formal surveys, informal solicitation, and through representatives on committees, such as the Staff Advisory Council or the Faculty Affairs Committee. However, there is currently no systematic campus-wide assessment and development to meet continuous improvement, Category 8, or provide for other distinctive objectives.

Faculty development programs are geared toward the enhancement of the teaching-learning process or professional development that supports helping students learn. Programs can be attended to meet personal learning goals and support a learning culture. However, the current model of faculty development has been recognized as insufficient to provide for the majority of professional development needs. Based on this, the committee's receipt of an internal grant to explore effective faculty development models and create an office in collaboration with the University AQIP Committee for late 2005 will be an improvement.

4P6. Personnel Evaluation System and Relation to Helping Students Learn and Accomplishing Other Distinctive Objectives

Both the faculty and staff evaluation systems were designed or selected with input from employees. The IDEA system was selected in 2000 and is based on a student rating of 12 learning objectives. This system provides feedback on the student's perspective of meeting the learning objectives for ongoing improvement in the teaching-learning process. The annual faculty evaluation incorporated the IDEA ratings and other evaluative data, including a self-evaluation. A plan is formulated to meet learning and development needs with the identification of learning goals.

The staff evaluation form supports the process of learning and meeting the needs of stakeholders. The evaluation process for staff includes a self-evaluation, comments or rating by the supervisor, and a plan for meeting learning and development needs will be added in 2005.

A student employee evaluation process was initiated in 2004 that includes learning goals.

4P7. Recognition, Reward, and Compensation Systems

Faculty evaluations are weighted heavily on the teaching-learning process (70-90% in most cases). Rating on the teaching, scholarship, and service components is tied to compensation. Faculty salaries usually fall within a published range for ranks. The university recognizes outstanding teaching by giving an annual teaching award based on student input.

Staff evaluations reflect support of the university's mission and are tied to compensation and level. Compensation for exempt staff varies widely across campus as defined by their unit job responsibilities. Recognition of staff members was one of the areas of focus for the HR Advisory Committee. In summer 2005, the first annual employee recognition picnic was held to recognize exempt and non-exempt staff members. The picnic was open to all campus employees.

In 2003, the President initiated annual service awards to recognize faculty and staff that provide outstanding campus service.

Units also recognize their employees with receptions, luncheons, and awards. One example of cross-discipline recognition is the annual Occupational Therapy, Physical Therapy and Nursing luncheon to celebrate the health professions.

A variety of benefits are available to all employees (bookstore discounts, tuition support, insurance, etc.). However, no benefits or services are extended to student employees. Beginning in 2004, an annual campus Student

Employee award has been given and the student has been entered into the National Student Employee recognition competition.

4P8. Key Issues Related to the Motivation of Faculty, Staff, and Administrators

Key issues are determined through meetings of employees by classification to address specific needs or concerns for individuals in those groups. For example, the President’s Faculty Advisory Committee meets regularly to facilitate communication between faculty and the administration. Additionally, there is two-way communication between administration and faculty through Cabinet & Council, Faculty Senate, and unit meetings. The President also meets with staff during exempt and non-exempt staff meetings.

Motivation is primarily assessed through the units. Special attention is given to the issue of motivation during the annual performance appraisals.

4P9. Evaluation of Employee Satisfaction, Safety, and Well-Being

A survey of the staff was completed in 2001 to identify specific suggestions for motivational ideas. Based on the survey, a Faculty/Staff Benefits Committee was created to advise the Human Resources Office. One area of improvement was a recommendation from the committee for a higher rate of tuition reimbursement for employees and their family and was approved by the Board of Trustees in 2005.

The Nursing Center has offered wellness classes, health screenings, monthly wellness pamphlets on a variety of topics, and flu and pneumonia shots to employees and their families since 1994.

In 2004, the administration surveyed employees and students for satisfaction. Cabinet and Council held open meetings with faculty and staff to disseminate the results. Responsibility for follow-up was assigned to units such as the HR Office, and Admissions Office, or committees, such as AQIP.

A crisis planning team reviews and plans for emergencies both on and off campus that may affect the campus community.

The university created a police department rather than a security department to deal with matters of safety and security in 1998. Improved lighting on campus was accomplished in 2001. Additionally, the Vice President for Student Affairs leads a community group that has improved the safety of campus crosswalks and intersections.

4P10. Measurement of Valuing People

The University has varying ways of measuring how well we value people. These mechanisms are shown in Figure 4-3.

Figure 4-3

Mechanisms For Measuring Valuing People	
• Walker Employee Survey	• Walker Student Survey
• NSSE	• EBI

The Center for Learning and Technology collects data about its program offerings. The Committee on Technology also collects user satisfaction information periodically. Results are discussed more fully in the “Results” section below.

In 2004, two surveys were developed by consultants to measure satisfaction of employees and students, the Walker Employee Survey and the Walker Student Survey.

Results

4R1. Results in Valuing People?

FACULTY DEVELOPMENT:

Faculty development has been assessed primarily through instructional technology training as shown in Figure 4-4. The University target of 4.0 has been met in most of the categories. A faculty development survey conducted in Fall 2003 indicated overall satisfaction with campus opportunities and funding, but cited a need for a more systematic process for meeting development needs and a need for greater faculty grant writing and research support. Additionally faculty cited a need for a faculty development office in place of a committee (Faculty Affairs) responsible for faculty development on campus.

Figure 4-4

Instructional Technology Training			
	2004	2005	Target
Time Allocation	4.57	4.62	4.0
Assistance Available	4.71	4.88	4.0
Time to Ask Questions	4.5	4.8	4.0
Trainer Knowledge	4.83	4.9	4.0
Gained Knowledge	4.2	3.95	4.0
Handouts Helpful	3.2	4.28	4.0
Scale -1=strongly disagree, 5=strongly agree Target – 4.0			

STAFF SUPERVISORY DEVELOPMENT:

In the spring and fall of 2003, the first supervisor orientations were offered. These orientations addressed topics on the development of the student employment program and why and how to post positions, what are the challenges of working with student employees, and how does student employment fit into the bigger vision of the university. Based on the feedback of these original orientations, the Train the Trainer series was developed. In 2004, three workshops were offered (job descriptions & legal issues, interviewing techniques, and continuous feedback & formal evaluations). In 2004-2005,

four Train the Trainer brown bags were conducted for supervisors (finding the time, supervising vs. parenting, information prevents violation, evaluations). New training sessions for students and employees began in fall 2005.

WELL-BEING: The University features a Nursing Center that is partnered with community groups, such as schools, churches, and workplaces, to provide these groups with nursing services they need and value while providing the School of Nursing with opportunities for clinical practice for nursing students and faculty. The center offers screening in 18 areas, including immunizations, blood pressure, cholesterol, and vision screening that are available to faculty and staff. Figure 4-5 shows that the employee well-being exceeds the institutional target and shows employees perceive a feeling of trust and respect. However, as seen in Figure 4-6, two areas did not meet the target of 45, as employees perceived that policies were not fair or implemented fairly. As shown in Figure 4-7, that target was met on employee perception of safety and security.

Figure 4-5

Employee Well-Being		
	UIndy	Target
I am treated respectfully by my unit's administrator	2.36	4.0
My unit builds a climate of trust	3.27	4.0
1 - Currently done well, 9 – Currently Not Done Well 2002 AQIP Constellation		

Figure 4-6

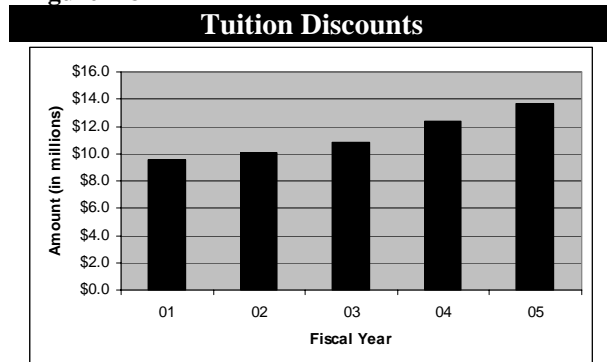
Employee Well-Being		
	% with Positive View	Benchmark
Fairness at Work	45	54
Policies Carried Out Fairly	33	43
Fair Employee Policies	43	53
Fair Evaluations	59	58
2004 Walker Employee Relationship Survey Target – 45%		

Figure 4-7

Employee Safety/Security		
	% with Positive View	Benchmark
Good Physical Working Conditions	62	65
Physical Work Environment	48	54
2004 Walker Employee Relationship Survey Target – 45%		

The University strives to make education affordable for all students. Through institutional aid, the University is able to provide additional funding to students. Figure 4-8 shows the tuition discounts given to students through institutional aid over the last five years.

Figure 4-8

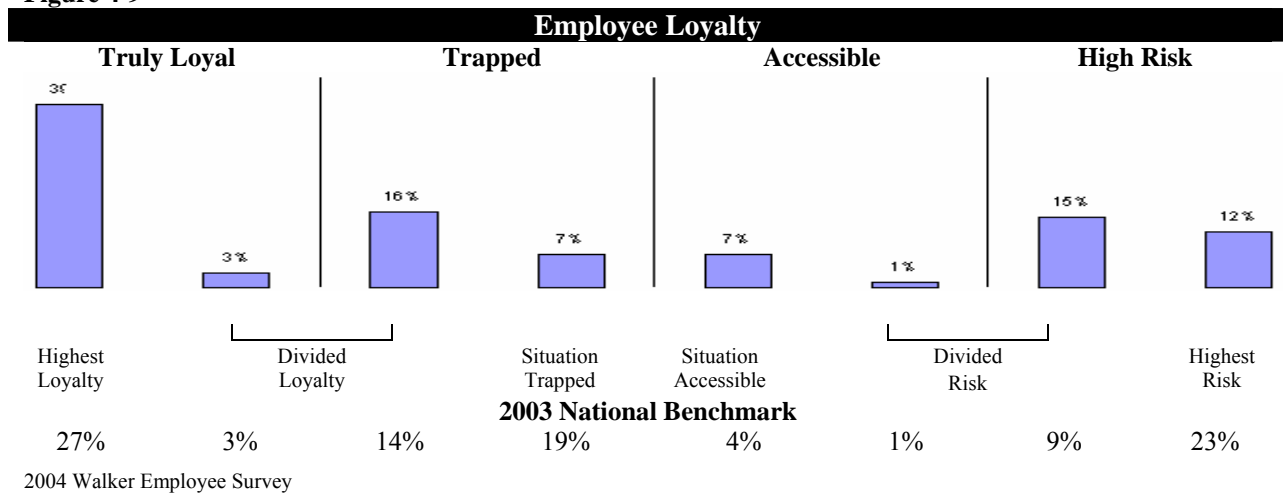


Employees are also encouraged to take classes at the University. Full-time staff are eligible for a

100% tuition discount for both graduate and undergraduate classes, with pro-rated discounts also available to part-time employees. Full tuition is granted for undergraduate courses to dependent children of full-time employees, while spouses receive full tuition for undergraduate courses and fifty percent benefit for graduate courses.

One advantage of the Walker Employee Survey is that it allowed for analysis of employee loyalty. It showed whether employees have loyalty to the University and department, to some lesser combination of both, or to neither. Employees who exhibit loyalty to both the University and their department are the highest loyalty employees. Employees with divided loyalty are those whose loyalty is directed towards either the University or their work group but still intend to stay. An employee who plans to stay but demonstrated a lack of loyalty to both the University and their department is considered to be situation trapped. A situation accessible employee is committed to the University and the department but may or may not stay. A divided risk employee reveals loyalty to their department or the University and may or may not stay. A highest risk employee is “halfway out the door.” This information is displayed in Figure 4-9. Compared with the benchmark, the University has more employees that are loyal and intend to stay.

Figure 4-9



4R2. Results of Processes Associated with Valuing People

STUDENT EMPLOYMENT: During student registration days (June & August), information is given in the parent orientation sessions. During these sessions, students also have the opportunity to participate in a job fair. When the Office of Admissions sends out a mailer each May, information is included about student employment. Additional announcements are sent to students and parents about the August student orientation and job fair. During the second semester and summer, faculty and staff are solicited to post their positions on the Office of Career Services website for the August job fair. For the 2005 academic year, supervisor orientations, similar to the format offered to students and parents, were offered. Data provided from the Walker Employee Survey are shown in Figures 4-10, 4-11, and 4-12. These show that, overall, employee motivation, empowerment, and cooperation met the targets set. One area needing improvement is in employee development.

Figure 4-10

Employee Motivation		
	% with Positive View	Bench-mark
Job is Good Fit with Skills and Abilities	82	76
Develop for Long Term	30	45
Family-Friendly Benefits	48	59
University Would Help with Emergency	70	62
Chance to Grow and Develop	65	52
Job is Challenging	77	68
2004 Walker Employee Relationship Survey Target – 45%		

Figure 4-11

Employee Empowerment		
	UIndy	Target
I have authority to make decisions related to improving my work (All staff)	2.99	4.5
My Unit Administrator Actively Encourages Innovation (All Staff)	3.39	4.5
1 - Currently done well, 9 – Currently Not Done Well 2002 AQIP Constellation		

Figure 4-12

Cooperation		
	% with Positive View	Bench-mark
Trust	54	50
Control Over Work Resources	58	47
Encouraged To Try New Things	59	62
Freedom To Make Decisions	68	62
Manage My Own Time	91	79
Empowered by Supervisor	75	56
2004 Walker Employee Relationship Survey		

Figures 4-13 and 4-14 indicate perceptions of communication. While the target was met in 2002 on the AQIP Constellation survey, it stood out as an area needing improvement. The 2004 employee survey showed improvement is still needed as communication benchmarks and targets were not met.

Figure 4-13

Communication		
	UIndy	Target
Processes Related to Leading and Communicating (All Staff)	4.31	4.5
1 - Currently done well, 9 – Currently Not Done Well 2002 AQIP Constellation		

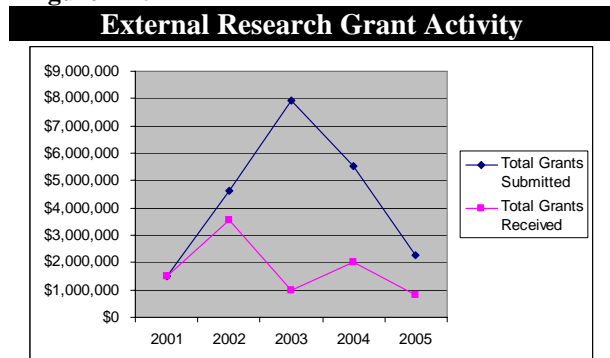
Figure 4-14

Staff Perceptions of Communication		
	% with Positive View	Benchmark
Communication	35	48
Considerate of Employee Feelings	30	35
Timely Communication	33	38
Right Amount of Information	34	50
2004 Walker Employee Relationship Survey Target- 45		

4R3. Evidence of Employee Productivity and Effectiveness Toward Goals

In addition to their primary work of teaching, faculty members at the University of Indianapolis are encouraged to pursue grant activity, both internally and externally. The amount of external grant activity, both submitted and received, is indicated in Figure 4-15.

Figure 4-15



Success in grant activity is a recent trend dating back only ten years at the University of Indianapolis. Data on grants requested and received has only been collected in the past five years. Prior to this time there was a sense that as

a teaching institution, grant activity detracted from the central mission of teaching. However, in recent years, teaching and scholarship have been interrelated, and the importance of scholarship to teaching has been affirmed.

Currently, there is receptivity to seeking grants to support institutional projects and individual faculty scholarship. In fact, selected large institutional grants have been used to seed faculty research projects and to provide on-going, internal grant funding to increase intellectual activity on campus.

In Figure 4-15, the peak from 2002 to 2004 indicates the successful engagement of faculty members in grant activity. We anticipate that there will be peaks and then drops as the faculty members fulfill the work of the grants that are received before turning to secure the next round. Apart from the Centers which have more flexible staffing related to levels of funding and commitments, other grant activity at the University has not resulted in significant numbers of faculty members being hired based on grant money. There is not a portion of the faculty that is dependent on grants for its continued employment. On the whole, grants received are used for the development of the current faculty members.

Faculty scholarship is one measure of productivity. Scholarship is accomplished through presentations, publications, grants, and other professional activities. The data gathered in Figure 4-16 was collected as a baseline over a five year period. Following 2002-2003, the data will be collected on a periodic basis every three years. The next updating will be 2005-2006 to be collected in the summer of 2006.

Figure 4-16

Faculty Scholarship					
	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Refereed Articles	28	51	37	45	15
Non-Refereed Articles	44	33	49	35	16
Refereed Conference Proceedings	28	46	36	32	19
Books	16	23	19	22	8
Other Publications Professional Audience	66	84	64	52	18
Other Publications	103	96	96	85	21
Web	12	20	15	25	11
Grants	30	42	31	39	28
Performance and Exhibits	210	208	209	261	16
Screened Presentations	106	125	125	120	34
Book Reviews	29	33	31	33	8
Accreditation Site Visits	8	15	11	14	7

Another measure of productivity is the ratio of student growth to faculty growth. More students have meant more work for faculty in teaching, advising, and administering programs, as demonstrated in the decline of faculty scholarship for 2002-2003. Additionally, it is unknown if the data for 2002-2003 is incomplete. Better data about enrollment growth through the Office of the Vice President for Enrollment has allowed for better matching of new faculty lines and additional staffing in areas of student growth.

Course evaluations are another measure of productivity. Overall, University evaluations using the IDEA system benchmarks indicate that the faculty meet or exceed teaching effectiveness (see Figures 1-4 through 1-17). Student satisfaction with support services is another measure of productivity and has remained positive overall.

A final measure of productivity is that both faculty and staff establish development goals

during their annual performance appraisal. Progress on these goals is monitored through the units.

4R4. Results Comparison

Primary sources of benchmarking for the category of valuing people are the comparison norms provided by the external surveys in which the University participates, such as the EBI. In addition, the satisfaction survey by Walker Information provided a benchmark against other service industries, although not institutions of higher education. Additionally, the IDEA course evaluation system and the NSSE have been selected and retained because of the external comparisons that they yield.

Generally, the University has compared well to its counterparts as demonstrated in the earlier discussions of the instruments. However, opportunities for improvement have been identified and have been targeted for campus improvements.

Improvement

4I1. Improvement of Current Processes and Systems

Two of the designated action projects for AQIP were related to the category of valuing people. One project involved improving training for staff and student employees. The processes

changed and the results are described in the foregoing sections addressing available training opportunities for staff and the changes in the student employment system. Survey data showing satisfaction levels has determined a baseline against which future satisfaction can be measured.

The second action project addressed the area of computer support for faculty members. Improving the responsiveness of the Help Desk and setting a service level agreement (SLA) plan in place has allowed faculty to feel that a system has been established to address their computer needs. As computers are used more and more in teaching and other faculty work, computer support, for a variety of reasons, has been a major source of frustration for the faculty. Data shows increased satisfaction with computer support, as evidenced in Category 6. It is anticipated that satisfaction levels will increase further as the SLA continues to be implemented.

4I2. Process for Establishing Targets, Improvement Priorities, and Communication

One mechanism for setting targets for improvement is through the determination of the AQIP action projects. From campus surveys providing data about levels of satisfaction and performance outcomes, the AQIP Committee developed a priority list of concerns from which

the campus community has selected and can select future action projects. Each action project must include a set of anticipated improved outcomes. The outcomes are established in conversation with the campus community and the respective offices.

A primary source by which the faculty sets targets for improvement is through the proceedings of the Faculty Senate. Issues related to curriculum, faculty performance, expectations of faculty and matters of joint interest with administration are discussed and prioritized. A Faculty Senate representative is included in the joint meetings of Cabinet and Council and, therefore, has monthly opportunities to share concerns and recommendations with administration.

The AQIP Committee includes a representative from the Faculty Senate and a representative from Cabinet & Council to enhance communication and collaboration of improvement efforts.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Context for Analysis

5C1. Leadership and Communication Systems

Figure 5-1 depicts the leadership and communication structure. The President meets with the Board of Trustees on a regular basis. In 2003, at their scheduled meetings, the Board initiated on-going luncheon meetings corresponding with its regular meeting schedule of three times a year in which it meets with each of the three major campus groups, faculty, staff, and student. Approximately 25 different employees are invited as representatives from each group to dine with the Trustees and have open discussion.

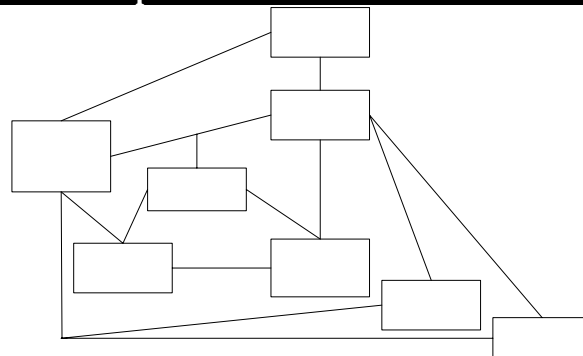
The President's Cabinet, comprised of the President, Provost and Vice President for Academic Affairs, Vice Presidents for Business and Finance, Student Affairs, Enrollment, Institutional Advancement, Research, Planning & Strategic Partnerships, and Athletic Director, addresses matters related to administration and the operation of the University. Deans' Council is composed of deans from the School of Business, School of Education, School of Psychological Sciences, School of Adult Learning, School of Nursing, College of Arts and Sciences, School of Occupational Therapy, Krannert School of Physical Therapy, Ecumenical and Interfaith Programs, and in concert with the Provost provides academic leadership. In reality, the operational and academic areas cross over, and, since 2003, the Cabinet and Council have met together monthly to discuss issues of joint concern and for joint decision-making.

Beginning in Fall 2004, a new governance structure was initiated with a Faculty Senate, which is led by an elected faculty chair who presides over elected faculty senators. Faculty Senate has representatives on key administrative committees, including a seat at the combined meetings of Cabinet and Council.

There has been greater emphasis on holding meetings for staff led not only by the Office of Human Resources, but also involving other representatives from offices across campus. For example, AQIP collaborated with Human Resources in fall 2004 to offer a workshop for staff to increase understanding and participation in the AQIP process. The President is invited on occasion to attend the exempt and non-exempt staff meetings to address the staff.

In addition, a common day is designated at the start of each fall as Faculty Staff Institute, during which common themes are presented and explored by faculty, staff and administration in an opening program.

Figure 5-1
Leadership and Communication Structure



5C2. Leadership Alignment

The University's Board of Trustees oversees the strategic planning that integrates the mission and values with its practices. Regular communication between the Board of Trustees, President, and upper administration help to align practices. For example:

- Vice Presidents serve on Board Committees in supportive roles. The Board works directly with the administrative leadership of the institution.

- The Academic Affairs Committee of the Board of Trustees on which the Provost serves also invites faculty leaders to their meetings in order to further understand the academic life of the University.
- The Vice Presidents and Deans form an administrative team through a joint monthly meeting in which issues related to both sides of the institution, academic and operational, are addressed. A focus on leadership rather than management is part of the charter for the Cabinet and Council meetings.
- Both the President's Cabinet and Deans' Council have annual retreats where larger issues of institutional importance are focused upon.
- The University AQIP Committee introduces action projects to faculty and staff in half-day workshops. These sessions are held twice a year, once in the spring and once in the fall.
- Outside consultants are used as needed to help the University answer key questions. For example, an external firm has been retained to do research about the University to determine its branding strategy. The outcome is shared with administration and Board representatives before it is shared with the larger community.
- There are regular meetings at the departmental, school and University-wide level. In 2004, the faculty voted to establish a senate model that would move the faculty from a community model to a more representative system. The model includes an elected group of faculty who are assigned

to communicate with the President and Provost.

5C3. Institutional Values and Expectations: Ethics, Equity, Social Responsibility and Service

The University Faculty Handbook, Staff Handbook, Student Handbook, and Student Employee Handbook outline ethical expectations, social responsibility and the Grievance Policy. Equality is outlined in the Human Resources Recruitment Document as well as the University Catalog. Most of these documents can be found on the University intranet. The former President specifically addressed the value of diversity in his State of the University Address in 2002. The University offers diversity training through the School for Adult Learning.

The motto of the University of Indianapolis is "Education for Service." The institution emphasizes applied learning that is closely aligned with community involvement and service. A number of courses within each discipline contain service-learning components. Two of the objectives are to seek strategic partnerships with communities and to establish international relationships and programs that promote intercultural understanding, awareness, and appreciation. Specific campus programs focus on the institution's values, e.g. Center for Christian Vocations, Center for Aging and Community, Center for Excellence in Leadership and Learning, and a Spring Term that provides service-learning opportunities.

Processes

5P1. Strategic Directions

Decisions to undertake strategic partnerships and to set strategic directions follow from the strategic plan of the University as well as on-going planning processes related to the management of current initiatives and partnerships. While the mission of the University sets the direction in broad strokes, and the strategic plan identifies goals and

objectives, there are also mid-range committees that set the direction for partnerships and projects. In November 2005, a campus-wide committee was formed to work on the 2006-08 strategic plan.

The development of new strategic directions must go through a campus review process, and where relevant, obtain the approval of the Board of Trustees and outside accrediting bodies. The

review process provides the opportunity for communication, information sharing, and feedback to the decision-makers who vary depending upon the nature of the initiative. Ultimately, the President, Provost and Treasurer must approve major institutional decisions. For example, the decision to open a new international site involves review and approval by the faculty for the curriculum and programs, review and approval by the President and Cabinet for the viability of the program, and the review and approval of the Board of Trustees and relevant accrediting bodies. Maintaining strategic directions requires on-going communications and management.

The University has been successful in developing initiatives that cross units and are interdisciplinary. As an example of an innovative partnership program, in 2003 the School of Nursing collaborated with the School of Adult Learning and Clarian Health Partners to provide on-site RN-BSN and MSN courses. A number of other partnerships exist, including Parkview Hospital clinical lab science program, Fountain Square health initiative, Wheeler neighborhood development, Laurelwood Apartments (Indiana Housing Agency), and Baxter YMCA. The latter three partnerships are coordinated through the university's Community Programs Center to provide opportunities for service learning.

5P2. Building and Sustaining a Learning Environment

The University builds and sustains a learning environment through the use of institutional research, assessment, and through on-going review and evaluation of its practices. An example is the Enrollment Management Committee (EMC), which continually monitors recruitment, enrollment, and financial aid policies.

Institutional research provides information about the effectiveness of the first year experience, academic progress and student learning, and about the success of our graduates. Currently, the area of institutional research is shared by a number of offices on campus, but is led at the

Cabinet level in the designation of the kinds of data that are collected and tracked.

Program assessment is performed at the unit level across campus. At present, the coordination of assessment on a university-wide level is being addressed as a part of the plans for a more formalized center on teaching and learning.

5P3. Decision Making

Recommendations and decision-making occur primarily through a committee structure. The Board has committees with representation from campus leaders. The Vice Presidents and Executive Directors comprise the President's Cabinet and hold individual and joint meetings with Deans' Council for the purpose of sharing information and decision-making. Minutes of the Cabinet and Council meetings are posted on the intranet. There are a number of standing university and faculty committees that have advisory or decision-making capacity. A Faculty Senate was created in 2004 to deal with curricular and educational policy matters that led to some restructuring of faculty committees. A number of decisions are made at the unit or departmental level. See Appendix C for a figure summarizing decision-making groups, the kinds of data reviewed, and their respective areas of responsibility on campus.

5P4. Utilization of Information and Results for Success

There are three major ways that the University leaders use information and its results for measuring the University's success.

Revenue to support quality is identified from goals of the Business Plan and the operational side of the institution. A set of key indicators requiring the regular collection of data has been developed to allow for an annual review to see if the enrollment growth, graduation rate, retention, discount rate, debt ratio, etc. are developing as planned. The University has also developed a strategic marketing plan in which unit strategies are developed in line with the overall goals of the University.

The University has increased the number of surveys it administers in order to gather more data about its institutional performance that can be benchmarked against other institutions. As examples, the National Survey of Student Engagement (NSSE) has been introduced, and the Walker Employee Survey was administered to determine student and employee satisfaction with the institution.

The University uses the IDEA system from Kansas State University for course evaluation and, as a result, is able to gather comparable data from other institutions. The data allows the University to track institutional progress on student learning objectives.

The AQIP Committee gathers data related to its action projects and functions as a level of review for other institutionally generated data sets.

5P5. Communication Between and Among Institutional Levels

A great deal of upward, downward and 2-way, communication occurs through campus email and intranet. Most employees have direct access to email and Blackboard with the exception of some staff members in the Physical Plant, who have indirect access. Other forms of communication include intranet announcements, posting of minutes and other documents on Blackboard, and departmental websites.

Critical communication, such as contracts, is sent via campus mail and is typically downward. Committees are an important form of upward, downward, and 2-way communication, such as the Faculty Senate, staff meetings, departmental meetings, and Cabinet and Council meetings.

The Board of Trustees holds regular campus meetings that are primarily for 2-way communication between trustees, administrator, and faculty representatives.

The Student Government Association holds monthly meetings and has a faculty advisor.

Other campus communications occur by way of the Student *Reflector* weekly newspaper, monthly technology news via email, and the *Portico* that is sent to alumni. The AQIP Committee and action project subcommittees have been an example of 2-way communication as there are representatives from all levels on the subcommittees. The AQIP Committee has regular reporting at the various meetings, open sessions for 2-way communication, brown-bag sessions for upward communication, and postings of minutes and project updates on the intranet.

The President's Faculty Advisory Council does not conduct business, but discusses matters of University interest or concern, assuring that ideas and concerns of the faculty are heard. The Council meets at least twice each semester; special meetings are called by the President on his/her initiative or at the request of at least three members of the Council. The President's Faculty Advisory Committee originated from the Report for an Institutional Focused Evaluation by the North Central Association of Colleges and Schools in 1990.

5P6. Communication by Leaders

Leaders communicate common missions, expectations, and opportunities, primarily through committee structures, as described in Appendix C. A Faculty-Staff Institute occurs at the beginning of the academic year that includes the President's State of the Institution Address. The President and Provost and Vice President for Academic Affairs are present and accessible on campus.

5P7. Development of Leadership

Leadership abilities are developed through the committee structure of the university, at the unit level through development plans associated with the annual evaluation process, and through opportunities for development, including conference attendance and furthering formal education. The university offers a major in Leadership Development that many staff have taken to complete their degrees. Best leadership practices are communicated and shared through

mentoring that occurs formally or informally at all levels. For example, all new faculty are assigned a senior faculty mentor in their unit. In administration, there is a succession plan that includes a period of orientation and mentoring by the previous administrator.

5P8. Leadership Succession

The Board of Trustees, administration, and the faculty work collaboratively on the university's strategic plan beginning with a conversation about the mission, vision, and values of the institution. This work affirms the core issues at the center of future planning discussions. New trustees and faculty participate in formal orientation programs that reinforce the mission. The Trustee Board of Affairs, in concert with the Board Chair and President, provide leadership for the selection and development of board members and leaders. There is a 6-year term limit for Trustees. Rotation of key leaders is also monitored. Staff leaders, as part of their own evaluations, need to identify and help develop those who might succeed them. It is

clearly understood that the Provost and Vice President for Academic Affairs is in charge when the President is absent. The Board Compensation Committee has a formal review process for the President, including setting goals and a multi-year contractual relationship. There is no minimum or maximum term for the President. The Board Chair and President are in regular conversation about succession planning.

5P9. Measures of Leading and Communicating

The primary measures of leading and communicating are the annual evaluation process for all levels of employees and the strategic and business plan outcome measurements. In 2004, a faculty and staff satisfaction/loyalty survey was completed that addressed aspects of leading and communicating. Additionally, student satisfaction/loyalty was measured in a separate survey. There is discussion to re-survey faculty and staff and students at regular five-year intervals.

Results

5R1 and 5R2. Comparison and results for Leading and Communicating

In three different data gathering processes dating from 2001, a recurring theme has been the need to improve communication on campus. This item is complex because it includes both the processes for sharing information and gaining feedback, as well as the reactions of the community when what is being communicated is challenging or creates discomfort.

Through focus groups held in 2001, feedback was gathered about how communications could be better handled on campus. The campus constellation survey administered through AQIP highlighted concerns faculty and staff held about the changing campus community that could be

characterized as more impersonal and competitive than in years past.

The 2004 Walker Employee Survey showed that communication is a continuing concern. This survey explored different dimensions along which communication needs to occur as shown in Figure 5-3. Key questions in the survey focused on leadership and communication. It is apparent that there is a more positive perception of leadership and communication of supervisors as compared to upper administration as reflected in the first two items. Items 8 through 12 also do not meet the benchmark, which indicates there are employee concerns about institutional communication. Benchmarks for the employee survey represent high performing businesses nationally.

Figure 5-3

Leading and Communicating Survey Results			
Question	% Positive	% Negative	Benchmark (%+)
1. Capable upper administration	39%	34%	50%
2. Integrity of upper administration	50%	22%	54%
3. Excellence of supervisor	72%	14%	55%
4. Supervisor empowers employees	74%	15%	56%
5. Supervision and guidance	75%	11%	56%
6. Respect from supervisor	85%	6%	73%
7. Communication of university direction	41%	34%	Not Avail.
8. Timely communication	32%	38%	38%
9. Considers feeling in communication	30%	41%	34%
10. Right amount of information	35%	36%	50%
11. Information is communicated well	35%	40%	48%
12. Seeks employee ideas and feedback	29%	35%	55%
13. Useful feedback from supervisors	67%	18%	53%
14. Clearly communicated expectations	80%	10%	71%
2004 Walker Employee Survey			

Improvement

5I1. Improvement of Current Processes and Systems

Since 2001 there have been changes in the organizational structure that have created more cross linkages among groups on campus, with two notable ones being the creation of the combined Cabinet and Council and the Faculty Senate. There has been more formalization and dissemination of policies so that institutional processes can become more transparent, as seen in the creation of a formal Institutional Review Board (IRB) monitoring research involving human participants. There has been an expanded use of the intranet and Blackboard to organize postings and facilitate discussions. There have been revisions to the New Faculty Orientation, Staff Orientation, and the New Student Experience that are aimed at increasing understanding of campus and university life.

The strategic planning and AQIP processes are ways to establish targets and continue to measure progress on improvements in communication and leadership.

5I2. Targets, Improvement Priorities, and Communication

Targets for improvement in the area of communication and leadership include investigating a faculty leadership development program, enhancing communication between committees with minutes posted on the intranet, and regular reports at Faculty Senate and Cabinet and Council meetings. Data will continue to be collected to monitor improvements in items identified on the employee survey.

AQIP CATEGORY 6: SUPPORT FOR INSTITUTIONAL OPERATIONS

Context for Analysis

6C1. Key Support Service Processes for Stakeholder Groups

As the paramount objective to its mission, the University of Indianapolis supports an environment which is conducive to student learning. The University pursues a holistic approach to the creation and sustenance of an effective environment. The processes used to

recruit appropriate students, provide financial aid, advise, register, and place them into internships and jobs, in addition to effective instruction, are all a part of an effective learning environment. Appropriate use and management of information technology significantly influences support of the learning environment across these processes. These key processes can be found in Figure 6-1.

Figure 6-1

Key Education Support Processes		
Key Support Processes	Principle Requirements	Key Measures
Admissions	Responsiveness, Effective Recruiting	<ul style="list-style-type: none"> • Cycle Time Inquiry to Response • Applicants per category • Response Rate (mail) • Conversion Rate
Accounting	Accuracy, Timeliness	<ul style="list-style-type: none"> • % Errors per Cycle • Cycle Time
Financial Aid	Ease of Applying, Effective in Finding Resources	<ul style="list-style-type: none"> • Cycle Time for Approval • % Approved
Advising and Registration	Accessible, Responsive	<ul style="list-style-type: none"> • Student retention rates • Graduation rates at 4, 5, & 6 year level
Career Services	Successful Employment	<ul style="list-style-type: none"> • % Graduates Placed • # of Internships
Information Systems		
Administrative Computing	High Responsiveness	<ul style="list-style-type: none"> • Programming Request Log Analysis
Client Services	High Availability High Reliability	<ul style="list-style-type: none"> • # of Help Desk Tickets Completed in Timely Manner • Media Services Rolling Stock Used • # of Computer Lab Stations to Student Headcount
Instructional Support/Design	Breadth of Support Offered High Availability High Responsiveness	<ul style="list-style-type: none"> • # of dist. learning courses • # of Web enhanced courses • # of workshops held • # of faculty served
Institutional Research	Responsiveness, Timeliness, Accuracy	<ul style="list-style-type: none"> • # of Requests Completed • Cycle time for requests
Library	Accessible, User Friendly, Acquisition Time, Complete Resource Holdings	<ul style="list-style-type: none"> • Usage • Hours Open • Customer Feedback
Network & System Services	High Reliability, Security	<ul style="list-style-type: none"> • Network Access Satisfaction

6C2. Process and Systems that Support Helping Students Learn and Accomplishing Other Distinctive Objectives

The Admissions Process: The admissions process carries primary responsibility for the recruitment of a student body consistent with the mission of the university. Administered in the Office of Admissions, the process for recruiting undergraduate students involves setting admissions targets, assessing progress toward meeting those targets, and adjusting the process as necessary. A variety of mechanisms for recruitment of students exist, including personal interviews, visits to high schools, meetings with high school guidance counselors, attendance at college fairs, and the conducting of campus tours. At the graduate program level, individual units are responsible for their own recruitment processes of prospects and applicants.

The Accounting Process: The accounting process is responsible for the administration of University accounts including tuition payments and deductions, salaries, benefits calculations, and other items of financial record. Accounting affairs are handled by the Office of Accounting.

The Financial Aid Process: A financial aid process exists to administer programs designed to reach students in a range of economic circumstances. The primary purposes are to provide financial assistance to admitted students who otherwise would be unable to attend college and to recognize academic excellence. Funds are available from the University, Federal government, and state government. University clubs, businesses, and individuals who are friends and alumni of the University also contribute funds to assist students. The Office of Financial Aid has primary responsibility for the process and is responsible for maintaining compliance with state and federal regulations.

The Advising and Registration Processes: The system of academic advising is designed with the student in mind. Therefore, every attempt is made to give the student the best information and recommendations to ensure success at the University. In each department or school, students are aligned with a faculty advisor and/or key advisor to help them to choose courses, to answer questions about the University, and to understand the many programs offered. The goals of the advising process include fostering student success, building their relationships with others, and cultivating a sense of responsibility and community.

The registration process involves the maintenance of student records and other information associated with student matriculation and for providing the University with information used to aid decisions in the areas of enrollment management among others. In most units, the key advisors work with faculty advisors to register students and provide curricular advising for the ensuing semesters.

Career Services: The career services process is designed to facilitate career planning and job-search assistance to students, alumni, and others associated with the University. The process includes the management and coordination of student internship experiences.

Information Systems: The processes administered by the Information Systems division are designed to provide leadership, development, and support for Administrative Computing, Instructional Technologies, Library Services, Client Services, Media Services, Web Management, Institutional Research, and Network Systems Administration and Telecommunications.

Processes

6P1. Identification of Support Service Needs

Admissions: Feedback into the admissions process identifies support services and needs for pools of prospective and applicant students from information gathered through personal interviews and student surveys. The Admissions staff determines much of the prospective students' needs by means of personal telephone calls, e-mails, school visits, college fairs, and campus visits. Surveys of students who visit campus or attend special events help to measure how well the office meets visitors' needs. Additionally, opinion assessments of enrolling and non-enrolling students throughout the recruitment process give evidence about the ability to meet students' needs. Occasionally, a phone survey may be conducted in the metropolitan area of prospective students to determine the effectiveness of various advertising methods which the University has employed.

Accounting: Accounting needs of students are determined through feedback provided at the point of exchange during a face-to-face visit or by telephone inquiry to the Accounting Office counter.

Advising and Registration: The advising and registration needs of students are assessed through satisfaction surveys conducted by the Office of Student Affairs and through discussions with the academic units. Technology plays an important role in the provision of accurate and timely advising and registration. The Student Information System (SIS) software is used for student record keeping. Through SIS, all aspects of records and registration for students from their first semester through graduation and beyond are managed. SIS is also used to build semester schedules for the university as a whole. Various types of holds can be placed on student records through SIS to ensure candidates have the necessary pre-requisites (Entrance to Program assessments in the Department of Teacher Education) or other

divisions (e.g., library, campus police). A supplement to SIS, On Course, is used for academic advising. This software package allows advisors to check student progress toward their degree and run various "what if" scenarios, should the candidate choose to change majors or add a different minor. On Course is used for academic advising during the registration period to assist students in planning their course of study both in the short run and against four year plans.

Curricular changes often present a problem to the audit system, and much of the final work must be checked against a paper-based copy pattern sheet to ensure that all course requirements have, in fact, been met. On Course does not serve graduate programs.

Recent developments in the advising and registration processes include the development of the Student Web Information Services and Web for Faculty. The web interface for SIS on the student side is called Student Web Information Services (SWIS). Using this Internet portal, technology also enables students to have ready access to course registration information, degree audits, unofficial transcripts, grades, etc. Web for Faculty, the companion piece to SWIS, enables faculty and advisors to access student records for registration and advising functions as well as posting student grades.

Financial Aid: The need for student support services in the area of financial aid is most often a direct result of either institutional policy or federal and state governmental regulation. Procedural changes are implemented in a manner that attempts to minimize disruption and confusion for the student. With this goal in mind, the financial aid staff constantly evaluates workflow processes. The staff uses technology in the application, awarding, and distribution processes for aid to the extent that these resources are available. For example, required entrance and exit interviews for all Stafford loan

borrowers may be completed via the internet. The staff has introduced single-point-of-contact student loan processing with the use of Open Net from SALLIE MAE.

Career Services: Student needs for career services are determined through a variety of mechanisms. Students are surveyed at the end of each year to determine placement rates. Internships are monitored and assessed through on-site visits. Regular discussions with academic units are an evaluation mechanism. An example of the results of these discussions is the development of an annual “School of Business Employer Appreciation” networking event. Recently, Career Services became the custodian of the Indiana InternNet, a project funded by the Lilly Foundation. The objective of the InternNet is to stem the “brain drain” from Indiana by linking students with state employers through an on-line internship database.

Information Systems: A wide variety of feedback from several sources informs student needs for computing services. Figure 6-2 provides a list of such sources. One example is regular discussions with the Student Government Association. Web forums and communities are also available and open to the entire campus community. The library strives to meet the needs of faculty and students by offering training sessions and a designated “Information Technology Librarian.”

Figure 6-2

IS Coordination Mechanisms	
Coordination Mechanism	Meeting Frequency
Web Forum	As Needed
Department Meetings	Annual
Teaching and Learning Committee	Once a Month
President’s Cabinet	Once a Month
Cabinet & Council	Once a Month
Library Committee	Once a Month
Distance Learning Advisory Council	Once a Month
Budget Process	Annual

Student needs are addressed indirectly through committees in which faculty members, staff

members, and administrators communicate issues of teaching and learning that relate to the use of information technology. The annual budgetary process addresses short-term Information Technology needs of the academic unit.

Formal Committees

Annual Departmental Meetings: Annual departmental meetings are conducted face-to-face with the faculty, staff, deans, and directors of units.

Teaching and Learning Committee (Faculty Governance): The Teaching and Learning Committee is a committee in which faculty members from the schools meet to discuss and make recommendations to the larger faculty and administration on issues of concern in the use of technology to support teaching and learning.

President’s Cabinet: The membership of the Cabinet consists of the President, Provost and Vice President for Academic Affairs, Vice President for Business and Finance, Vice President for Student Affairs, Vice President for Institutional Advancement, Vice President for Enrollment, Vice President for Research, Planning & Strategic Partnerships, Athletic Director, and Chief Information Officer. The President’s Cabinet meets on a regular basis to discuss general academic effectiveness and well-being of the university. It provides counsel to the President.

Cabinet and Council: Membership of this group is comprised of the President’s Cabinet and the Deans’ Council. Deans’ Council membership includes Deans of the College of Arts & Sciences, Schools of Business, Education, Nursing, Occupational Therapy, Krannert Physical Therapy, Psychological Science, Ecumenical and Interfaith Programs, and Adult Learning.

Library Committee: A standing committee of the faculty, the Library Committee represents the faculty in matters related to the library and assists the Director of the Library in the development of policies and procedures by

which the library may best meet the needs of students and faculty. The committee also participates in the apportionment of collections purchase funds to the various departments, schools, and graduate programs.

Ad Hoc Committees

Computer Lab User Meetings: An *ad hoc* group instituted in 2002 and chaired by the Director of the Center for Instructional Technologies meets to discuss computer-based classroom issues. The group reports to the CIO.

Distance Learning Advisory Committee: An *ad hoc* group instituted in 2002 and chaired by the Director of the Center for Instructional Technologies meets to discuss the use of distance learning technologies for student learning. The committee reports to the Enrollment Management Committee.

The needs of underserved high school students from the Indianapolis metropolitan area form the focus of the Bridge Program, which is an outreach program that works with the high schools to identify capable students for entry as college freshmen. The program provides mentoring for students through the application and registration process, and it packages financial aid to address the extensive needs of these students.

The needs of capable, but learning disabled, students are met through the BUILD Program. In this program an individualized learning program is established for each student with extensive advising and tutoring to help students develop successful academic learning strategies.

Not all student support services are aimed at undergraduates. Admission takes a different form at the graduate level given the different needs of graduate students. On the whole, graduate students are very program focused and want to interact with a program office rather than a central admissions office. Here, we allow students to be admitted directly through work with their respective programs. The application process is available online, with most graduates

contacting the University through internet visits and inquiries.

6P2. Identification of Support Service Needs of Key Stakeholder Groups

Admissions: The administrative staff needs are determined through daily monitoring and regularly scheduled staff meetings where processes for ongoing admissions projects are discussed. The feedback is helpful in assessing issues of workload management and determining effective operational strategies. Office operations rely considerably on information captured in the Student Information System.

The Director of Admissions and an appointed Assistant Director visit the academic units each year to determine the unit's needs in the recruiting process. The Admissions Office provides administrative tools to academic units, such as download files, rosters, mailing labels, and student e-mails. This information is extracted from the Student Information System.

For the purpose of enrollment management, bi-monthly reports are generated for review using extracted files from the Student Information System. The reports benchmark a year-to-date, 3-year comparison of data for the pools of prospective applicants, applicants, and deposited applicants. The reports benchmark the number of prospective students, applicants, and students having paid deposits according to target markets and geographic areas.

The Enrollment Management Committee (EMC), which is a committee of the President, elicits feedback from all the administrative areas, graduate and undergraduate admissions, School for Adult Learning, Financial Aid, Accounting, Registrar, and Financial Records System (FRS) system (budgets). The EMC meets monthly. Computer programs gather much of the information from the Student Information System and FRS. The data is used to assess, research, analyze, and project progress toward the achievement of goals cited in the 5-year business plan.

Accounting: Student-based administrative needs of the faculty and administrative areas are met by utilizing the Student Information System to handle special cohort groups, third party billing, and School of Adult Learning sessions that are completed within the semester. Administrative and departmental budgets are constructed, monitored, and made available to budget managers for review on-line and in real time through FRS. The University transferred its payroll to the Banner system in 2004 to facilitate faculty/staff and student payrolls.

Financial Aid: Institutional policy and government regulation determine the requirements of administrative support services for this area. Staff members with responsibility in each functional area identify requirements through the ongoing evaluation of processes and through staff meetings. The financial aid staff attend conferences and training sessions to remain apprised of regulatory changes and best practices. The Financial Aid Policy Committee (FAPC), which is a subcommittee of EMC, examines financial aid needs. The creation of the Discovery Award for 21st Century Scholars is one example of administrative support for the recruitment goals set by the EMC and FAPC Committees. Exemplary proposals from academic units for increases in financial aid are documented and shared in forums, such as Deans' Council.

Research is utilized to make sound management decisions concerning the distribution of student aid. At such times, the financial aid staff seek assistance from institutional research staff to provide the requested information. Programming is solicited from Administrative Computing.

Information Systems: A variety of formal and *ad hoc* committees identify support requirements for faculty, staff, administrators, and other key stakeholders. Figure 6-2 on page 6.4 lists key coordination mechanisms.

Administrative Users Group

The administrative users group is chaired by the Chief Information officer and consists of staff from the various administrative and academic units.

Annual Departmental Meetings: Face-to-face departmental meetings are conducted with the faculty, staff, deans, and directors of units.

Enrollment Management Committee: The focus of the Enrollment Management Committee is to monitor and influence the quality and quantity of incoming students and the retention of current students by working with the areas of academic, financial, and student life to manage the undergraduate day division enrollment. The Committee has examined the use of the Web and distance learning pedagogy to extend the reach of the university toward new student populations.

Graduate Admissions Committee: Members meet as a subcommittee of the Graduate Deans' Council to discuss support for the graduate admissions process. Included are discussions of the use of Web technologies for various stages of student recruitment.

Process Improvement Exchange: The objective of this *ad hoc* group chaired by the CIO is to address issues of workflow improvement and the use of information technology.

6P3. Management of Key Student and Administrative Support Services Processes

Admissions: To ensure the efficiency of support services and to effectively manage the informational requirements of prospective students, each business day the Office of Admissions enters information from all university prospects into the Student Information System. The system tracks the progress of the data population from the prospect level through the enrolled applicant level. An example is the provision of student academic profiles to the Registrar for registration purposes and the identification of merit scholarship candidates to the Office of Financial Aid for award purposes.

Key administrators in the Admissions Office maintain documentation of Admissions processes. The computer operations manager assures the consistent capture of data. Data analysis is reviewed at the conclusion of each

recruitment cycle. Procedures are calibrated when analyses of the data indicate the necessity to do so.

Accounting: Administrative support services are handled on a day-to-day basis by relying extensively on the Student Information System for support of student accounts. The University Bursar maintains a comprehensive cyclical calendar. The calendar tracks the timeliness of batch programs (tuition calculations, billing dates, payment dates, and refund deadlines). To maintain student accounts as cleanly as possible, weekly exception reports are executed to track account activity.

Financial Aid: The financial aid staff maintain a policy and procedures manual to manage day-to-day activities that encompass all aspects of the financial aid delivery process. The manual is revised as needed, but at least annually. Policy decisions of the Financial Aid Policy Committee are maintained and distributed to all financial aid and admissions staff. These policies receive staff review to ensure consistency.

Each staff member maintains a calendar of tasks to be performed and a task description database. A master calendar is maintained with listings of cyclical jobs that must be performed during the award period. Advanced programs are used for data retrieval and to build transactions for entry into SIS. The financial aid operation relies heavily on technology and staff resources in University Computing Services (UCS) to manage the financial aid application process.

The level of online customer service needed to meet the expectations of students requires a professional and student-friendly presentation of financial aid information on the University website. One goal for the future is for students to be able to complete and submit application materials directly for upload to the new Banner system.

The goal is to greatly improve staff administrative support with the implementation of the Banner System for retrieval of financial aid information.

Information Systems: Prioritization and management of day-to-day issues are important processes which require direct communication with key personnel who are responsible for areas affected by change. The HelpDesk and programmers use electronic tracking of trouble tickets to manage priorities and number of requests. One of the AQIP action projects begun in 2003 was to improve HelpDesk service by initiating a service level agreement.

Communication and coordination is facilitated by the use of regular Information Systems Directors Meetings. The heads of the major areas in the information systems group, such as the library, Media Services, Center for Technology and Learning, and the HelpDesk, attend these meetings. Meetings for Information Systems Enterprise Systems are conducted with staff members who make up an internal cross-functional group. The campus community is alerted to maintenance and changes to computing systems through campus Intranet postings and monthly electronic newsletters.

6P4. Use of Information and Results to Improve Services

Admissions: The evaluation of data from the applicant pool is monitored daily. A deeper study of applicant data is completed on the first and fifteenth day of the month. It is by this method that the progress of the recruiting process is benchmarked.

Accounting: The Accounting Office acts proactively in the identification and correction of billing problems that become evident through a series of exceptions reports that are processed in sequence to search for potential errors in accounts. This processing takes place for student accounts (SIS) and for departmental budgetary information (FRS). Continuous monitoring in these areas makes the process efficient.

Financial Aid: Institutional research staff have responded to the management needs of EMC and FAPC by developing many ad hoc analyses of patterns in student enrollment and financial aid. One goal is to institutionalize and

standardize for year-to-year comparisons and analysis. Personnel are not available to accomplish these tasks or to develop standard management reports for use in the Financial Aid Office.

Information Systems: Several forms of analysis are performed to determine where services can be improved:

- HelpDesk Tickets – HelpDesk submissions of trouble tickets are analyzed for trends and key issues.
- Programming Requests – Programming requests are analyzed for trends and key issues.
- Agenda and key action items derived from each of the aforementioned committees are determined and results/feedback are returned to the committees.
- Direct communication with key personnel who are responsible for areas affected by changes.
- Internal web logs of changes for internal systems and procedures provide documentation and a source for analysis of changes.
- Service Level Agreement

6P5. Measurement of Support Services Processes

Regularly collected measures can be found in Figure 6-1. A more detailed discussion can be found below.

Admissions: To monitor trends in the prospective traditional day student population, a daily report is generated from the Student Information System at the end of the business day. The report summarizes the number of applicants in the pool. The applicant pool is identified according to geographic areas: Indiana, Out-of-State, and International applicants. The admitted applicant pool is characterized by admission categories to monitor the academic quality of the pool. Tracking is in place according to student requests for other university services, such as university housing and financial aid.

Accounting: Daily measures are taken in the Student Information System through exception reports. Analysis of the data assures that populations and calculations on the student accounts are as error-free as possible. The Financial Records System tracks daily transactions through Focus Reports that monitor cash flow and budgets.

A need for improvement in running the key jobs for a successful billing cycle could be answered by better communication with Administrative Computer Services.

Financial Aid: Weekly measures of award letters and completed files ready for the award process are produced for a six-month period during each award year. The statistics are compared to previous years to monitor the progress of the current award cycle. None of the reports are automated. They require significant staff time to prepare.

Career Services: Several measures are regularly collected to improve the performance of the career services process. These measures include annual placement rates and number of internships offered.

Information Systems: Several measures are collected and analyzed regularly to identify services and to improve performance. These measures include:

1. Network Access Satisfaction
2. Help Desk Log Analysis
3. Programming Request Log Analysis
4. Computer Hardware and Software Requests and Purchases
5. Library Collections Use
6. Media Services Rolling Stock Use
7. Institutional Research Reports
8. Computer Lab Stations to Student Headcount

Better external benchmarking with peer institutions is in its infancy. A recent conference of CIOs and directors of the Independent Colleges of Indiana is a vehicle by which more opportunities for external benchmarking will be produced in the future.

Results

6R1. Results for Student Support Service Processes

All full-time, entering freshmen take a New Student Experience course the first semester. Feedback about the course serves to inform staff about unmet student needs.

Advising has most recently focused on the needs of the least successful group of undergraduate students, which are those who can only be contingently admitted because of a weak prior academic record. As an institution that has long valued preserving access for all students, we have worked to assist students who are marginal to become successful. However, this group of students has the lowest retention rate, as shown in Figure 6-4. In an effort to increase this rate, all contingently admitted students must live in the dormitory their first semester.

Figure 6-4

Retention for Student Who are Contingently Admitted				
2001	2002	2003	2004	2005
52.8%	59.2%	48.6%	61.7%	67.6%

One of the most important things we can do as a University is to provide our students with the supportive environment they need to succeed academically. Figure 6-5 shows NSSE data indicating we were above the national benchmark in providing our students with the support they need to help them succeed academically.

Figure 6-5

Institution Provides Support You Need to Help You Succeed Academically				
	2004		2005	
	UIndy	Benchmark	UIndy	Benchmark
Freshmen	3.21	3.10	3.10	3.06
Seniors	3.04	2.97	3.06	2.97
Target – 3.0 1=very little, 4=very much National Survey of Student Engagement				

We believe that it is important for our students to have a healthy balance between their academic and social lives. Therefore, in addition to succeeding academically, it is also important that they are able to thrive socially. Figure 6-6 shows that while we did not reach our target for seniors in 2004, we reached our target and were above the benchmark in both groups in 2005.

Figure 6-6

Institution Provides Support You Need to Thrive Socially				
	2004		2005	
	UIndy	Benchmark	UIndy	Benchmark
Freshmen	2.36	2.36	2.38	2.37
Seniors	2.09	2.12	2.33	2.17
Target – 2.25 1=very little, 4=very much National Survey of Student Engagement				

6R2. Results for Administrative Support Service Processes

An important tool in helping students succeed academically is through quality advising. The NSSE asks students to evaluate the quality of academic advising that they receive. Figure 6-7 shows that we were above the benchmark in 2004 and 2005 for the freshmen class, while we went from slightly below the benchmark in 2004

to being above the benchmark in 2005 for seniors.

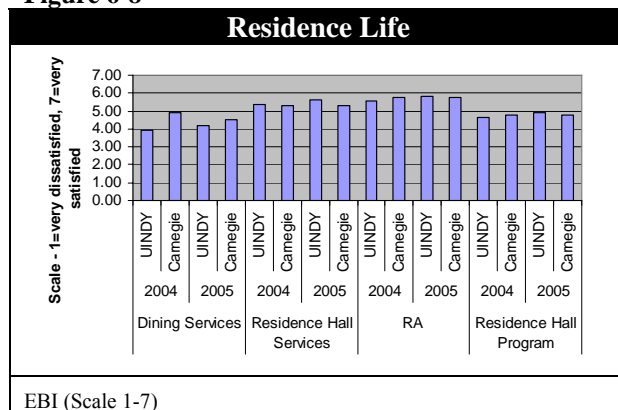
Figure 6-7

Evaluate Quality of Academic Advising You Received at the Your Institution				
	2004		2005	
	UIndy	Benchmark	UIndy	Benchmark
Freshmen	3.20	3.02	3.03	3.00
Seniors	2.93	2.95	3.01	2.94

Target – 3.0
1=poor, 4=excellent
National Survey of Student Engagement

The EBI gives information about needs to the Office of Residential Life. While still below the benchmark in many areas, we have shown significant increases in nearly all of the areas shown in Figure 6-8.

Figure 6-8



The Financial Aid Policy Committee continually reviews the distribution of financial aid and its effectiveness in recruiting and retaining students.

The Faculty Staff Benefits Committee has cited recent data showing salary raises and fringe benefits need to be increased. While raises have remained in the 3% to 5% range and therefore remain modest, the administration has responded to the needs by increasing graduate tuition benefits.

6R3. Results Comparison

Comparisons are possible where standardized surveys are used, such as the EBI and NSSE. Also, there are benchmarks for retention data and formulas for ranking schools based upon a number of factors, including retention. The U.S. News & World Report computes retention in its formula for ranking schools. Also, groups like the Lumina Foundation have run retention reports to see which schools retain the students with highest need, and the University of Indianapolis has fared well in this evaluation.

Finally, external accrediting bodies evaluate how well the institution meets the needs of students in specific programs or degrees. For example, in 2004 the University received the approval of the Association of Collegiate Business Schools and Programs (ACBSP) for the quality of its business programs at the branch campus, the University of Indianapolis Athens.

Improvement

6I1. Improvement of Current Processes and Systems

Improvements have occurred in all areas of student and administrative support services. The implementation of Banner in 2004 has improved processes in Human Resources, Admissions, Financial Aid, Accounting, and other departments. Greater awareness of stakeholder needs, and, in particular, the differences among our groups of students, has led us to modify and customize practices. A recent example of this is

the reexamination of financial aid for entering students. As we look at recruiting students from an emerging community college system in Indiana, we need to have financial aid incentives and options for transfer students entering in their junior years as well as the traditional entering freshmen.

6I2. Targets, Improvement Priorities, and Communication

Institutional research and assessment are priorities within the institution for further development. With the arrival in July 2005 of a new a President with a strong background in the first year experience for students, a strong

interest in assessment, and extensive experience in faculty development, we anticipate that there will be new areas of institutional emphases and growth.

As a continuous quality improvement institution, all units have goals with identified targets for improvement.

AQIP CATEGORY 7: Measuring Effectiveness

Context for Analysis

7C1 and 7C2. Collection, Storage, and Tracking of Institutional Measures

Data has been collected across campus through individual departments based on the identified needs of the department for specific information. This includes a number of internally created

surveys, such as employer and graduate surveys. Information generated from departmental data is internally shared through campus departmental meetings and, as appropriate, in Cabinet and Council meetings and Board of Trustee meetings. Figure 7-1 shows information that is collected on a routine basis across campus.

Figure 7-1

Information and Data Analyses		
Type	Method	Frequency
External	<ul style="list-style-type: none"> • Graduate Status Survey • Alumni Directory 	<ul style="list-style-type: none"> • Annually (Fall) • Every 4 Years
Campus-wide (Fac/Staff)	<ul style="list-style-type: none"> • IDEA 	<ul style="list-style-type: none"> • Semi-Annually
Campus-wide (Students)	<ul style="list-style-type: none"> • EBI • New Student Experience • NSSE 	<ul style="list-style-type: none"> • Annually (Fall) • Annually • Annually

Additionally, institutional surveys that are nationally or locally benchmarked, such as the NSSE, Walker Student Satisfaction Survey, Walker Employee Relationship Survey, and EBI, have been implemented and collected by the Vice-President for Research, Planning, and Strategic Partnerships. Reports from these data are made available to the campus through the library reserve system, intranet postings of data summaries, and sharing at a variety of campus meetings, including Faculty Senate, AQIP, Cabinet and Council, Board of Trustees, Staff, and departmental.

The AQIP Office, established in November 2004, serves as the central repository for institutional data. A process is being established to improve communication and accessibility of institutional data based on the 2005 implementation of the Banner Data Management System. Departmental data continues to be stored and accessible within the departments; however, plans are in place to integrate key data into the Banner system when it becomes fully functional.

As data needs are examined across campus, there has been a growing recognition of the need

for support for institutional research. One area of critical need has been recently staffed and is in the area of enrollment management, which involves tracking data related to the recruitment, conversion, financial aid, enrollment and academic progress of students. This staffing has involved upgrading a half-time position to a full-time position that reports to the Vice President of Enrollment.

Currently, the need for an institutional researcher to address a number of institutional needs is being evaluated. There are multiple needs, including assessment, program evaluation, methodological expertise and outcomes evaluation that challenge the way that we define this position. Responsibility for shaping this position rests with the Vice President for Research, Planning, and Strategic Partnerships and will occur in conversation with the President and others.

The University of Indianapolis Business Plan, accepted by the Board of Trustees in 2004, connects institutional goals with a set of key objectives that measure progress related to student enrollment, the discount rate, revenue generated, and fund-raising. This data is

collected by the Vice President for Enrollment and the Vice President for Research, Planning,

and Strategic Partnerships for updating and reporting in the Business Plan.

Processes

7P1. Selection, Management, and Use of Information

Data is selected based on the need for key information. The need for key information is determined by a variety of sources, including the Board of Trustees, administration, academic,

and non-academic departments. Many of the academic departments have professional accreditation or certifications that require data collection that demonstrates effectiveness in helping students learn and on-going program improvements. Figure 7-2 lists the academic accreditations.

Figure 7-2

Academic Accreditations	
School	Accreditation Agency
Art and Design	National Association of Schools of Arts and Design
Athletic Training	CAAHEP, Joint Review Committee on Educational Programs in Athletic Training
Business	Association of Collegiate Business Schools and Programs
Education	National Council for Accreditation of Teacher Education Indiana Department of Education Division of Professional Standards
Music	National Association of Schools of Music
Nursing	Commission on Collegiate Nursing Education National League for Nursing Accreditation Commission Indiana State Board of Nursing American College of Nurse Midwives
Occupational Therapy	Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association
Physical Therapy	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association
Psychology	American Psychological Association
Social Work	Council of Social Work Education

7P2. Determining Unit Needs for Information

Departments identify their own needs for data collection, storage, and accessibility. Currently, expertise for departmental research is identified at the departmental level. The AQIP Office is one resource to assist departments in storing and accessing institutional data.

The Faculty Affairs Committee explored a variety of best practice models of teaching development and assessment during spring of 2005. An office of Faculty Development and Assessment for Teaching Excellence is in the planning phase. The start-up date of the office is proposed for spring 2006. Start-up costs have been partially funded by an external grant. This office will coordinate the assessment of student

learning and achievement on the four university-wide learning goals as well as support for on-going improvement in teaching. The establishment of this office will meet the academic units' needs for data collection, storage and accessibility in relation to student learning.

7P3. Determining Needs and Priorities for Information

Comparative data is being used to set institutional targets and benchmarks for some kinds of data. The AQIP Office has a plan in place to expand the use of institutional targets and benchmarks to selected data in each category of the portfolio. The University uses benchmarks from Baldrige award winners,

national surveys, published institutional rankings, standardized instruments, professional associations, and recognized best practices in higher education institutions.

The need for comparative data at the administration level may come from requests by the Board of Trustees, President’s Cabinet, or Deans’ Council members. Examples include the institutional scorecards used to formulate the Business Strategic Plan, educational and business benchmarks for the 2004 student survey, and 2004 employee survey.

Departments and centers determine their own needs for comparative data and use professional, business, and educational benchmarks.

The AQIP Office has been gathering benchmarks from Baldrige winners and other educational institutions to use for the AQIP categories.

7P4. Analyzing and Sharing Institutional-Level Information and Data

Data is collected and analyzed in a variety of settings on campus. For example, the Enrollment Management Committee, which draws together administrators, admissions staff, financial aid staff, and faculty representatives, analyzes data related to recruitment, enrollment, and retention trends in order to improve performance in these areas. The group meets monthly, with the format involving the dissemination and discussion of data reports. Internal benchmarks are set with prior years so that performance can be measured against past numbers.

The Financial Aid and Policies Committee analyze the trends and outcomes of aid programs and student indebtedness on a monthly basis. The Committee then makes recommendations for changes in aid to the Enrollment Management Committee and administration.

The International Advisory Council collects enrollment and performance data on all international sites. This committee meets monthly to address targets related to the

individual sites as well as for program management.

Deans’ Council functions at an institutional level to allow individual deans to compare expectations on faculty performance for the purpose of assigning institutional ratings as a part of the annual evaluation system. Related to this sharing of information about expectations of faculty, the Promotion and Tenure Committee holds an annual workshop where it provides general feedback based upon annual reviews.

7P5. Data Alignment, Analysis, and Sharing

Departments and centers are responsible for aligning data needs and analysis to Helping Students Learn and Other Distinctive Objectives. The AQIP action project concerning the establishment of university-wide learning goals has, as part of its objectives, the alignment of unit assessments and institutional surveys with the newly established goals. In a May 2005 workshop, tools were provided to show how the IDEA course evaluation system aligns with the proposed goals. This alignment is shown in Figure 7-3 below. In addition, published statements of mission and purpose, as well as the goals of general education, were aligned with the new University-wide goals.

Figure 7-3

IDEA Alignment with University-Wide Learning Goals	
Critical Thinking	
•	Learning to analyze and critically evaluate ideas, arguments and points of view
•	Acquiring an interest in learning more by asking questions and seeking answers
Creativity	
•	Developing creative capacities
•	Developing skills in expressing oneself orally or in writing
Social Responsibility	
•	Gaining a broader understanding and appreciation of intellectual/cultural activity
•	Developing a clearer understanding of and commitment to personal values
Performance	
•	Learning to apply course material
•	Developing specific skills and competencies
•	Acquiring skills in working as a team member

The AQIP Office will have a continuing role in the management of data related to the university-wide learning goals since these goals fall outside the purview of any one department.

7P6. Effectiveness of Information Systems

A technology group meets monthly to determine priority data needs. This group is working with the Technology and Learning Committee as well as with an AQIP subcommittee focused on the help desk to monitor and improve information services.

The departments make requests for data needs. Information Services finds methods to capture, analyze, and store the information. It is the respective department's job to assess if the information provided met the expected result. Additionally, Information Services ensures that data is not duplicated as a part of the process of establishing standards for data storage.

Hardware: Information Systems covers enterprise servers, storage, networks, and other equipment with maintenance contracts to provide access to firmware/software updates, helpdesk and escalation venues, and continual contact with technical and sales representatives for the respective vendors. In addition, Information Services keeps abreast through publications, listserves, and professional development conferences and workshops. Hardware is upgraded or replaced on a biannual basis. Desktop equipment is handled as a consumable that is replaced in portions on an annual basis of a cycle of every 4 years for full-time employees and labs. Printing and other input/output hardware is leased or have maintenance agreements.

Software: Core software, such as storage devices, networking, Banner, and Blackboard, are updated as updates become available. Desktop enterprise software (MS Office, antivirus, etc.) is managed by the technology group working with the Learning Resource

Committee, Administrative Computing Advisory Committee, and other groups. Smaller software sets used for instruction or administrative offices, along with desktop enterprise software, are centrally funded and annually reviewed during the budget process with departments. Most software is paid for on an annual licensing schedule, including upgrades, patches, and technical support.

Security and Confidentiality: The physical and electronic integrity of our data systems and networks are handled according to federal, state, and local laws, including HIPAA and FERPA. Campus policies and procedures are in place to address access to information (Privacy Policy, Confidentiality Policy, Electronic Records Policy, etc.). Additionally, Information Systems has a Statement of Conduct for Information Systems Personnel.

7P7. Measures of the Effectiveness

We are continually measuring and assessing effectiveness across campus. For example, studies that focus on usage, participation rates, and capacity are conducted regularly. The library regularly audits circulation rates for different times of the day and week in order to determine when to set its hours. Campus programs continually measure the number of students participating and collect satisfaction ratings in order to make decisions about campus life programming. The University periodically undertakes a parking study to determine if we are at or beyond capacity in the number of parking spots available for students. A space utilization study is being redone at present to assist with the planning of new facilities in the campus master plan.

We have mechanisms by which the effectiveness of our processes can be measured. Faculty and staff rated the performance system as a part of the employee survey. Students rate their satisfaction with university processes, which include evaluations of courses and events.

Results

7R1. Results for Measuring Effectiveness

With the beginning of the 2005-2006 Academic Year, the University of Indianapolis entered the second year of its Five-Year Business Plan. The University has been successful in meeting many of the key objectives for 2004-2005 and projects meeting many of the objectives for the current year. The key objectives and the results can be found in Appendix D.

which figures are gathered from comparable institutions allowing the University to measure its standing on individual items in comparison to a cohort group. This information is shared with the Board of Trustees and appropriate campus offices.

The second way the University benchmarks its institutional effectiveness is through monitoring the data that comprises the rankings within the U.S. News and World Report of colleges and universities. The University continues to perform well in these rankings, as evidenced by our continued ranking in the top tier of Master’s Level Midwestern Institutions. Results of these rankings can be seen in Figure 7-4.

7R2. Results Comparison

Benchmarking related to key institutional figures occurs in three ways. First, there is benchmarking internal to the Business Plan in

Figure 7-4

U.S. News & World Report “America’s Best Colleges”		
	2005	2006
Peer Assessment	3.1	3.0
Freshman Retention	78%	80%
Graduation Rate	54%	55%
% classes under 20	68%	69%
% classes with 50 or more	1%	1%
Student/Faculty Ratio	14/1	14/1
% faculty full-time	68%	65%
SAT 25 th – 75 th percentile	910-1140	910-1130
Freshman top 25% rank	50%	50%
Acceptance Rate	74%	79%
Alumni Giving	14%	15%
Total Score	59	52

The third avenue is data made available by the professional bodies regulating financial practices and financial ratings. Figure 7-5 shows that our Bond Ratings has held steady at a consistently high rating for the last 3 years.

Figure 7-5		
Bond Rating		
2002	2003	2004
A-	A-	A-

Improvement

7I1. Improvement of Current Processes and Systems

The need to meet the key objectives focused attention on the need for stronger institutional marketing and the need for a unified brand that would increase the institution’s visibility. A

Director of Marketing was hired to create a strategic marketing plan that would support progress on the key objectives and to undertake a branding process that would help focus the image the University projects to its constituents. Internal research and the use of external consultants led to a unified branding process for

the University that emphasizes personal attention, inspiring excellence through quality programs, and applied learning.

The AQIP action project on desktop support, in collaboration with Information Systems (IS), developed and introduced a Service Level Agreement (SLA). The committee monitors monthly reports and recommends changes. As a result, IS has created additional staff positions and decreased response time for computing problems.

7I2. Targets, Improvement Priorities, and Communication

The challenge in using benchmark data is to position the University in as competitive a position as possible, while at the same time remaining committed to those aspects of the mission that challenge the ratings. For example, the University of Indianapolis has long maintained a commitment to making education accessible to the underserved students and individuals who are the first generation in their families to go to college. While the University would be pleased with improving its ratings in the U.S. News and World Report in order to move up higher within the top tier of institutions in the Midwestern, comprehensive, master's category, the primary mechanism for doing this would be to raise the retention rate by becoming even more selective in the students who are

admitted and offering more merit based scholarships rather than need based scholarships. Elite institutions which recruit only the most capable and financially secure students have higher retention rates. The University prides itself on identifying qualified students in underserved populations and providing an environment which attracts students new to the college experience to enroll. While the University would appreciate receiving a higher rating, it must balance admissions standards, discount rates, financial aid, and retention in order to continue to serve its historically diverse population.

The need to communicate the University's brand, and the increasing use of the Internet as the preferred method of student contact, has led Information Systems to make numerous improvements to the University's website. A major investment on campus has been the change to a new information system that would integrate all offices on campus into one networked system with the most current technologies for maintaining information. This process created a portal that students could use to enter the University's network and easily navigate a number of diverse functions, including updating demographic data, registering for classes, paying fees on-line, checking grades, and browsing the schedule of campus activities and programs.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Context for Analysis

8C1. Vision of the Institution

The University of Indianapolis will be the university of choice for students who value learning applied to professional service and who expect high academic standards, a dedicated faculty, and a caring campus environment. The university is committed to preparing its graduates for successful careers and meaningful lives by cultivating in them a strong sense of community, a commitment to values, a talent for leadership, and a passion for excellence.

8C2. Institution's Alignment of Short- and Long-Term Strategies

Appendix E shows a grid outlining the institution's short and long-term strategies,

business plan goals, organizational fitness profile, and the relationship to the AQIP survey and chosen action projects. The strategic plan and business plan reflect the mission of the university in preparing students for "effective, responsible, and articulate membership in the complex societies...and for excellence and leadership in their personal and professional lives..." The university achieves its mission through programs grounded in a general education curriculum; high quality innovative programs and services; seeking creative community partnerships, international relationships, and programs; and capitalizes on opportunities and initiatives consistent with the mission.

Processes

8P1. Planning Process

The current cycle of University planning dates from 1999 to 2005 leading up to the July 2005 arrival of a new President. There is a sense that the University has completed the last strategic plan that was to bring it to the year 2005. Strategic planning has been initiated through a committee with cross-campus representation to set goals beginning in 2006. The planning process began with review of the University's mission.

From the last strategic planning process, campus leaders – trustees and cabinet & council members – developed a business plan to ensure the university's long term goals were transformed into quantitative and qualitative objectives. Also developed were a projected budget to anticipate and provide resources in order to meet the university's goals and an accountability matrix to hold departments responsible for the timeliness of outcomes. The intent is that the vision and mission are firm; however, the planning process is fluid based on

the success or failure of meeting the established goals. It is anticipated that the Business Plan will continue as a tool for measuring institutional effectiveness within the new strategic planning process.

Implementing continuous quality improvement involves at least two major kinds of planning. There is a commonly-accepted commitment to improvement whereby all departments and committees seek to gather feedback about their respective areas of performance and to use this feedback to improve their practices.

A second pathway for planning involves identification of those areas that are most difficult to change and that would not change unless increased institutional attention and resources were to be directed to those areas. Some of the most difficult areas to improve are those that cut across departments and supervisory channels so that no one area is responsible for improving the outcomes. The most important University processes are generally those that are complex and systemic

involving multiple areas. The goals from the AQIP Constellation in which the most improvement is needed, e.g., communication, involve the coordination and concerted effort of a number of areas on campus. Action projects are directed at the most difficult areas for improvement. The action projects include student employment (retired 2005), desktop support, stakeholder feedback in curriculum change, and University-wide learning goals.

8P2. Selecting Short- and Long-Term Strategies

Strategies are evaluated on how successful they are in assisting the university to meet its goals and accomplish its mission. Strategies are reviewed by the campus leaders. If there is disagreement or conflict among the stakeholders, then the vision and mission are reviewed. Thus, conflict is dealt with by simply referring to the agreed upon goals.

8P3. Developing Key Action Plans to Support Institutional Strategies

Our internal stakeholders develop our key action projects with input from external stakeholders. Key AQIP action projects were developed as a result of the information gained from the AQIP Constellation Index. The Constellation Index was a report of a stakeholder’s survey, which focused on what is valued and the practices of the stakeholders. The survey questions were compared to information gained in the Organizational Fitness Profile (OFP), which

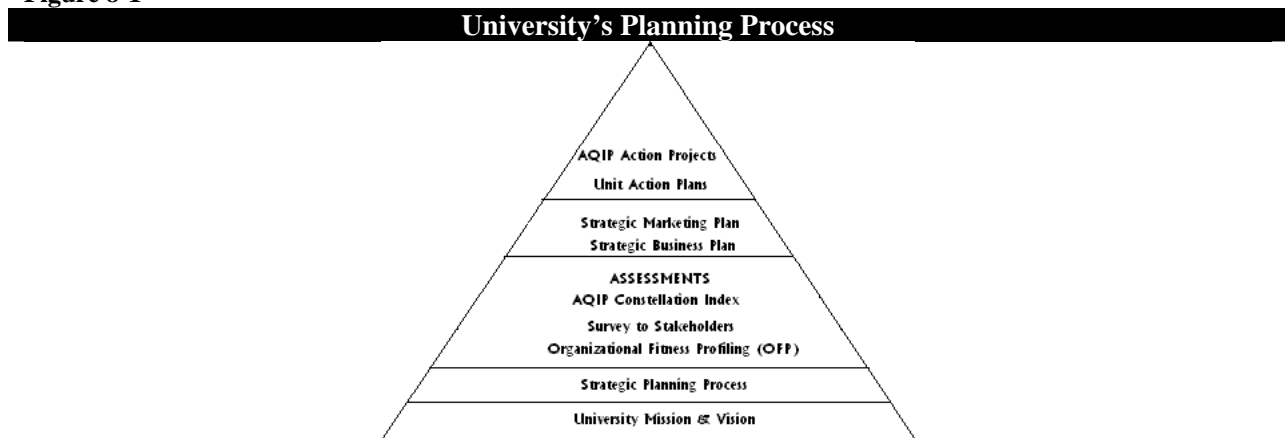
included basic themes that emerged from stakeholder interviews. The OFP was developed to increase the institutional organizational capacity to adapt, learn, and reinvent the business model. The OFP process was part of the overall strategic planning effort.

8P4. Coordinating and Aligning Planning Processes and Overall Institutional Strategies and Action Plans with Varying Institutional Levels

The planning process (depicted in Figure 8-1 below) and overall institutional strategies and action plans are coordinated and aligned at the various institutional levels as follows:

- AQIP subcommittees report progress to faculty and staff on the AQIP website and through periodic reports at Faculty and Staff meetings.
- Chairs of AQIP subcommittees report to the University AQIP Committee at regular intervals.
- Information is relayed to the Cabinet and Council Committee from the University AQIP Committee.
- University-wide forums and brown bag lunches are held on campus to discuss progress and action plans.
- Faculty Staff Institute and/or periodic workshops on strategies and action plans are held to provide information to all institutional levels.

Figure 8-1



8P5. Selecting Measures and Set Performance Projections for Institutional Strategies and Action Plans

Institutional performance projections (see Figure 8-2) are established by the Board of Trustees in collaboration with the President. The President in turn sets performance projections with each Vice President. The Provost sets performance measures with each of the Deans. In conjunction with the Board of Trustees, a Five-Year Strategic Business Plan was developed that incorporates a set of broad key objectives and goals. These objectives and goals flow from the

university’s mission and vision and are supported by a strategic marketing plan in which goals are linked to strategies and tactics. The Vice President for Research, Planning, and Strategic Partnerships has responsibility for linking the business plan with key administrators, committees, President’s Cabinet, and Deans’ Council to assure alignment with institutional priorities. Assessment data from new initiatives will be used to determine how effective the strategies are in reaching the goals. Performance data related to the key objectives will be evaluated by the Board of Trustees each February.

Figure 8-2

Flow of Projection Measures		
Origination	Performance Projections	Measure
1. BOT and President	Individual performance plan	Annual President’s performance evaluation
2. President and VPs	Individual performance plan	Annual VP performance evaluation
3. VP of Academic Affairs and Deans	Individual performance plan	Annual Deans’ performance evaluation
4. Cross Functional Management Group	5-year Strategic Business Plan (2003-2008)	Monitored by the management group and report progress to BOT Strategic Planning Committee each February. Measures include: <ul style="list-style-type: none"> • Advancement Report • Market Report • IPEDS Report • Enrollment/Retention Report • Housing Report • Graduate Survey • Graduation Report

8P6. Accounting for Appropriate Resource Needs within Strategy Selection and Action Plan Implementation Processes

Resources are aligned to meet the institutional strategic needs and improvements through the annual budget-building process. A combined President’s Cabinet and Deans’ Council use the business plan as a platform to make decisions on program development and aligns resource needs. Then, a Budget Committee comprising the President, Vice President of Finance, Controller, and Provost prepare a budget that is incremental based on Vice President annual reports.

AQIP strategies and action projects receive a high priority ranking in determining how scarce resources are allocated.

8P7. Ensuring Faculty, Staff, and Administrative Development

The University will attempt to ensure that all employees’ and stakeholders’ capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans by communicating these changes in written form, electronically

(email), campus publications, and during the various employee meetings/forums on campus to include Cabinet, Cabinet and Council, Deans' Council, Faculty Senate, staff, brown bag luncheon, etc. As an action plan develops, it offers employees an opportunity to attend professional development/enrichment seminars to broaden their skills/knowledge to respond to the changing university goals/objectives. Additionally, the President and/or other senior officers communicate through various sources such as the Faculty-Staff Institute and the Fall President's Convocation, with periodic updates and or progress reports pertaining to institutional strategies.

8P8. Measuring the Effectiveness of System(s) for Planning Continuous Improvement that are Collected and Analyzed Regularly

Student learning is one of the core goals that the university measures continuously. Others are student enrollment, student retention, graduation rate, employee recruitment, benefits and compensation, faculty and staff professional development, staff & faculty performance standards, and technological resources. Process measures were developed for each AQIP action project. Measures of improvement resulting from departmental actions are used and retained at the unit level.

Results

8R1. Results for Accomplishing Institutional Strategies and Action Projects

Results on the University's key objectives are tracked annually with a scorecard format. We monitor and evaluate those areas where the progress is less than the anticipated target. Units share data that are connected to the key objectives in order to support planning and implementation of strategies. For example, all units have projected enrollment growth and expenses related to human resources, infrastructure, and facilities that would be required by such growth. This information then allows the Key Objectives Subcommittee to integrate the cost of growth into the projection for growth to then allow for discussion of optimum size. A campus master plan and environmental facilities survey are underway to determine the possibilities and costs for projected expansion. Refer to Appendix D for the key objectives and results to date.

Beyond this, institutional research related to the key objectives is the outcomes data related to the

accomplishment of each of the action projects. Since the action projects deal with improvements that have been identified for their importance and difficulty, it is crucial that progress be made and reported to the campus community. See Appendix F for a summary of results on each of the goals of the University's four action projects.

8R2. Projections for the Next Year on the Action Projects and Institutional Strategies

The University is nearing the completion of two current action projects. Currently, we plan to complete projects focusing on improving desktop support and creating University-Wide learning goals in 2006, at which time new action projects will be selected to replace them. It is anticipated that the action project on integrating stakeholder feedback into curriculum development will be completed in 2007. Current action projects' goals for the 2005-2006 academic year are outlined in Figure 8-3.

Figure 8-3

Action Project Goals for 2005-2006 Academic Year	
Action Project	Goals
Supporting Institutional Operations: Improving Desktop Support	<ul style="list-style-type: none"> • Benchmark Help Desk staffing and service statistics against appropriate targets • Establish permanent campus mechanism to monitor issues related to desktop support • Work with the Learning Resources Committee and the consultants' recommendations to integrate their suggestions relating to Help Desk support • Accomplish all subcommittee goals and transition to permanent structure
Focusing the Campus on Institutional-Wide Learning Goals	<ul style="list-style-type: none"> • Identification of methodologies for generating data about student learning • Identification of data that has been generated • Survey of improvements based on results • Dissemination of results and campus conversation
Integrating Stakeholder Feedback into Curriculum Development and Revision	<ul style="list-style-type: none"> • Complete the data collection process on current unit involvement of stakeholders in curriculum development/revision process and continue to search for exemplary model processes external to the University of Indianapolis. Analyze this information to elucidate current best practices. • Initiate an active conversation with the Faculty Senate and appropriate Senate subcommittees with the goal of understanding drivers and limiters to changes in the current process. • Investigate potential sources of supporting resources to delineate the scope of such resources to frame the margins of any new periodic process for University-wide information gathering linked to stakeholder engagement in curriculum development/revision.

A new action was selected in fall 2005 to replace the concluded action project on student employment. The campus community was invited to vote from three areas of weakness that were identified by the AQIP Committee. As the subcommittee assembled to address this action project met for the first time in Spring 2006, yearly goals for the project are still being developed.

8R3. Benchmarks for Institutional Strategies and Action Projects

The Business Plan includes benchmarks that were established by comparing ourselves against other private, Midwestern universities with a similar student body size. These benchmarks are shown in Appendix D.

The AQIP action project on Improving Desktop Support has created a benchmark in the form of a Service Level Agreement that will serve as the standard for service. The benchmark was created in part by looking at what service expectations existed in other institutions.

Benchmarks for student employment were created from literature on campus student employment and from information obtained from Berea College.

Benchmarks for establishing University-wide learning goals are derived from the IDEA course evaluation system and the National Survey of Student Engagement.

8R4. Evidence of Effective Continuous Improvement

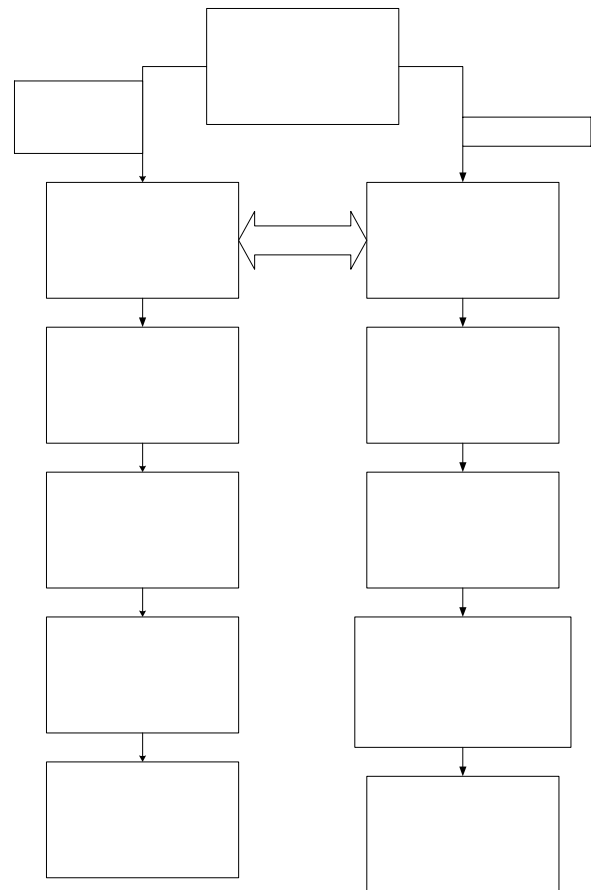
The annual action project updates and reviews provide for assessment and discussion about goal accomplishment and promote implementation of strategies to make improvements. For example, Figure 8-4 below describes some of the feedback from the 2004 annual action project review and what was implemented to make further improvements.

Figure 8-4

Sample Evidence of Continuous Improvement		
Action Project	Feedback	Improvement
Improving Desktop Support	Improve service and establish expectations for service	Service level agreement implemented; first year data shows help desk service improved
Student Employment	Increase visibility of process; Establish benchmarks	Development of university student employment intranet site; Utilization of campus employment evaluations
Stakeholder Involvement	Alumni survey targets new areas needed in curriculum	Curriculum design process being expanded to include workforce and external stakeholder input
University-Wide Learning Goals	Need to strengthen learning communities	New Student Experience being evaluated and possibly redesigned

Figure 8-5 describes the University-wide strategic planning process showing a number of major institutional changes.

Figure 8-5



Improvement

8I1. Processes and System Improvement for Planning

The AQIP Committee provides leadership for the quality improvement processes on campus by modeling best practices in change. This is accomplished by selecting areas resistant to change, by garnering institutional resources to support change efforts, and by proposing new strategies.

Across campus, all requests to administration for internal funding and support require that the requesting party provide plans for assessment and goals or targets against which the project can be held accountable.

8I2. Targets, Improvement Priorities, and Communication

Central to improvement is the communication of targets, actions, and outcomes to key constituents. The scorecard for the Business Plan, the outcomes of the AQIP action projects, and the initiatives developed in relation to the key objectives are each communicated to internal stakeholders through open forums, committee discussions, and web postings. Each of the action projects has included feedback from stakeholders to plan their next year's goals.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Context for Analysis

9C1. Key Collaborative Relationships

Collaboration and partnerships are essential to all academic programs on campus. We are able to provide all students with opportunities for applied learning through a variety of sources, including internships, clinical training, field placements, and service learning. These experiences are centered to our “Education for Service” motto and further strengthen our community partnership and collaboration.

A second area of key collaborative relationships is the partnerships that are central to the two centers, the Center of Excellence in Leadership of Learning (CELL) and the Center for Aging and Community (CAC). CELL is engaged with major foundations to help transform urban education through a project to restructure large high schools into smaller schools. The Indianapolis Public School system, the Indiana Educators Association, charter schools, and parochial schools are all engaged in this major initiative coordinated by CELL. Key partners for the CAC include HealthNet, Baxter YMCA, AdvantAge Initiative, and Indiana Senior Center, Inc.

The third area of collaboration that is central to the institution is the international partner sites, including a fully owned branch campus in

Athens, Greece, and a number of partner sites where direct credit and University of Indianapolis degrees are awarded.

9C2. Reinforcing Mission and Supporting Institutional Directions

The University of Indianapolis combines a liberal arts tradition with academic specialization and professional preparation. A strong component of professional preparation is the opportunity to gain experience in the field in order to apply what has been learned and to further one’s knowledge through experiential learning. The main campus, located in an urban environment, provides ample partners and sites near to the University.

The motto of the University and the essence of its mission statement reflect education for service. The two centers of excellence reflect service to the community and region on an institutional level, and they are connected to areas of strength for which the University is known and could be expected to assume a leadership role.

The mission of the University of Indianapolis strongly includes its commitment to internationalization.

Processes

9P1. Creating, Prioritizing, and Building Relationships

Relationships with educational institutions from which we receive our students are largely managed by the Office of Admissions and other specialized outreach programs aimed at targeting selected audiences, including students from traditionally underserved groups. In addition, academic departments have formed their own respective relationships through programs that extend into the high schools. For example, the

School of Business runs an Academy of Finance at area high schools whereby students complete high school requirements that are combined with professional mentoring and an introduction to the university curriculum in finance.

Relationships with other educational institutions and employers that depend on our students and graduates are cultivated by the Office of Career Services, Alumni Relations, and the various coordinators within the academic units that

develop extensive pre-professional and post-professional coursework and placements.

Relationships with organizations that provide services to students are developed by faculty and staff within departments and offices that work with applied learning and field placements. For example, the Office of Community Programs coordinates student volunteer hours in conjunction with faculty members who create service learning opportunities for their classes. The International Division creates and coordinates study abroad opportunities and campus immersion experiences for our students at the international sites who come to the main campus.

Relationships with educational associations, external agencies, consortia partners, and the general community are prioritized and coordinated at the institutional level by the Vice President for Research, Planning, and Strategic Partnerships. The International Advisory Council and the Office of Community Programs report to this Vice President. The AQIP process is institutionalized through the Office of this Vice President as well as the responsibility for oversight of the Institutional Review Board.

9P2. Ensuring Needs are Being Met

Building relationships is central to the education of students and the development of the university. The challenge is to ensure that relationships and partnerships are mutually beneficial, financially viable, and connected to the University's vision. Units have responsibilities for determining which partnerships and relationships should be initiated, cultivated and continued based on student needs. For example, there are many inquiries and invitations to the University to partner internationally. All these opportunities must be considered within an integrated strategic plan for the international area by an institution-wide committee and senior administrator. A second example is the Center for Business Partnerships, led by the School of Business, whose staff coordinates placements, consulting

opportunities, and collaborative relationships with area businesses.

9P3. Creating and Building Relationships within the Institution

A function of the combined meetings of the administrative Cabinet and the academic Deans' Council is to provide a forum for sharing and reviewing institutional level initiatives. Many of the partnerships and collaborative relationships are interdisciplinary as well as involving multiple offices.

A recent focus of leadership development has been on the leadership and management of cross functional projects. The Organizational Fitness Profile (OFP), undertaken in 2001, called attention to the need to improve internal communication and to build interdisciplinary groups with cross-functional purposes. The combined meetings of Cabinet and Council were established following this training.

9P4. Measuring Collaborative Relationships and Analyzing Results

The AQIP Office, which reports to the Vice President of Research, Planning, and Strategic Partnerships, has responsibility for maintaining and integrating institution-wide data into reports and other feedback tools for the wider campus community. The AQIP Committee will disseminate the Portfolio to all internal stakeholders and will lead the discussion and review of it.

The University measures its collaborative relationship at the unit level or through committees and specialty groups. For example, the 2005 summer immersion experience at the Indianapolis campus for students from the Israel campus had an oversight group that met weekly to review the operation of the program, make adjustments, do program evaluation, and make recommendations for the next year. Membership in this group drew from all offices and departments working with the students.

Results

9R1. Results for Building Collaborative Relationships

All academic departments maintain data related to field placements and field supervision. The Office of Community Programs maintains data related to student volunteer hours, and the Office of Career Services maintains data related to student internships and student employment on campus.

Each of the centers of excellence has developed a scorecard that identifies key objectives related to its goals and reports on their progress on these objectives on an annual basis. CELL's scorecard for the 2004 year is located in Appendix B.

9R2. Results Comparisons

One group reviewing collaborative relationships are the external accrediting bodies for the academic professional programs. All the

program level accreditations have guidelines related to field placements and supervision of student fieldwork. All programs, where relevant, are in good standing with their accrediting bodies.

The operation of international sites has been approved through a request for institutional change to the Higher Learning Commission of the North Central Association. Similarly, the international sites all meet the requirements of their respective national accrediting bodies.

Given that external funding from foundations supports much of the work of the centers of excellence, there is also measurement of the outcomes by these external bodies. For example, the Gates Foundation, a supporter of CELL, measures the outcomes for Indianapolis school reform against its projects in other cities. Continued funding depends upon meeting project goals and objectives.

Improvement

9I1. Improvement of Current Processes and Systems

Data collected about field placements is used within academic programs to improve placement experiences. All programs with placements have a faculty or staff member who is responsible for continually monitoring and adjusting the placement process. For example, feedback collected from site supervisors have led to the creation of new policies related to field placements. It is becoming common practice to formalize these policies in contracts with sites. Contracts now include statements about liability, practice insurance, HIPAA compliance, and outcomes expectations. Student feedback has led to process improvements as well. For example, the lack of focus for students who undertake service learning hours in loosely organized non-profits who rely heavily on volunteer staff have led the University to create

volunteer coordinator positions where advanced students work with placement sites to generate volunteer job descriptions so that students will have a more focused experience.

The centers of excellence by their very design are different from, although part of, the university. They are designed to be flexible in staffing, responsive to external needs in the community and nation, and non-traditional in the variety of activities which they support, including consulting, partnering, training, researching, and promoting change in their respective areas. There is on-going reflection on the goals, purposes, and organizations of the centers as funding and projects change.

Each international site has targets related to enrollment, revenue, student performance, faculty exchange and the development of infrastructure. The targets allow the goals for

each site to be monitored by the International Advisory Council and senior administration.

9I2. Targets, Improvement Priorities, and Communications

While many students have opportunities within their respective academic programs for placements, there is still the need for an office within the University that provides opportunities for any student seeking placements. In order to improve the internship process, the Office of Career Services received an internal grant to develop an electronic data base through which students and employers can be more effectively matched. Working with an external vendor and with state-of-the-art software, Career Services staff have implemented a system that will increase the value of placements. The system will allow for electronic tracking of participants and, therefore, will support the establishment of baseline data and trend lines.

In addition, targets related to student employment have been described and measured in the report on the student employment action project in Appendix C.

There are targets and defined outcomes for the major grants that shape the current work of the centers for excellence. Where relevant, there is oversight of the projects by foundation personnel as well as oversight of the goals by the leadership of the centers for excellence. More specifically, the Center of Excellence in Leadership of Learning is successfully leading the restructuring of five large high schools in the Indianapolis Public School System into small school entities. This is an enormous reform that

has required tremendous partnering to accomplish.

A target for the Center for Aging and Community that has been set internally is to further develop its business plan in order to decrease its reliance on institutional funds and increase its revenue through grants and services.

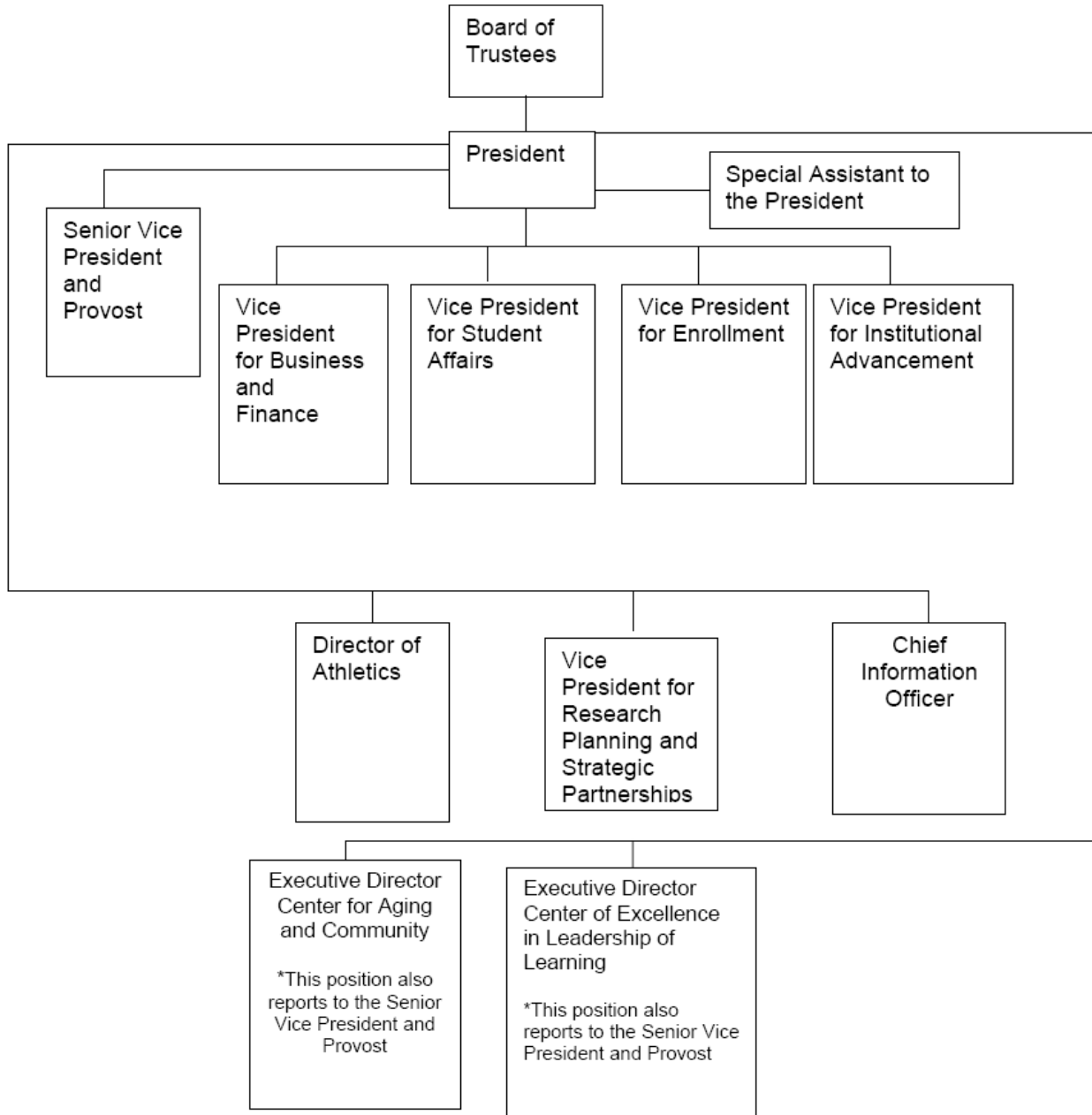
A constant priority for the centers of excellence is communication with the larger campus community as well as maintaining good public relations with external audiences. Both centers have hired staff and work with the Director of Communications to improve and maintain a positive image.

Institutional priorities for the centers are set by the President, Provost, and Executive Directors of the centers. Each center also has a steering committee or advisory board to work with the Executive Directors.

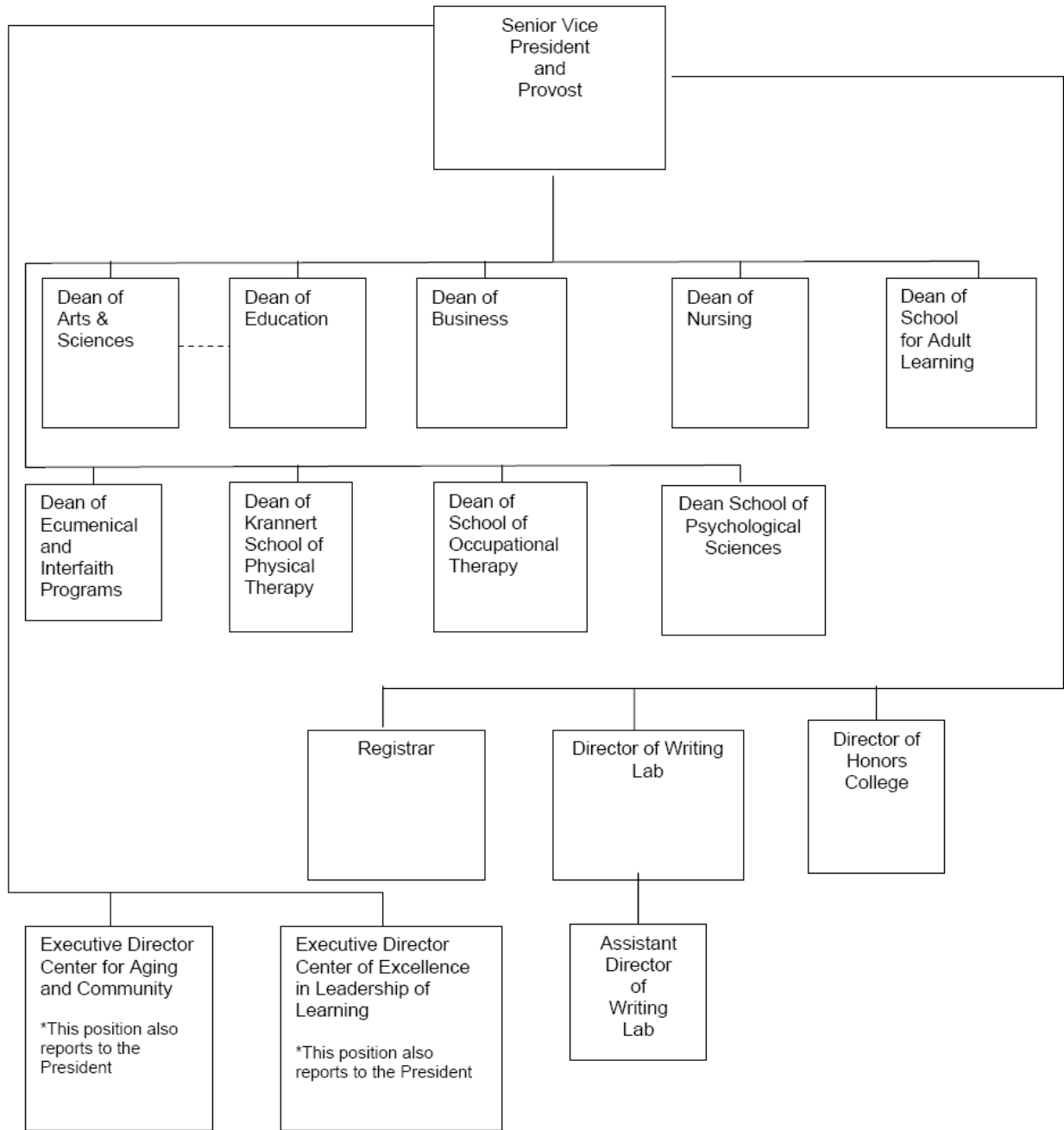
A priority for improvement for our international sites is the implementation of improved electronic information systems. For example, in Fall 2005, a team traveled to Athens to study how to connect the new student information system being implemented on the main campus in Indianapolis to the Athens campus so that the two campuses will be electronically linked in their record keeping. This process improvement is critical to maintaining accurate and up to date student records and to subsequent improvements like extending financial aid to eligible U. S. students at the Athens campus. Determination of this priority was made in concert by the International Advisory Council, senior administration, and the leadership of the Athens campus.

Appendix A: Organizational Charts

Executive Administration



Academic Administration



Appendix B: Center Scorecards

Center of Excellence in Leadership of Learning (CELL)

September 1, 2004

NOTE: *these comments reflect the input of the National Advisory Board*

Overall goals for 2004-06:

Tightly tied to our mission of leadership of learning and impacting systemic change in Central Indiana, CELL, along with its partners/collaborators, will:

1. Create the synergy necessary for Indianapolis/Central Indiana to be seen as a “destination point” for high quality education (e.g., a combination of networks, collaborations, new school models, etc)
2. Become acknowledged by central Indiana leadership as a catalyst and resource to create leadership density and thus impact K-12 student achievement.

What are the benefits to the University of Indianapolis?

Transformational Impact

Internal:

- New structures for hiring that are different than traditional faculty
- Created first downtown location for the university
- Through our impact on high school preparation, increase the quality of students from urban schools attending UIndy
- Increase the number of public and private K-12 teachers who have been to campus and thus are exposed to UIndy
- Increasing the numbers of well-prepared teachers in high-need areas (# who are willing and prepared to teach in underserved content areas and geographic areas)

External:

- Convene and incubate successful models for urban school transformation that impact student achievement.
- Transform high school preparation in Indianapolis, including the conversion of the 5 large IPS high schools into small schools and the incubation of at least 10 new small high schools. (note: 4 new small high schools are opening in Fall 2004)
- Create networks of collaboration among various types of K-12 schools focused in impacting student achievement.

Visibility/Reputation

- Creation of a National Advisory Board made up of nationally recognized experts in school reform – first meeting in June 2004. Next planned for November 2004.
- Become acknowledged by central Indiana leadership as a catalyst and resource to create leadership density and thus impact K-12 student achievement.
- Disseminate knowledge to a variety of stakeholders
 - publish a hard copy themed journal (one per year)
 - publish on-line journals that are relevant and consumer focused
 - present at least 8 national conferences per year
 - convene groups (local and national) to focus on particular topics and then disseminate the information
 - host at least 2 “convenings” with people of interest coming to discuss important issues
 - publish at least two publications in referred journals each year

Sustainability

- CELL has been sustained on grant funding from its inception. Our goal is to become an asset to the community whose existence is valued and supported. Consequently, while we have contracts for services, for the next year it is critical that we establish ourselves for long term self-sustainability.
- We will write grants as appropriate to support/sustain our work. We are in the process of building relationships with key funders (a critical part of the process).

Other

- CELL has maintained a clear focus on equity of outcomes for *all* students which is clearly in line with the university's mission.
- CELL has contributed significantly to the university through the signature entrance (extension to Esch).

Appendix C: Groups and Decision Making

Groups and Decision Making			
Group	Frequency	Key Results Reviewed	Responsibility
University Governance: <ul style="list-style-type: none"> • Board of Trustees • Faculty Senate • Student Government • Committees 	varies by committee		
Committees of the Board of Trustees <ul style="list-style-type: none"> • Executive • Audit • Finance • Academic Affairs • Student Affairs • Institutional Resources and Advancement • Board Affairs and Resolutions • Environment and Facilities 	three annual meetings		policy-making and goal-setting to support the purpose of the University
COMMITTEES OF THE PRESIDENT			
Presidents Cabinet	monthly		Discuss the academic effectiveness and general well being of the University
Affirmative Action Advisory	monthly		Makes program recommendations to promote equal opportunity
Honorary Degrees	monthly		Recommends candidates to the faculty for honorary degrees
Presidents Faculty Advisory	twice per semester	monitors employee concerns	Discusses matters of University interest or concern
International Advisory Council	monthly	maintains business plan for international sites, monitors enrollment and academic progress; monitors publications and web sites	advisory to the President, Provost, and V.P. for Research, Planning & Strategic Partnership on international campuses and international students on campus
STANDING UNIVERSITY COMMITTEES			
AQIP	monthly (additional subcommittee meetings)	reviews action project data related to areas of focus for improvement	makes recommendations for change in institutional practice
Athletics	monthly	reviews athletic program effectiveness	oversees intercollegiate and intramural programs and establishes athletic policies
Committee on Student Affairs	monthly	reviews student retention and satisfaction data	advises University administration regarding student retention and satisfaction
Communications Policy Board	monthly	reviews communication effectiveness	oversees University publications and broadcasting
Community Programs Advisory	monthly	monitors data on service learning	coordinates service learning programs
Deans' Council	monthly	reviews new academic programs	supports the academic administrative role
Enrollment Management	Every two weeks	gathers data on enrollment, graduation, retention, and financial aid; uses market data	influence the quality and quantity of incoming and current students
Faculty-Staff Benefits	monthly	reviews data related to benefits	makes recommendation of benefits
Financial Aid Policies	monthly	uses financial information from students, federal information about aid, enrollment, retention, and academic progress data	sets financial aid policy, discount role, scholarship and award decisions
Cabinet and Council	monthly	both quantitative and qualitative goals that have measurable outcomes and identified key indicators	manages university business plan and marketing plan; resource decisions
Graduate Councils of: <ul style="list-style-type: none"> • Arts and Sciences • Business • Occupational Therapy • Teacher Education • Physical Therapy • Nursing • Psychology 	monthly	monitors data related to graduate program curriculum	coordinates all graduate programs
Honors College	monthly	monitors honors program data	administers the honors projects
International Studies			
Multicultural Affairs			
Faculty Senate and Standing Committees of the Faculty <ul style="list-style-type: none"> • Legislative: Undergraduate Curriculum Council, Graduate Curriculum Council, Faculty Affairs, Admissions, Academic Petitions, and Learning Resources • Judicial: Sabbaticals and Grants, and Promotion and Tenure 	monthly		responsibility over the implementation of policies and procedures regarding the integrity and structure of academic programs and general faculty welfare

Appendix D: Five-Year Business Plan

Business Plan Key Objectives					
Business Plan – Key Objectives Update					
	2003-2004	2004-2005		2005-2006	
	Actual	Plan	Actual	Plan	Actual
Total Enrollment	3,806	3,990	4,116	4,166	4,324
Day Undergraduate	2,263	2,350	2,398	2,434	2,548
SAL Undergraduate	694	717	734	740	752
Graduate	849	923	984	992	1,024
Market Share of First-Time Freshmen	1.18%	1.25%	1.32%	1.31%	1.38%
Entering Students' SAT Scores	1023	1027	1014	1030	1028
Student Retention	73%	74%	71%	75%	74%
Graduation Rate 6-yr (e.g., 2003-2004 graduates who entered in 1997)	52%	52.7%	53.3%	53.1%	53.1%
Graduation Rate 5-yr	49.4%	49.7%	51.6%	50.7%	51.8%
Graduation Rate 4-yr	38%	40.2%	40.2%	41.2%	42.2%
Total Revenue Growth	\$49,987	\$51,539	\$53,294	\$55,641	O
Endowment Growth	\$60,686	\$69,944	\$64,492	\$74,892	Δ
Net Rate of Growth	8.5%	3.5%	6.2%	3.5%	O
Cash Received on Endowment Pledges	\$400	\$667	\$617	\$667	O
Cash Received From New Endowment Gifts	\$1,454	\$4,333	\$1,048	\$1,833	O
Percentage of Alumni Who Contribute	18%	20%	16%	22%	Δ
Operating Expense to Revenue	98.3%	98%	96.7%	98%	O
Tuition Discount	28.54%	28%	26.2%	28%	O

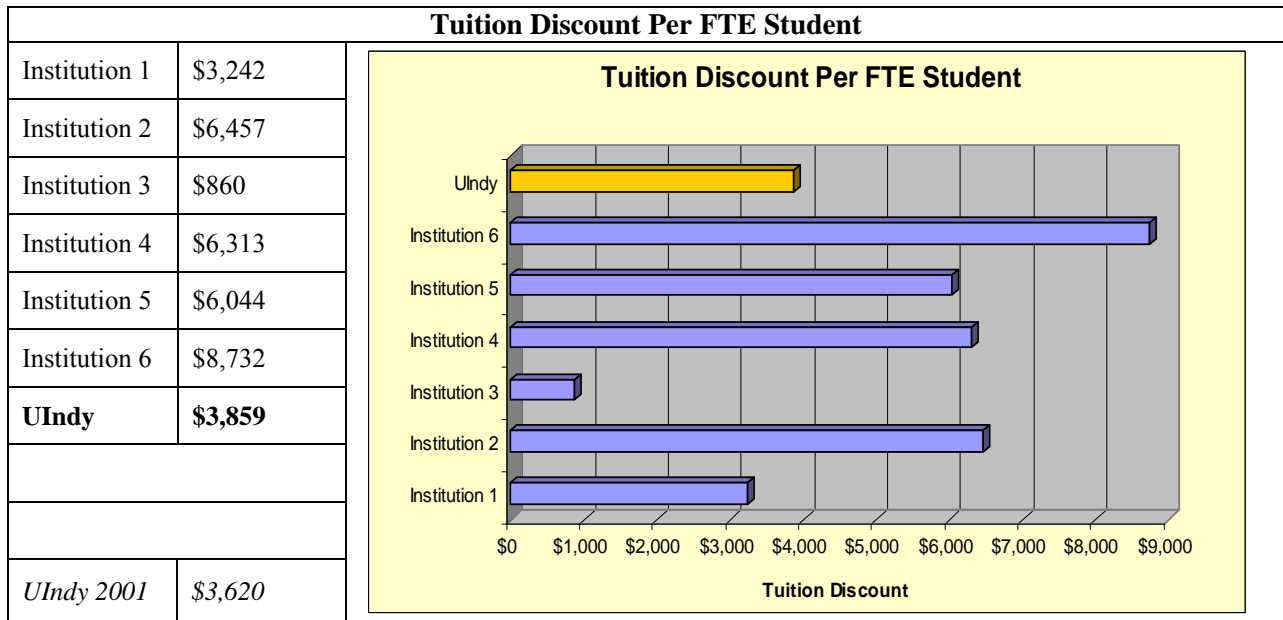
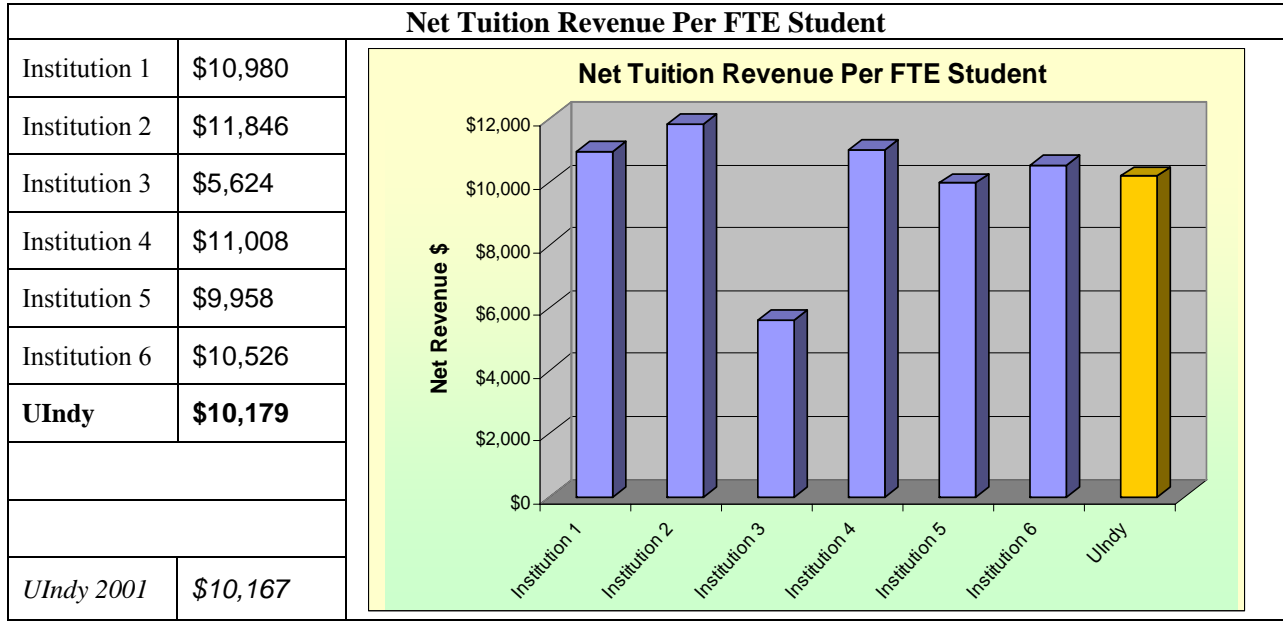
Coding for Projected Items: O On Target Δ Some Concern □ Likely Will Not meet Target

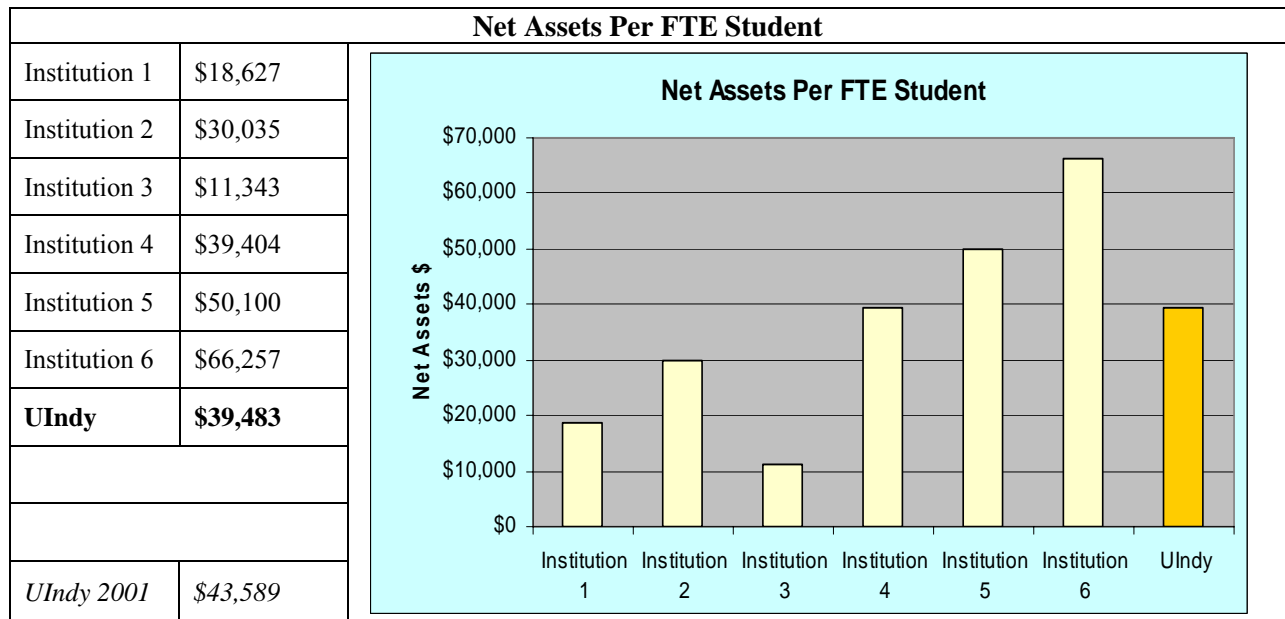
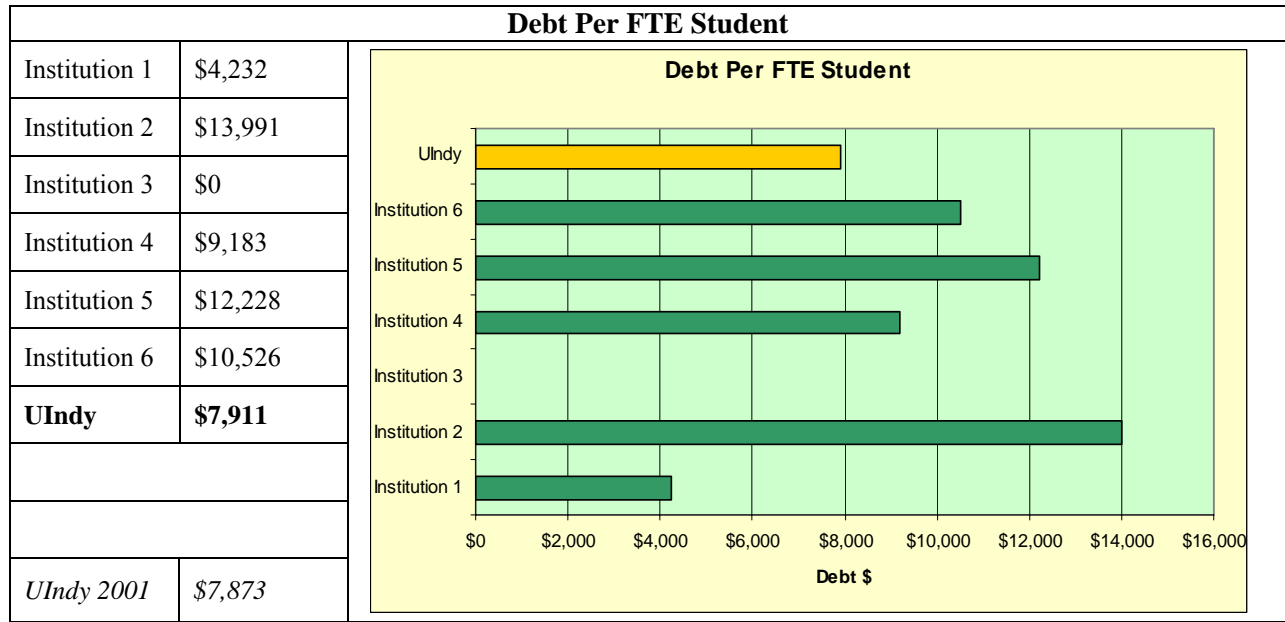
* Net rate of growth is calculated as the gross rate of return minus spending rate (as specific by policy)

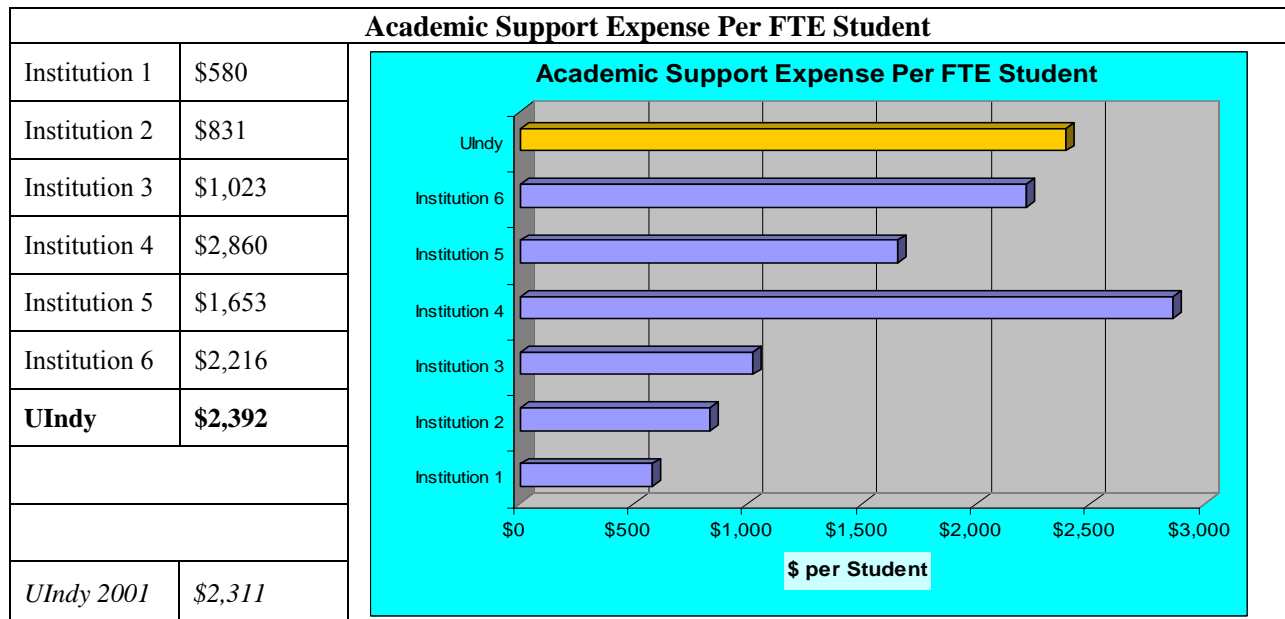
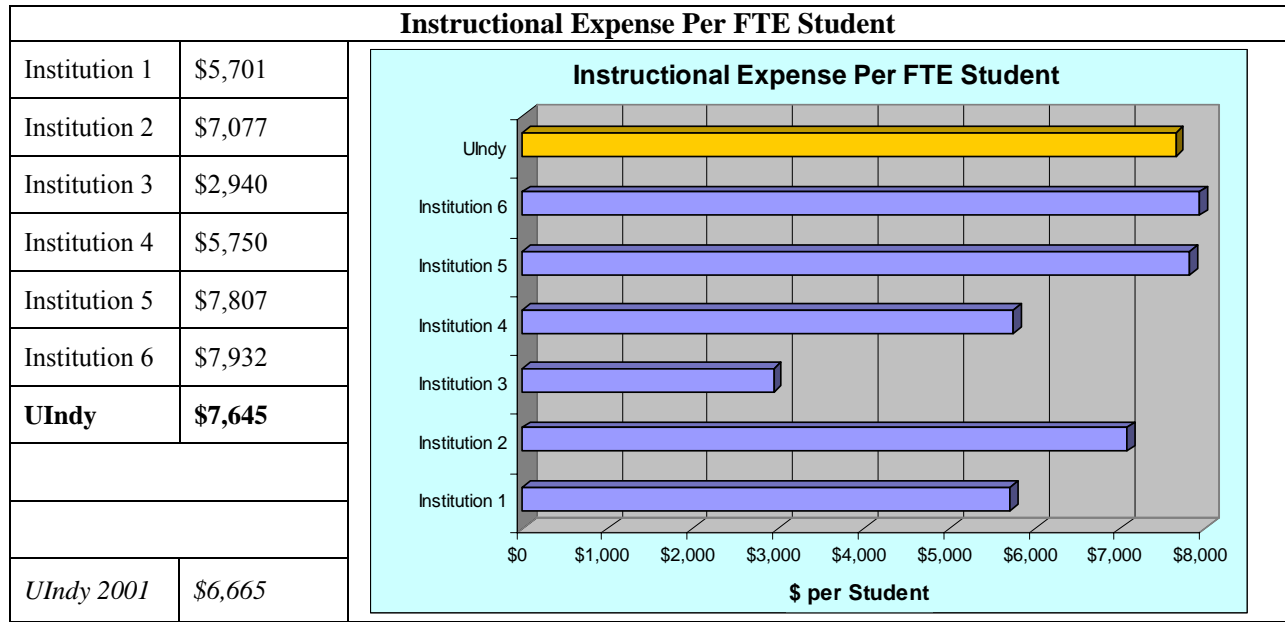
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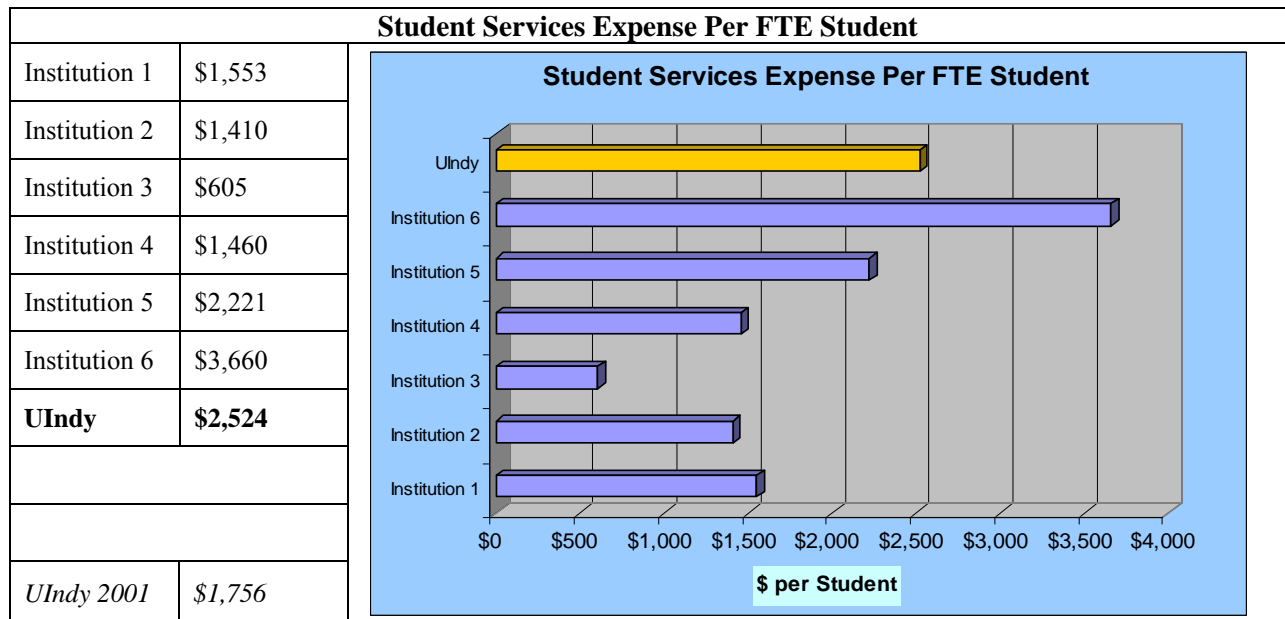
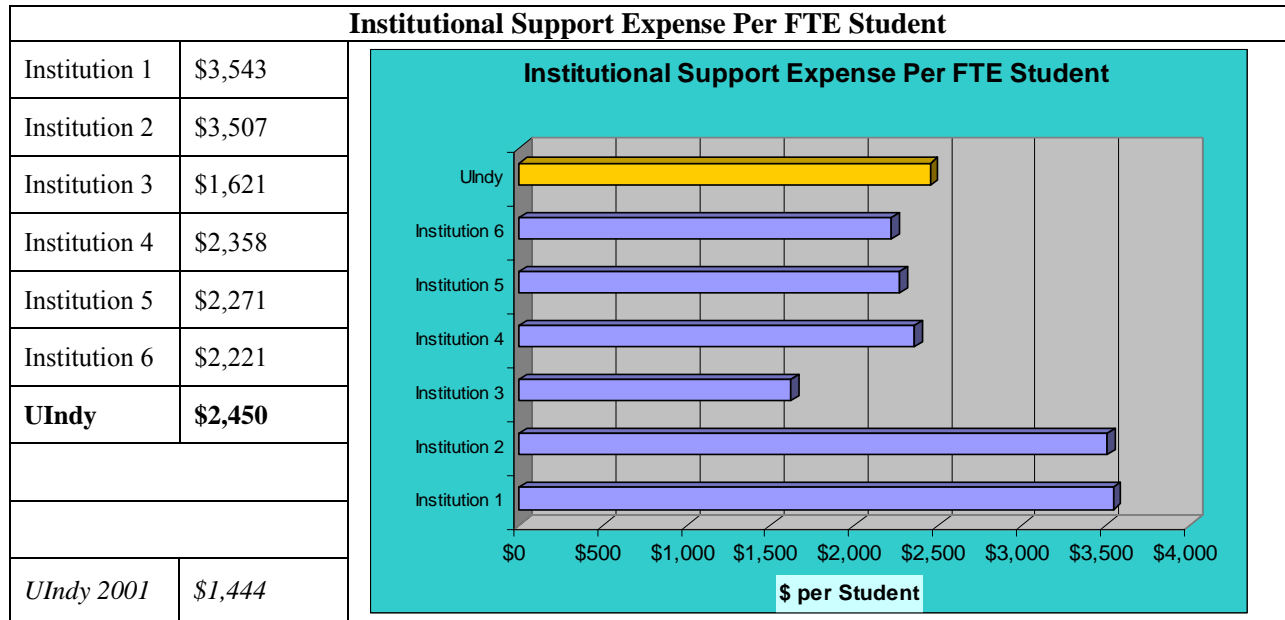
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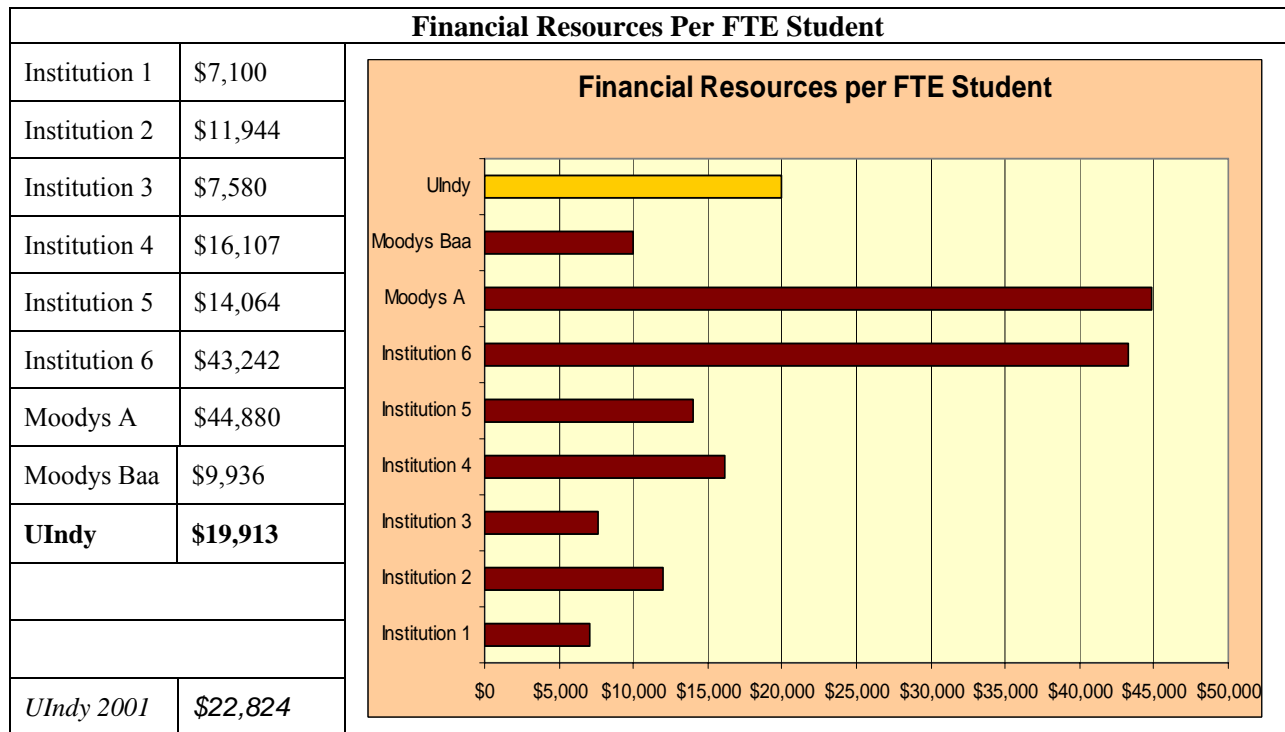
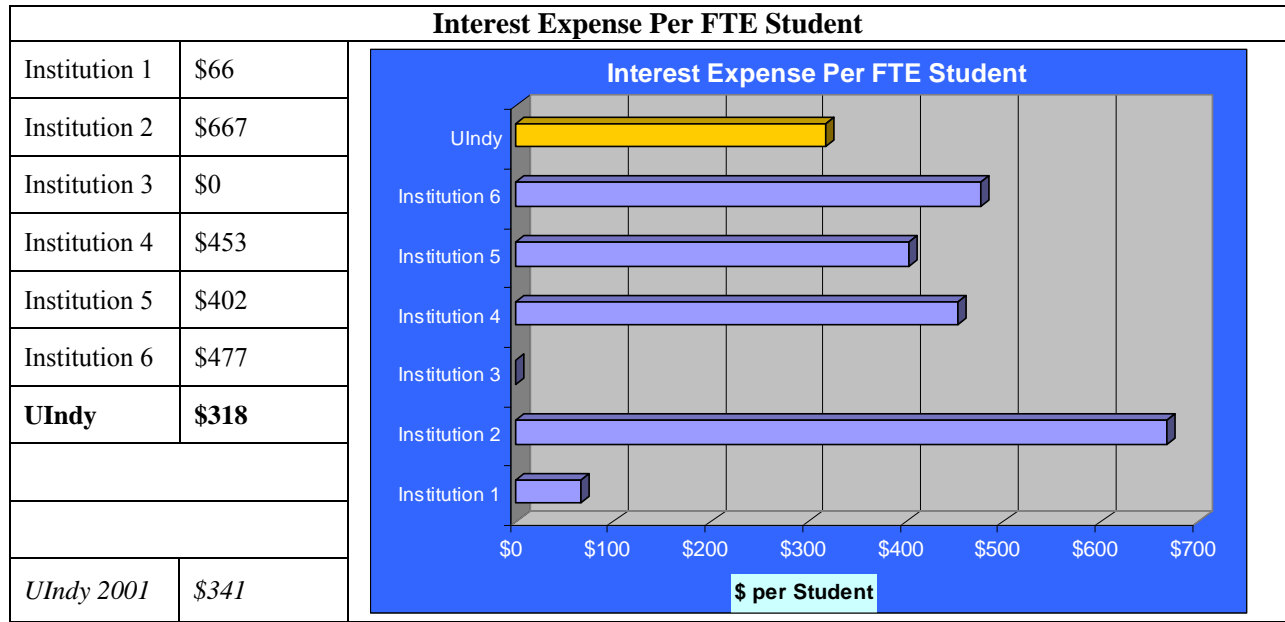
Business Plan Benchmarks

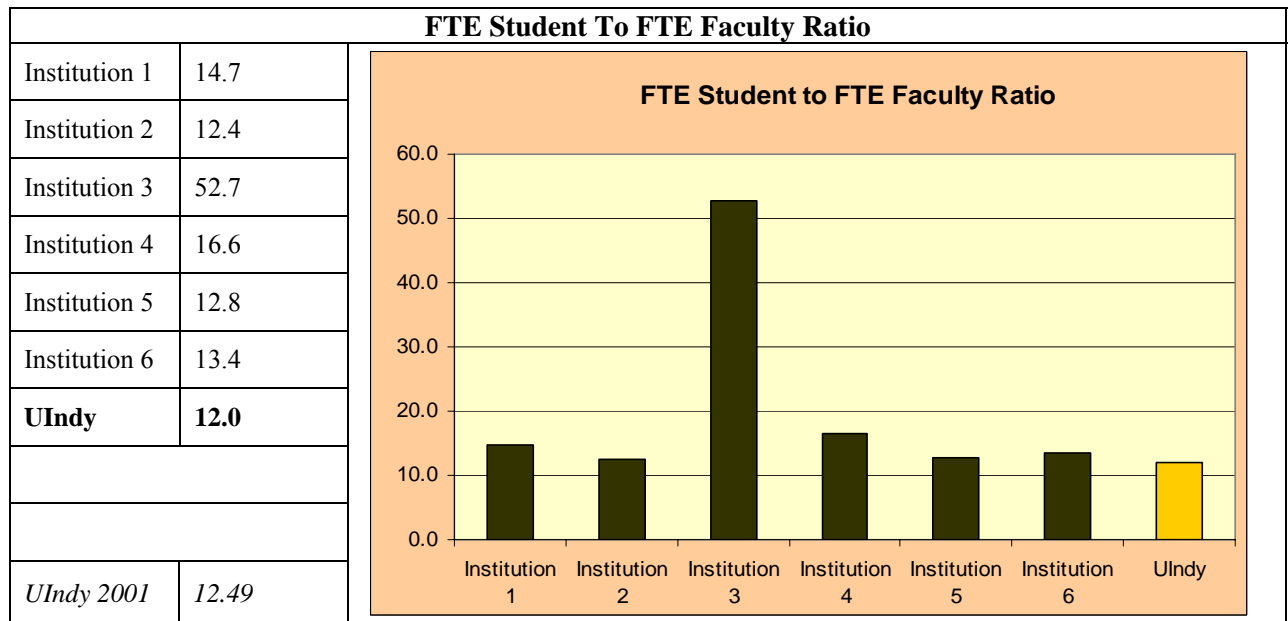
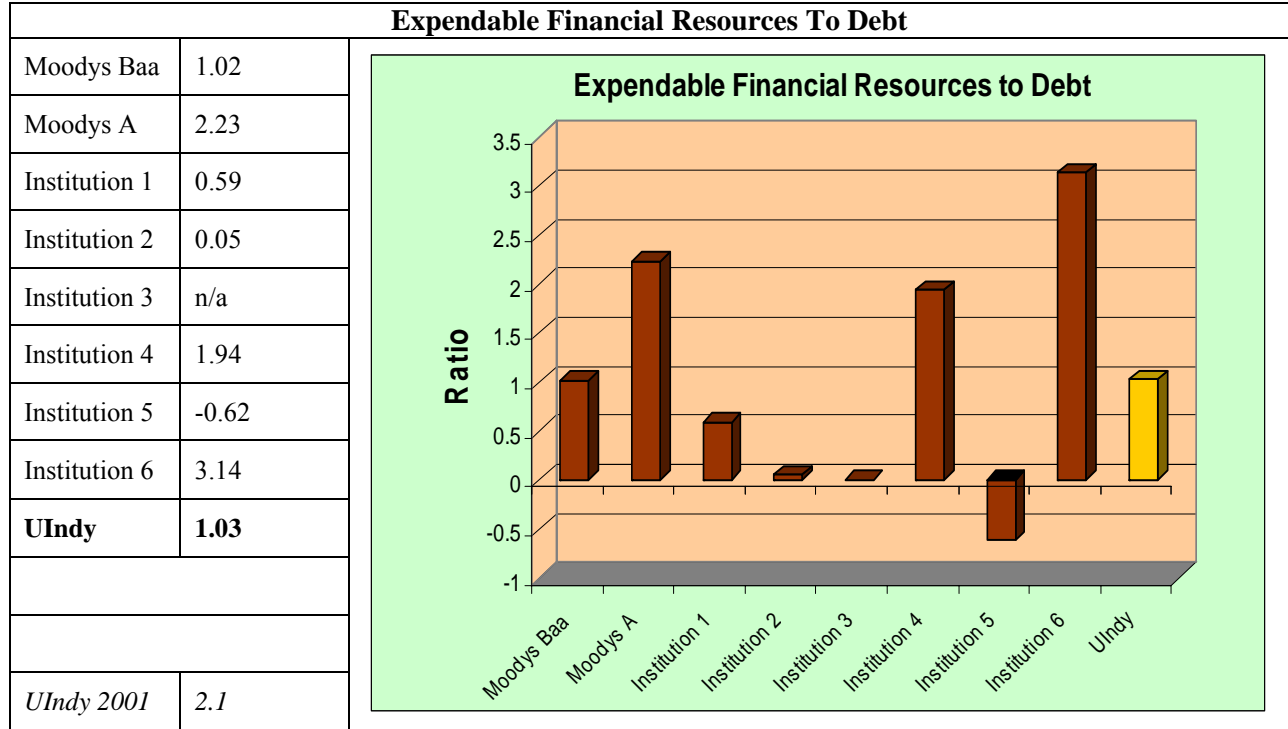


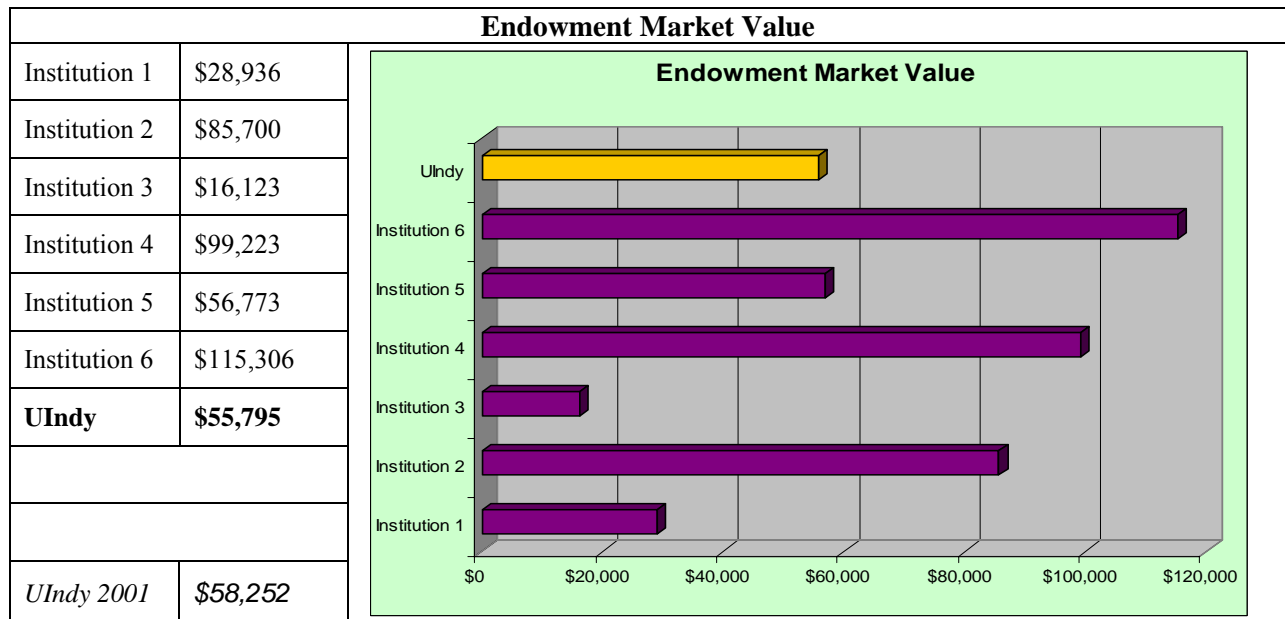
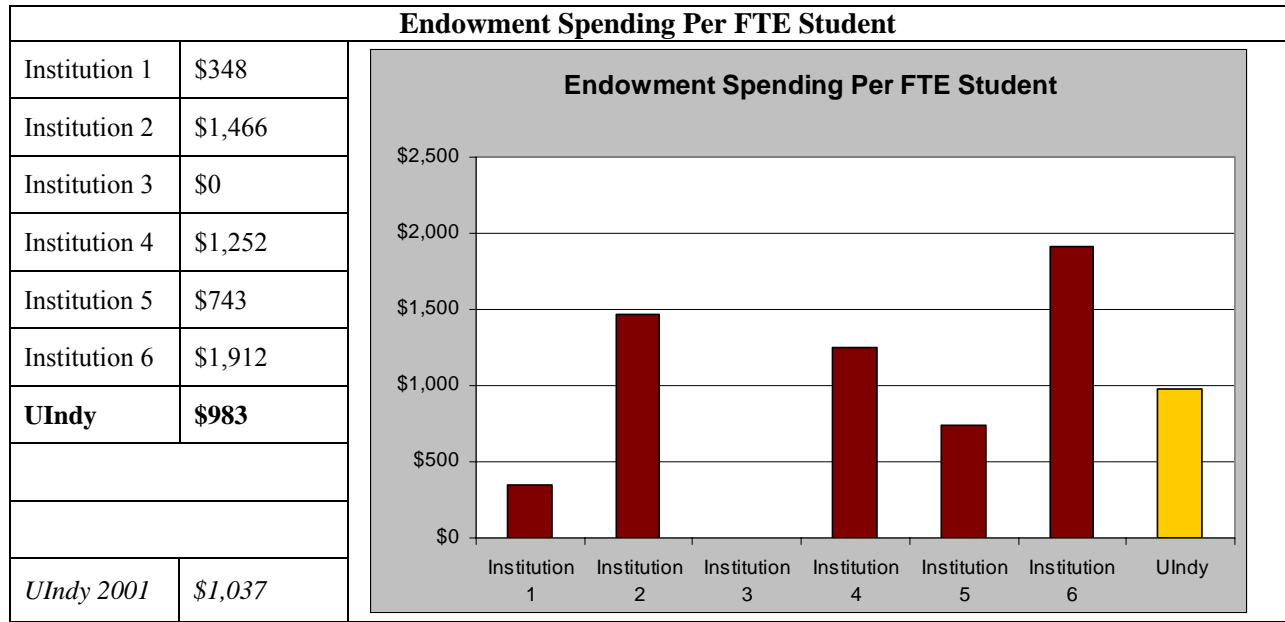












Appendix E: Short- and Long-Term Strategies

Areas for Improvement (Identified through AQIP Constellation, Organizational Fitness Profile, Business Plan and AQIP Action Projects)	
Goal	
Constellation #1: Support services are evaluated with clear goals	
OFFP	Trying to solve resource gaps in very traditional, uncreative ways; key inst. functions absent or missing; individual assessment/feedback capability limited
Strategic Plan	Develop management information system for monitoring of operations; develop electronic access to financial information for budget managers and administration; provide ongoing monitoring of operations following clarity to policies and procedures; provide a seamless and timely financial aid application process; exemplary customer service; improve marketing; become more residential; improve registration process; increase support for student retention; increase alumni involvement; increase BUILD enrollment
Business Plan	Goal#1 Increase total university enrollment from 3579 (Fall 2001) to 3,900 (Fall 2007)
Action Projects	Development of an institutional technology infrastructure which support learning
Constellation #2: Outcome assessment to improve student learning	
OFFP	Re-emerging conflicts between liberal arts and professional schools; academic requirements, quality need to be debated
Strategic Plan	Opportunities for students to develop life skills and character strengths; increase student scholarships
Business Plan	Goal #2: By 2007, through new center initiatives, improve student quality through the development of five new distinctive undergraduate programs which increase the number of undergraduate scholars (Presidential, Deans, Alumni Scholars, ARA) by 8-10% and graduate entering GPAs by three tenths of a point
Action Projects	Development of an institutional technology infrastructure that supports learning Institutional learning goals
Constellation #3: Active involvement in review of university's performance	
OFFP	No cogent integration of university inputs; no one clearly responsible for institution-wide initiatives; existing structure and systems designed to reinforce the silos; the need to develop an effective approach to measuring org. performance; no inst. assessment capability; high degree of secrecy given to academic salary information; quality lacking-doing enough to get by; no incentives for shared accountability; the need to shift to a more process/procedure/group oriented culture while retaining the University's uniqueness
Strategic Plan	
Business Plan	
Action Projects	Development of an institutional technology infrastructure that supports learning
Constellation #4: Students directly participate in inst. review processes	
OFFP	
Strategic Plan	
Business Plan	
Action Projects	Development of an institutional technology infrastructure that supports learning; Connecting Learning to student employment
Constellation #5: Inst. decision-making systems are continually improved	
OFFP	Closed, political decision-making processes at the inst. level causing confusion and resentment; ad-hoc decision-making style is confusing, uninformed by data and best practice; VPs making academic decisions, informing Deans without explanation
Strategic Plan	
Business Plan	
Action Projects	

Constellation #6: UIndy provides free educational services	
OFF	
Strategic Plan	Capital campaign; support to Bridge Scholars Program; support for library; support to international initiatives
Business Plan	Goals #5 & 6: Institutional Advancement, endowment, annual fund, alumni, etc.
Action Projects	
Constellation #7: UIndy supports faculty research	
OFF	Faculty compensation not competitive; workload expectations high - to the point of meltdown; expectation of research and scholarship being increased without concomitant workload relief and/or compensation
Strategic Plan	Increase scholarship support
Business Plan	
Action Projects	Connecting Learning to Student Employment Development of an institutional technology infrastructure that supports learning Institutional learning goals
Constellation #8: UIndy has clear standards for evaluating academic programs	
OFF	Known performance problems are not being addressed; inst. information flows are deficient, causing waste and poor decision-making, reinforcing the silos; academic norms for egalitarianism work against performance based recognition, reward
Strategic Plan	
Business Plan	
Action Projects	Integrating Stakeholder feedback into Curriculum Development and Revision Institutional learning goals
Constellation #9: UIndy's mission guides the design of non-academic services	
OFF	President is the only person expressing an institutional and contextual perspective
Strategic Plan	Strengthen UIndy's image; Centers of Excellence
Business Plan	Goal #1: Increase total university enrollment from 3579 (Fall 2001) to 3,900 (Fall 2007) Goal #3: Improve external and internal visibility through broad awareness Goal #4: By 2007, increase recognition through leadership in applied learning by increasing external partnerships and service opportunities by 10% and university partnerships by 10%
Action Projects	Development of an institutional technology infrastructure that supports learning; Connecting Learning to Student Employment
Constellation #10: There are processes for improving leadership	
OFF	Need effective leadership, good will to use conflict productively
Strategic Plan	
Business Plan	
Action Projects	

Appendix F: Action Project Progress

Connecting Learning to Student Employment

2003-2004	
Goal	Result
1	Establish a fluid subgroup-MET-a subcommittee is functioning and effectively adjusts membership to accomplish its goals.
2	Refine the AQIP action project and submit by July 1. 2003-MET-the action project was submitted to AQIP in June 2003.
3	Budget funds for on-going supervisory development-MET-funds have been budgeted for 2003-2004 and 2004-2005 to support the work of the subcommittee at \$5,000. However, the subcommittee recognizes that funds need to be shifted to a permanent department, such as Human Resources.
4	Address the timing of the first payroll for student employees in the fall-MET-student employee payroll has been modified to five weeks from seven, with discussion continuing about direct deposit.
5	Obtain feedback from the campus on the goals of the action project-MET-feedback was received from the 2003 Faculty/Staff Institute and considered for action.
6	Refine student employee recruitment and orientation- MET-a sustaining process has been put in place for student employee recruitment and orientation occurring twice a year.
7	Initiate supervisory development-MET-bi-annual, on-going supervisory training sessions have been initiated.
8	Refine the context and process sections of Criterion 4-MET-revision made to Criterion 4 for the Institutional Portfolio.
9	Implement a regular process for supervisory orientation- MET-a supervisor orientation process is in place and will occur annually or semiannually if a need exists.
10	Make available additional work opportunities, especially internal and external internships-NOT MET-the subcommittee decided that this was no longer a direction or valid goal and beyond the scope of this action project.
11	Develop regular process and outcome measures- PARTIALLY MET-the subcommittee has discussed both process and outcome measures that need further defining.

2004-2005	
Goal	Result
1	Career Services has allocated on-going funds to support the student employment initiatives implemented with this action project. The Human Resource Office has also allocated funds to support continued staff training initiated through this project.
2	Evaluation forms for non-exempt staff were revised in spring 2005 to reflect the supervisory role.
3	On-going training sessions for supervisory staff have been implemented on a quarterly basis.
4	Training sessions for supervisors of student employees to write job descriptions was offered in early 2005.
5	A tiered campus student employee pay scale was implemented in January 2005.
6	A Student Employment Advisory Council was formed in December 2004 to oversee aspects of student employment, including applications for campus internship or advanced salaried positions, recognition of student employees, and grievance concerns.
7	The Human Resources Advisory Group has been reconstituted to assess and meet needs for staff orientation and training.
8	The following on-going measures of student employment are in place: student retention rates for students employed on campus, satisfaction with training programs, satisfaction with campus opportunities for student employment, number of applications for advanced student employee status, and on-campus internships.
9	The campus has been kept informed through intranet announcements, posting on the campus AQIP site of meetings, minutes, and updates, and open faculty/staff sessions in May.

Supporting Institutional Operations: Improving Desktop Support

2003-2004	
Goal	Result
1	Establish a fluid subgroup (core members of AQIP Committee and stakeholders) MET—the subcommittee maintains representation from across the campus community. In coordination with the AQIP steering committee, is developing policies for rotating members when necessary.
2	Establish baseline data for help desk efficiency. MET—Information Services publishes weekly Help Desk statistics, including data on "tickets opened per month," "turn around time," and "email statistics." This practice provides an ongoing look at Help Desk efficiency. In addition, the Director of Client Services shared with the subcommittee a detailed breakdown of help desk activity for the past year.
3	Review and refine the desktop support needs assessment process. IN PROGRESS— This will be an integral part of the new Service Level Agreement (see goal 7, below).
4	Review and refine communication mechanisms. IN PROGRESS—The Chief Information Officer is a member of this AQIP subcommittee, and the person responsible for the help desk is a regular visitor to the committee. IS is hiring a Help Desk Coordinator to address the communication barriers users have had when calling for assistance. A new technology repair and training position has been advertised. IS has initiated a monthly newsletter to share information with the community and uses email to share time-sensitive information. In addition, the CIO and Director of Client Services meet regularly with the faculty Teaching and Learning Technology Committee (TLTC).
5	Preliminary design of support expertise model. DEFERRED—The subcommittee has chosen to prioritize the service level agreement this year. With that in place, we will be better positioned for considering proper support expertise models.
6	Develop satisfaction index. MET—The Subcommittee will be gathering data collected by the TLTC on user satisfaction perceived needs. This survey is planned for annual administration, and so will offer instructive insights into the campus community's perception of the action project's success.
7	Establish and implement preliminary service level agreements. IN PROGRESS—A Service Level Agreement will be ready to present the faculty and staff of the university at the beginning of the 2004-2005 academic year.
8	Review/revise the Systems Portfolio in relation to "Supporting Institutional Operations" IN PROGRESS

2004-2005	
Goal	Result
1	Submit project update report by April 2005 - in process
2	Budget funds to support personnel expertise development – completed (Spring)
3	Execute support personnel changes – completed (Fall) - During the first year, the subcommittee reported the need for additional Client Services personnel. Two additional full-time, professional Client Services personnel were added to the staff near the end of the first year of the action plan. Their contributions in training student employees and in tracking Help Desk activities have improved the situation measurably.
4	Assist Client Services in rollout of Service Level Agreement – completed (Fall, Spring) - This activity has consumed the subcommittee during the second year. During the early part of the year significant effort was spent developing the campus-wide faculty/staff Service Level Agreement to define the overall responsibilities of Client Services as a unit for the campus. The SLA will serve to clarify and articulate the services, priorities, and response targets of the Client Services' Help Desk. The SLA is the ruler by which Client Services will measure their success in supporting the campus in its endeavors both instructionally and professionally. A satisfaction index developed and administered during the previous year served as the starting point for work on the SLA. One member of the subcommittee worked during the summer with the Client Services person whose responsibilities include coordinating HelpDesk activities. Through give-and-take negotiations, the committee determined that the SLA would have goals in two stages: goals that could be demonstrated and met immediately, and higher goals for the future. Client Services began working under the guidelines of this document in August 2004. The document will be reviewed on an annual basis to keep it current and to update the Goals and Targets for the next year. Client Services will work to achieve the goals and targets over the course of the next two years. Understanding that, by using the AQIP model, goals should be consistently adjusted to further improvement. The rollout process has involved several specific steps. A formal announcement, co-written by IS and AQIP representatives, was shared with the campus community, and the SLA was distributed in both PDF and HTML formats via the campus intranet. Representatives met with the faculty and staff committees responsible for campus technology direction. Representatives also met with the staff during a regular "cracker-barrel" information session. We are planning an ice cream social during the Spring Term for the campus as a whole in order to further publicize the SLA, respond to questions or concerns, and invite feedback and recommendations for next year's review.
5	Benchmark helpdesk staffing and service statistics against appropriate targets - in process (Spring) - The Chief Information Officer of the university, a member of the subcommittee, has worked very closely with the subcommittee since its beginning. He has offered to provide nationally published Client Services benchmarking data and to work with the subcommittee in comparing our position with similar institutions. That work is now about to proceed.
6	Establish formal communication and consultation mechanisms to assure better representation of campus community (students, staff, & faculty) in budget prioritization - The chair of the university's Learning Resource Committee has been participating in our subcommittee discussions and work

Focusing the Campus on Institutional-Wide Learning Goals

2003-2004	
Goal	Result
1	Development of Action Plan Team – Met – a subcommittee is functioning and working to accomplish its goals. Representatives from administration, faculty, professional staff, and staff are involved. One staff member is also a graduate. Membership will continue through the next year for continuity.
2	Review of University-wide Learning Goals – Met – previous statements of learning goals were located and shared for feedback with the larger university community in two one-hour workshops in August 2003 and in a follow-up brownbag session. While there is satisfaction with the learning goals for general education, these goals do not fit the description of IC1 (from Principles and Criteria for Improving Academic Quality) that the goals be common to all students – graduate and undergraduate, full or part time. It was determined that the university-wide goals from the university assessment system were too general in nature. Notes were gathered about the concerns.
2A	Revision of University-wide Learning Goals – Not Met/Changed – the feedback on the previous learning goals led to the conclusion that the subcommittee would need to draft a new statement of university-wide learning goals rather than editing or merging previous statements.
New 2A	Creation of University-wide Learning Goals – Partially Met/In Progress – a grid was developed that shows learning processes and learning outcomes that are broad enough to encompass all programs and yet specific enough to be identified in student performances across the curriculum. The grid, definitions of the learning processes, and indicators of the learning outcomes were shared with faculty in a two separate one-day workshops in May. Feedback for the refinement of the grid was given, which suggests the need for further revision.
2B	Update to Reflect Outcomes Orientation Over Program-Centered Goals – Met – the subcommittee needed to educate itself further about student-centered outcomes. To this end, one of the co-chairs attended a national conference on assessment held in Indianapolis in November 2003 and collected related materials. A single page handout was selected from the resource materials to serve as a reminder to the group. An exercise that asked faculty to embody the learning goals in student performances was a part of the May workshop.
2C	Connect the Review with Current Assessment and Available Data – In Progress – an exercise at the May workshop did ask faculty to connect the newly articulated learning goals to examples of assessments within their own units. This is an initial step in identifying what resources exist within the on-going unit assessment systems for also assessing the university-wide learning goals. Also, in the Spring 2004, the University undertook two new surveys of students to gather information about student engagement and student satisfaction. One survey, the National Survey of Student Engagement, should provide benchmarks with other institutions on questions related to students' academic experiences.
3	Development and Implementation of Methodology for Collecting Assessment Materials – Not Met – the need to substantially invest time in the development of university-wide learning goals redirected the subcommittee's efforts. This goal will move to Year Two.
4	Initiate Goal on Primary AQIP Criteria – In Progress – the writing on Criterion One for the Institutional Portfolio is underway.

2004-2005	
Goal	Result
1	Identification of methodologies for generating data about student learning – Met via campus-wide workshop wherein representatives from university-wide units shared unit-specific assessment tools that could be used across the institution.
2	Identification of data that has been generated – Met by presentation of the results of four specific University-wide instruments (NSSE, IDEA, Honors College data, retention figures). Results were disseminated during the May workshop.
3	Survey of improvements based on results – Partially Met. During the workshop, representatives from individual units shared current assessment mechanisms and how data are used to affect changes for improvement in the programs. These mechanisms were considered as potential measurements tools that could be used across the campus.
4	Dissemination of results and campus conversation – Partially Met. Results of the distillation of data from last year's workshop were presented to the entire faculty at the December Faculty meeting. A master compilation of the NSSE, AQIP, Honors College data, and retention figures has been presented to the Board of Trustees as well as faculty and staff at the workshop.

Integrating Stakeholder Feedback into Curriculum Development and Revision

2003-2004	
Goal	Result
1	Establish Stakeholders Advisory Action Project Group – Met – A representative group met throughout the year involving graduate and undergraduate faculty members and key administrative staff from alumni relations and marketing.
2	Presentation of Project to Faculty and Staff – Met – The Project was presented in August 2003 to faculty and staff in a focus-group session of Faculty-Staff Institute, and again in September of 2004 in a brown bag lunch meeting.
3	Establish a Definition of Stakeholders – Met – The following definition of stakeholder was agreed upon drawing from available definitions: "A person or group with direct interest, involvement, or investment in something, for example, the employees, shareholders, and customers of a business concern." (<u>Encarta World English Dictionary</u> , North American Edition)
4	Complete Assessment of How Academic Units Currently Involve Stakeholders – Met – A survey was distributed to all academic units on campus for completion. Most units completed the survey as requested, although the College of Arts and Sciences created a school-level response as a result of a larger discussion of the survey in a College meeting.
5	Determine Resource Needs for Involving Stakeholders – Partially Met – New software for improving communication with alumni has become available through a grant on campus to fund an Institute for Emerging Careers. One aspect of this new initiative to identify new careers is to solicit and use alumni feedback about curriculum and about the changing field of work as a way to inform planning on campus of new programs. Also an external consulting firm, Carnegie, was contracted by the Director of Marketing to gather information about the perceptions of the University as a part of defining the University branding strategy. This research tapped prospective students and external community members in its sample population. In addition, the University administered two different surveys developed and administered by Walker Research to measure employee and student satisfaction. A major emphasis this year has been to ascertain the views of current students as major stakeholders, and this focus was furthered by yet another survey, and that is our participation in the National Survey of Student Engagement. Since the curriculum change in the School of Occupational Therapy was the catalyst for this change, special attention was given to stakeholder involvement in the refining of the doctoral program. The Dean of the School of Occupational Therapy surveyed all post-professional students in the program, all post-professional faculty members, and other universities offering entry-level and post-professional doctoral degrees. An outside consultant led a retreat on campus and the department members participated in a national electronic conversation about the clinical doctorate.

2004-2005	
Goal	Result
1	Update University-wide data gathering processes to include information about stakeholder involvement in curriculum development/revision process, including ongoing assessment of resource needs – Partially Met. Recent University-wide data gathering process results were carefully assessed for information concerning stakeholder feedback. For example, the Walker Survey results were examined, and all critical internal stakeholder feedback was summarized. Plans to similarly summarize critical stakeholder feedback from the very recent results of the National Survey of Student Engagement are in place. Results from the initial deployment of the Alumni database are not yet in. The subcommittee has not yet made plans to disseminate the results of these stakeholder summaries. This will be accomplished in the upcoming year. Active modification of current and future University-wide data gathering processes were determined to be beyond the current scope of the existing subcommittee.
2	Develop data collection process to analyze the results of unit involvement of stakeholders in curriculum development/revision process, including assessment of resource needs.
3	(Linked to Goal 2) Analyze information about stakeholder involvement in curriculum development/revision process, including actual use of resources - Partially met. The subcommittee has actively gathered data concerning the current practices of several units on the facilitation and documentation of external and internal stakeholder input to the curriculum development/revision process. Because of the wide range of current practices, the process of collecting and analyzing information on the effectiveness of these processes is proceeding prudently. Related to this goal set, the subcommittee has sought benchmarks of excellence in the process of stakeholder engagement in curriculum development/revision processes outside the University of Indianapolis and in a model Institute for Emerging Careers linked closely with the University of Indianapolis.
4	Make recommendations for changes in the stakeholder involvement in curriculum development/revision processes. - Not yet met. As we are in process with Goals 2 and 3, it is clearly premature to make recommendations. It should be noted, however, that the more careful examination of existing internal processes and benchmarked model processes will lead to more systemically sustainable and beneficial change with less need for considerable subsequent revision.
5	Develop system to periodically measure stakeholder involvement in curriculum development/revision processes to be used to maintain integrity of the process beyond the AQIP process phase. - Not yet met. As we are in the thoughtful and careful process of examination of current processes, both those internally extant and those exemplars external, it is not prudent to initiate the development of new systems. Prior even to the proposal of new University-wide system-level processes, issues of internal resources available will need to be thoroughly investigated.

APPENDIX G: INDEX TO EVIDENCE FOR THE CRITERIA FOR ACCREDITATION

Criterion One – Mission and Integrity	
Core Component 1a	1C2, 2C2, 5C2
Core Component 1b	O1, 1C4, 2C1, 5C3, 9C1, 9C2
Core Component 1c	5C3, 5P6, 8P1, 8P2
Core Component 1d	5C2, 5P1, 5P6, 9C2, 9C1
Core Component 1e	1C5, 1P4, 4P3, 5C2, 5C3, 7P6
Criterion Two – Preparing for the Future	
Core Component 2a	8P1, 8P3
Core Component 2b	1P8, 2C1, 8R1, 8P6
Core Component 2c	1P6, 1P9, 1P11, 5P2, 7R2, 8P5
Core Component 2d	1P10, 7P5, 8P1, 8P4, 8P5
Criterion Three – Student Learning and Effective Teaching	
Core Component 3a	1C2, 1P1, 1P6, 1P9, 1P13, 1P12, 1I2
Core Component 3b	1P6, 4R3, 1P8, 4P5, 4P7
Core Component 3c	5P2, 6C2, 6I1, 7P7
Core Component 3d	1C3, 1C4, 1P7, 1P9, 4R3
Criterion Four – Acquisition, Discovery, and Application of Knowledge	
Core Component 4a	O1, 1P6, 4C4
Core Component 4b	O1, 1C1, 1C5, 1P5
Core Component 4c	1C4, 2C2, 2R1
Core Component 4d	O1, 1P9, 4P3, 5C3, 7P6
Criterion Five – Engagement and Service	
Core Component 5a	1P13, 3C2, 8P1, 8P3
Core Component 5b	3C2, 4C2, 4P9, 5C3, 8C1
Core Component 5c	3P6, 4R1, 9C1, 9P2
Core Component 5d	1R1, 1R2, 2C1, 2R1, 4R1

Criterion One - Mission and Integrity - The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students

Core Component 1a- The organization's mission documents are clear and articulate publicly the organization's commitments.

- During the academic year 2004-2005, the University mission and purposes statement, academic unit mission statements and the various published sources of institutional description were reviewed, and from these sources four University-wide learning goals were identified by faculty. [1C2]
- In 1999, the University of Indianapolis undertook a University-wide Strategic Plan. One result of the plan was a revised/refined University mission statement in which the language relating to the other commitments described above were expanded and affirmed. [2C2]
- The University's Board of Trustees oversees the strategic planning that integrates the mission and values with its practices. Regular communication between the Board of Trustees, President, and upper administration help to align practices. [5C2]

Core Component 1b- In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The University of Indianapolis seeks to prepare its students for life in an increasingly complex, rapidly changing world. To this end, the University's curriculum encourages development of the total person, including the intellectual, physical, moral and spiritual. [O1]
- The mission of the University of Indianapolis is to prepare its graduates

for effective, responsible, and articulate membership in the complex societies in which they live and serve, and for excellence and leadership in their personal and professional lives. [O1]

- The University has made a conscious commitment to seek diversity and promote a welcoming campus climate that is hospitable through a number of strategies. [1C4]
- International education involves the delivery of programs abroad at international sites including a full branch campus in Athens, Greece. [2C1]
- The former President specifically addressed the value of diversity in his State of the University Address in 2002. The University offers diversity training through the School for Adult Learning. [5C3]
- Two centers, the Center of Excellence in Leadership of Learning (CELL) and the Center for Aging and Community (CAC) serve the greater society. CELL is engaged with major foundations to help transform urban education through a project to restructure large high schools into smaller schools. Key partners for the CAC include HealthNet, Baxter YMCA, AdvantAge Initiative, and Indiana Senior Center, Inc. [9C1]
- The mission of the University of Indianapolis strongly includes its commitment to internationalization. [9C2]

Core Component 1c- Understanding of and support for the mission pervades the organization.

- The motto of the University of Indianapolis is "Education for Service." The institution emphasizes applied learning that is closely aligned with community involvement and service. A

number of courses within each discipline contain service-learning components. [5C3]

- Leaders communicate a common mission, expectations and opportunities primarily through committee structures. [5P6]
- Strategic planning has been initiated through a committee with cross-campus representation to set goals beginning in 2006. The planning process began with review of the University's mission. [8P1]
- Strategies are evaluated on how successful they are in assisting the university to meet its goals and accomplish its mission. [8P2]

Core Component 1d- The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The University's Board of Trustees oversees the strategic planning that integrates the mission and values with its practices. Regular communication between the Board of Trustees, President, and upper administration help to align practices. [5C2]
- While the mission of the University sets the direction in broad strokes, and the strategic plan identifies goals and objectives, there are also mid-range committees that set the direction for partnerships and projects. [5P1]
- The Board of Trustees holds regular campus meetings that are primarily for 2-way communication between trustees, administrator, and faculty representatives. [5P6]
- The motto of the University and the essence of its mission statement reflect education for service. [9C2]
Collaboration and partnerships are essential to all academic programs on campus. [9C1]

Core Component 1e- The organization upholds and protects its integrity.

- The rights of faculty are set forth in the University by-laws and are represented within the Faculty Handbook. The Provost's Office offers orientations for new full-time faculty members and adjunct faculty members to foster an understanding of these processes and related procedures. [1C5]
- Expectations are communicated to students through the New Student Experience course that is a common requirement. Students receive information on expectations through the University Catalog, Student Handbook, and program specific information. [1P4]
- Performance is monitored through an annual evaluation process at the unit level. The unit head monitors ethical practices. [4P3]
- Regular communication between the Board of Trustees, President, and upper administration help to align practices. [5C2]
- The University Faculty Handbook, Staff Handbook, Student Handbook and Student Employee Handbook outline ethical expectations, social responsibility and the Grievance Policy. [5C3]
- The physical and electronic integrity of our data systems and networks are handled according to federal, state, and local laws including HIPAA and FERPA. Campus policies and procedures are in place to address access to information (Privacy Policy, Confidentiality Policy, Electronic Records Policy, etc.). Additionally, Information Systems has a Statement of Conduct for Information Systems Personnel. [7P6]

Criterion Two - Preparing for the Future - the organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities

Core Component 2a- The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The last strategic planning process campus leaders – trustees and cabinet & council members – developed a business plan to ensure the university's long term goals were transformed into quantitative and qualitative objectives. [8P1]
- Departments and committees seek to gather feedback about their respective areas of performance and to use this feedback to improve their practices. [8P1]
- Our internal stakeholders develop our key action projects with input from external stakeholders. [8P3]
- The Organizational Fitness Profile (OFP), which included basic themes that emerged from stakeholder interviews, increased the institutional organizational capacity to adapt, learn, and reinvent the business model. [8P3]

Core Component 2b- The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Departments are proactive in the identification of programs that need to be discontinued because historically the same departments have been able to redeploy the resources in strengthening another program. [1P8]
- The University of Indianapolis is characterized by commitments to its church-related tradition, to community development, to international education, and to furthering two existing centers of excellence in educational reform and aging and community. These commitments are embodied in offices,

programs, branch campuses, community sites and as such have become part of the physical, financial and human resources of the institution. [2C1]

- All units have projected enrollment growth and expenses related to human resources, infrastructure and facilities that would be required by such growth. [8R1]
- Resources are aligned to meet the institutional strategic needs and improvements through the annual budget-building process. [8P6]

Core Component 2c- The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Formative and summative processes come together in the documenting of effective teaching and learning. A course evaluation system, combined with other assessments including peer review and teaching portfolios, form the bases for feedback to faculty about teaching effectiveness. [1P6]
- Student performance in coursework and an *entrance to* and *exit from* program assessments provide feedback to program faculty about student preparation. [1P9]
- Current, on-going assessment of student learning is accomplished at the course, program and unit level. [1P11]
- The University builds and sustains a learning environment through the use of institutional research, assessment, and through on-going review and evaluation of its practices. [5P2]
- The University benchmarks its institutional effectiveness through monitoring data that comprises the

rankings within the U.S. News and World Report of colleges and universities. [7R2]

- Benchmarking internal to the Business Plan in which figures are gathered from comparable institutions allowing the University to measure its standing on individual items in comparison to a cohort group. [7R2]
- Assessment data from new initiatives will be used to determine how effective the strategies are in reaching the goals. [8P5]

Core Component 2d- All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The Student Affairs Division aligns its goals with the curricular goals of the University through shared strategic planning, shared standing committees, and shared governance. [1P10]

- The AQIP action project concerning the establishment of university-wide learning goals has as part of its objectives the alignment of unit assessments and institutional surveys with the newly established goals. [7P5]
- Strategic planning has been initiated through a committee with cross-campus representation to set goals beginning in 2006. The planning process began with review of the University's mission. [8P1]
- The planning process and overall institutional strategies and action plans are coordinated and aligned at the various institutional levels. [8P4]
- The Vice President for Research, Planning, and Strategic Partnerships has responsibility for linking the business plan with key administrators, committees, President's Cabinet, and Deans' Council to assure alignment with institutional priorities. [8P5]

Criterion Three - Student Learning and Effective Teaching - The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission

Core Component 3a- The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Each of the four University-wide learning goals can be linked to the purposes found in the University mission and purpose statement. In like fashion the goals for general education align with the mission and the University-wide learning goals. [1C2]
- University-wide learning goals and general education goals are aligned with the specific program goals. The development of common learning objectives is managed by the faculty as a part of the process of course development and program assessment. [1P1]

- Program reviews occur periodically throughout the institution. Some program reviews are regularized as these are prescribed by professional accrediting bodies such as NCATE, NLNAC, CCNE, and others. Annual reviews occur as part of the curriculum review process within departmental units and college curriculum committees. [1P6]
- Student performance in coursework and an *entrance to* and *exit from* program assessments provide feedback to program faculty about student preparation. [1P9] Many programs have a capstone or senior experience that allows assessment of program outcomes. [1P13]
- One goal is for applied learning to become more a part of the academic programs, including internships,

practica, and field placements.

Evaluations of these experiences will provide valuable feedback about the quality of prospective graduates. [1P12]

- Individual units continue to seek high scores and pass rates on exit examinations, senior performances, and national examinations. [1I2]

Core Component 3b- The organization values and supports effective teaching.

- Formative and summative processes come together in the documenting of effective teaching and learning. A course evaluation system, combined with other assessments including peer review and teaching portfolios, form the bases for feedback to faculty about teaching effectiveness. [1P6]
- The University currently uses a national evaluation tool, the IDEA system, which provides a comparison at the individual and institutional levels. Also, IDEA provides diagnostic feedback on teaching strategies for the individual faculty member. [1P6] Overall, University evaluations using the IDEA system benchmarks indicate that the faculty meet or exceed teaching effectiveness. [4R3]
- An office for teaching and learning is being planned for implementation in 2006. [1P8]
- Faculty development programs are geared toward the enhancement of the teaching-learning process or professional development that supports helping students learn. [4P5]
- The university recognizes outstanding teaching by giving an annual teaching award based on student input. [4P7]

Core Component 3c- The organization creates effective learning environments.

- The University builds and sustains a learning environment through the use of institutional research, assessment, and

through on-going review and evaluation of its practices. [5P2]

- The processes used to recruit appropriate students, provide financial aid, advise, register, and place them into internships and jobs, in addition to effective instruction, are all a part of an effective learning environment. [6C2]
- Greater awareness of stakeholder needs, and in particular the differences among our groups of students have led us to modify and customize practices. [6I1]
- The University has mechanisms by which the effectiveness of our processes can be measured. [7P7]

Core Component 3d- The organization's learning resources support student learning and effective teaching

- Currently 85% of University students participate in a significant applied learning experience, and these opportunities include clinical training, for-credit internships, internships facilitated by the Career Services office, study abroad, enrollment in service-learning courses, and transcribed volunteer service hours. [1C3]
- Additional strategies have been undertaken to ensure support for diverse styles of learning: The BUILD program, Baccalaureate for University of Indianapolis Learning Disabled, is an intensive support program for students classified as learning disabled. Campus-wide tutoring sites where students may seek support in writing, mathematics, natural sciences, history, and other academic areas outside the classroom settings. Establishment of a process in the Student Affairs office for addressing needs for accommodation as defined by the American Disabilities Act. [1C4]
- Learning support needs are determined by suggestions from units, individual faculty, and annual campus surveys. [1P7]
- Support for learning is provided to both faculty members and students. Faculty

members use the Center for Instructional Technologies to further their expertise in the development of web-enhanced courses, to design and deliver distance learning coursework, to advance their knowledge of software, and for other instructional needs. [1P9]

- Students are supported in their learning through the advising system, tutoring centers, the BUILD program (addresses

needs of learning disabled students), service learning opportunities, real life internship experiences, and the undergraduate Honors College program. [1P9]

- Student satisfaction with support services is another measure of productivity and has remained positive overall. [4R3]

Criterion Four- Acquisition, Discovery, and Application of Knowledge- The organization promotes a life of learning for its faculty, administrators, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission

Core Component 4a- The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

- The University’s curriculum encourages development of the total person, including the intellectual, physical, moral and spiritual. This curriculum reflects a commitment to Christian values and rests upon the conviction that learning should be a lifelong activity. [O1]
- Outcomes of course and instructor assessments are addressed as part of the annual self-evaluation process, in which goals for the following year are formulated within an individualized faculty development plan. [1P6]
- Each faculty has annual development funds of \$600. Additional annual funds of \$700 per faculty are available through the Provost Office for professional presentations and formal education. A number of development opportunities occur on campus including “brown bag” lunch sessions, monthly Faculty Forums, technology training sessions, annual May workshop days, and the annual fall workshop. [4C4]
- Individual development funds are available to each faculty and units may have available funds for staff. Faculty may attend development programs

offered on campus through the Faculty Affairs Committee, Center for Learning and Technology, or by other groups, units, or committees. Staff participate in training offered by the HR Office and Information Systems. [4P4]

Core Component 4b- The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The University equips its students to become more capable in thought, judgment, communication, and action; to enhance their imaginations and creative talents. The curriculum stresses the ideals of critical, rational thought; independent, responsible inquiry; novel, creative expression; and sensitive, reflective morality. [O1]
- The University-wide learning goals are critical thinking, creativity, performance, and social responsibility. [1C1]
- Students are encouraged as a part of general education to demonstrate critical thinking in their practice. [1C5]
- Faculty and key advisors can direct students into classes that meet their needs and learning styles, and provide academic counseling based on their academic performance. [1P5]

Core Component 4c- The organization assesses the usefulness of its criteria to students who will live and work in a global, diverse, and technological society.

- The University has made a conscious commitment to seek diversity and promote a welcoming campus climate that is hospitable through a number of strategies. [1C4]
- The establishment of a University-wide diversity committee which has taken the lead in promoting diversity training. [1C4]
- The University has distinctive objectives that address its mission and purpose that include: “increasing diversity and international experiences for its students and faculty. [2C2]
- Results show students have a greater recognition of that diversity as they progress through their time on campus. [2R1]

Core Component 4d- The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The University's motto of “Education for Service” emphasizes the development of ethical and moral values and their application in every career. [O1]
- Faculty members use the Center for Instructional Technologies to further their expertise in the development of web-enhanced courses, to design and deliver distance learning coursework, to advance their knowledge of software, and for other instructional needs. [1P9]
- The unit head monitors ethical practices. [4P3]
- The University Faculty Handbook, Staff Handbook, Student Handbook and Student Employee Handbook outline ethical expectations, social responsibility and the Grievance Policy. [5C3]
- The physical and electronic integrity of our data systems and networks are handled according to federal, state, and local laws including HIPAA and FERPA. Campus policies and procedures are in place to address access to information (Privacy Policy, Confidentiality Policy, Electronic Records Policy, etc.). Additionally, Information Systems has a Statement of Conduct for Information Systems Personnel. [7P6]

Criterion Five - Engagement and Service - As called for by its mission, the organization identifies its constituencies and serves them in ways both value

Core Component 5a- The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Professional practice programs and graduate programs have additional measures of performance after graduation that includes graduate and

employer survey data, passing of national licensure exams, certifications, and feedback from other stakeholder groups. [1P13]

- Various departments and offices are responsible for determining the short- and long-term requirements and expectations of students and stakeholder groups. [3C2]

- The action projects include student employment (retired 2005), desktop support, stakeholder feedback in curriculum change, and University-wide learning goals. [8P1]
- Our internal stakeholders develop our key action projects with input from external stakeholders. Key AQIP action projects were developed as a result of the information gained from the AQIP Constellation Index. The Constellation Index was a report of a stakeholder's survey, which focused on what is valued and the practices of the stakeholders. The survey questions were compared to information gained in the Organizational Fitness Profile (OFP), which included basic themes that emerged from stakeholder interviews. [8P3]

Core Component 5b- The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The University collaborates with its community (Fountain Square Office, Wheeler Arts Center, agencies hosting internships and practicums, University Heights neighborhood, City of Indianapolis). [3C2]
- The Center for Aging and Community actively studies the burgeoning population of older Americans. The university examines trends in central Indiana for shifts in population, such as for people of color so as to respond to shifting needs and demands. [4C2]
- The Vice President for Student Affairs leads a community group that has improved the safety of campus crosswalks and intersections. [4P9]
- Two of the objectives are to seek strategic partnerships with communities and to establish international relationships and programs that promote intercultural understanding, awareness, and appreciation. [5C3]
- The university is committed to preparing its graduates for successful careers and

meaningful lives by cultivating in them a strong sense of community, a commitment to values, a talent for leadership, and a passion for excellence. [8C1]

Core Component 5c- The organization demonstrates its responsiveness to those constituencies that depend on it for services.

- The University collects complaint information from students and other stakeholders, analyzes their feedback, and responds to them. [3P6]
- The University features a Nursing Center that is partnered with community groups such as schools, churches, and workplaces, to provide these groups with nursing services they need and value while providing the School of Nursing with opportunities for clinical practice for nursing students and faculty. [4R1]
- Collaborative relationships are central to the two centers, the Center of Excellence in Leadership of Learning (CELL) and the Center for Aging and Community (CAC). CELL is engaged with major foundations to help transform urban education through a project to restructure large high schools into smaller schools. Key partners for the CAC include HealthNet, Baxter YMCA, AdvantAge Initiative, and Indiana Senior Center, Inc. [9C1]
- Units have responsibilities for determining which partnerships and relationships should be initiated, cultivated and continued based on student needs. [9P2]

Core Component 5d- Internal and external constituencies value the services the organization provides.

- The University recognizes that it may take years for students to appreciate the value of the broader curriculum. For this reason the on-line alumni network

- may become even more important for post-graduation feedback. [1R1]
- The University recognizes that it may take years for students to appreciate the value of the broader curriculum. For this reason the on-line alumni network may become even more important for post-graduation feedback. [1R2]
 - The Centers of Excellence benefit the public education and aging citizens beyond the educational value that they provide for our students in applied learning. [2C1]
 - Each of the centers of excellence has developed a scorecard that identifies key objectives related to its goals and reports on their progress on these objectives on an annual basis. [2R1]
 - Compared with the benchmark, the University has more employees that are loyal and intend to stay. [4R1]