

Indiana State University

2004 - 2005 Administrative Annual Report

Provost and Vice President for Academic Affairs

Year in Review

Achievements

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-07 year that will contribute to this effort? (Please list in priority order and limit to no more than 8.)

1. Academic Affairs policy development and Board approval: Overload Credit by exam Course fees Distance Education Fee Satisfactory Academic Progress (revision) 2. Relationship/communications management in support of Enrollment Services. 3. Information technology initiatives and enhancements Introduced Notebook University program concept and charged Implementation Committee with feasibility study and recommendation Introduction and extension of a variety of e-Learning tools (eg. LiveText, Turnitin, Breeze, WebForms) Completed 100% wireless coverage for all academic and public campus areas Upgrade of Administrative and Portal system Introduction of High Performance Computing capability 4. Development and support for various internship activities such as: Focus Indiana Clarian Partnership Disney College Program Fulfilling the Promise (Lilly) STS United Way Wabash Valley IT Internship 5. Framing CPSCE as the focal point for public service and community engagement 6. Implementation of new processes and policies including formal Dean Evaluation process and Special Purpose Faculty. 7. Charge to Academic Advising Task Force to develop formal department-level academic advising plans. 8. Successful personnel processes. 51 faculty searches and 28 new hires as of 5/5/05 Review of 35 leave of absence applications 29 approved 88 full-time temporary faculty appraisals 35 1st year faculty appraisals 27 2nd year faculty appraisals 71 3rd, 4th, and 5th year faculty appraisals (excluding 4 early P and T) 14 6th year faculty appraisals 4 early P and T reviewed 10 faculty reviewed for promotion to full professor/librarian 26 faculty promoted 9. Managed budget mid year rescission and 4% reduction for FY06. 10. Formal transfer of Associate degree program in Nursing to Ivy Tech Community College

Action Steps

In light of the new [strategic direction](#) of the University can you modify your action steps or develop new action steps that will aid in the implementation of the University's Strategic Indicators?

Prioritize academic programs and services, with an emphasis on experiential learning, community engagement, and eminent programs.

Assessment

What are two ways in which you evaluated the quality or effectiveness in your area last year? What changes did you make based on those assessments?

1. Service Offices Developed and implemented a formal quality improvement program titled Journey to Excellence (J2E) in the areas of Enrollment Services and the Office of Information Technology. Formal review and audit of telephone, fax, email, and walk-in client contact in Admissions, Financial Aid, Registration and Records, and Distance Support Services. 2. Academic

Departments The following accreditation and program reviews were completed successfully: a. Psychology (Psy.D) - American Psychological Association b. Family and Consumer Sciences - American Association of Family and Consumer Sciences c. Curriculum, Instruction, and Media Technology (Masters) d. History e. Languages, Literatures, and Linguistics f. Philosophy g. Physics h. Psychology i. Honors Program Assessment See individual department annual reports for detailed information. The primary institutional focus of assessment and the Assessment and Accreditation Coordinator in 2004-05 was on preparation for the Indiana Professional Standards Board/NCATE review in October 2005. This information has been posted to the LiveText e-portfolio as part of the virtual exhibit room. The preparations included: Implementation of systematic assessment for undergraduate teacher education programs, including completion of analyses on and comparison of student teacher, new teacher, and principal surveys on teacher preparation. Analysis of open-ended responses on the surveys, which were discussed in faculty meetings and used for program improvement. Development of systematic assessment of graduate programs in the College of Education (EASE, CIMT, Ed. Admin.), including the development of graduate student, alumni, employer, and internship surveys. Devised and implemented methods of direct observation of student learning in graduate programs, including organization of expert panels and measurement of student performance on doctoral preliminary examinations. Another institutional assessment effort focused on general education. Detailed information is available in the general education annual report. The Assessment and Accreditation Coordinator worked with the General Education Coordinator and General Education Council to organize comprehensive assessment of general education objectives, including use of NSSE scores, GRE scores, and analysis of general education reports. Presented assessment methods to general education council to gain support for assessment Larger units such as colleges and the general education program began use of NSSE for assessment The Assessment and Accreditation Coordinator facilitated the use of data from the National Survey on Student Engagement (NSSE) for assessment purposed in the College of Education, College of Nursing, and general education program. Individual departments Individual departments that particularly worked in 2004-05 on using assessment to enhance student learning include: Curriculum, Instruction, and

Future Goals

Future Goals

Please describe the progress you have made on these action steps.

EL Continue dialog with Faculty Senate on implementation strategies for experiential learning. Progress: The Alliance for Excellence, Experience, and Engagement (AE3) has Faculty Senate representation. CAAC has regular AE3 updates. Assure that funding for experiential learning is used effectively. Progress: Eleven experiential learning awards were made during the first round, which was administered by and Associate Vice President. One faculty member left the university, so ten projects were completed. Approximately \$46,000 was spent on projects ranging from Creating an Internship Program in History to Community Engagement/Macro Projects for Social Work Students. The second round of funding is in process. It is administered by AE3. CE Continuing oversight to CREED, SBDC, LDI, TSC, CPSCE, etc. Progress: These activities have continued and focus has been tailored and expanded as appropriate. Details on these activities are reported in individual annual reports. Implement a partnership with the United Way. IT interns will develop a self managed company to provide technology support for 40 nonprofit organizations. Progress: The program is in full operation and is serving the Wabash Valley non-profit organizations. See OIT annual report for details. Fully implement the Focus Indiana project when the Internship Coordinator is hired. Progress: The Internship Coordinator has been hired and the program is in full operation. See annual reports from the Career Center and CPSCE. EM The annual report from Enrollment Services provides numerous examples of actions steps. TCH The annual report from the Office of

Information Technology provides numerous examples of actions steps. IE Diversity projects. Progress: Developed “new-hire” partner employment policy; supported the adoption of domestic partner benefits; continued efforts to promote minority hiring. Progress: Minority student enrollment continues to increase. According to the Enrollment Report from OSPIRE, fall semester 2004, 14.8% of students were U.S. minority, compared with 13.9% during fall semester 2003. Assess institutional environment by use of a survey such as the Institutional Priorities Survey or the Institutional Goals Inventory. Progress: The Administrative Affairs Committee of the Faculty Senate conducted a faculty satisfaction survey; further evaluation of the use of a “normed” instrument will be considered. IM Work with deans on integrated marketing in the colleges and departments. Progress: Branded College-level view books and brochures are in production. Progress: Improve the look of the Undergraduate Catalog to fit with integrated marketing. Progress: The new branded format for Undergraduate Catalog was finalized and adopted. Improve the CD and Web versions of the Undergraduate Catalog to be more effective in marketing. Progress: CD and Web versions of the Undergraduate Catalog were developed and d