

Survey Evidence for NCA Accreditation
~Report for Criterion 3~

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Introduction

In preparation for the reaccreditation visit from the North Central Association (NCA) Higher Learning Commission in 2012, IUPUI's Office of Information Management and Institutional Research (IMIR) conducted a thorough analysis of all regular internal survey projects. The surveys examined as part of this analysis included the IUPUI Staff Survey, the IUPUI Faculty Survey, the IUPUI Student Satisfaction and Priorities Survey, IUPUI's data from the National Survey of Student Engagement (NSSE), and the Recent Alumni Survey.

Individual items from each of these surveys were compared to the Criteria for Accreditation used by the Higher Learning Commission. The Criteria include: Mission and Integrity (Criterion 1); Preparing for the Future (Criterion 2); Student Learning and Effective Teaching (Criterion 3); Acquisition, Discovery, and Application of Knowledge (Criterion 4); and Engagement and Service (Criterion 5). Each criterion contains at least four Core Components and a series of Examples of Evidence, which describe data that may be used to demonstrate progress on each Core Component.

The following is a report of survey items that may serve as Examples of Evidence for Criterion 3. The report is divided into four sections, one for each core component for which there is survey evidence. Survey items are organized by the Examples of Evidence to which each corresponds. Because of the multitude of different scales, all means have been converted to standardized mean scale scores. The scale is designed to place each mean on the same scale from 0 to 100, with 50 representing a score halfway between the bottom and top range of each scale. A score of 100 would indicate that all respondents selected the most positive response to the question.

For further information, please consult the survey section of the IMIR website at <http://imir.iupui.edu/surveys>.

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

IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
Assessment of student learning provides evidence at multiple levels: course, program, and institutional.	To what extent have you incorporated the PUL's in the undergraduate classes you teach?	2002	N/A
		2005	N/A
		2009	50.75
	To what extent has your department incorporated the PUL's in the undergraduate curriculum?	2002	N/A
		2005	N/A
		2009	49.75
	To what extent do you evaluate student learning of the PUL's in the undergraduate classes you teach?	2002	N/A
		2005	N/A
		2009	46.75

Core Component 3B:

The organization values and supports effective teaching.

IUPUI Staff Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization demonstrates openness to innovative practices that enhance learning.	Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded.	2003	44.00
		2006	45.75
		2009	47.25

IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization supports professional development designed to facilitate teaching suited to varied learning environments.	Faculty development opportunities through my school.	2002	65.25
		2005	66.75
		2009	58.50
	Faculty development opportunities at IUPUI.	2002	70.75
		2005	65.75
		2009	66.00
	Faculty development opportunities for research and scholarship.	2002	N/A
		2005	57.00
		2009	51.00
The organization evaluates teaching and recognizes effective teaching.	Rewards and recognition at IUPUI for teaching.	2002	62.25
		2005	65.25
		2009	58.25

IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization demonstrates openness to innovative practices that enhance learning.	Memorizing facts, ideas, or methods from your class and assigned readings so that the student can repeat them in a comparable form.	2002	32.00
		2005	30.67
		2009	41.33
	Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or simulation in depth and considering its components.	2002	81.33
		2005	77.33
		2009	86.33
	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.	2002	77.00
		2005	80.00
		2009	84.00
	Making judgements about the value of information, arguments, or methods, such as examining how others gathered/interpreted data, and assessing the soundness of their conclusions.	2002	71.67
		2005	73.00
		2009	76.67
	Applying theories or concepts to resolve problems or to use in new situations.	2002	78.00
		2005	80.00
		2009	79.67
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.	2002	18.00	
	2005	54.00	
	2009	64.00	
Require students in your course to have serious conversations with students of a different race or ethnicity than your own.	2002	N/A	
	2005	N/A	
	2009	35.67	

IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization demonstrates openness to innovative practices that enhance learning. (cont.)	Require students in your course to have serious conversations with students who are very different from them in terms of religious beliefs, political orientations, or personal values.	2002	N/A
		2005	N/A
		2009	36.33
	Require students to work with classmates on projects during class.	2002	17.33
		2005	55.00
		2009	63.67
	Require students to work with classmates outside of class to prepare class assignments.	2002	25.33
		2005	57.67
		2009	47.67
	Require students to use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to complete an assignment.	2002	30.33
		2005	68.00
		2009	73.33
	Encourage students to participate in cocurricular activities (campus organizations, student government, intramural sports, etc.).	2002	N/A
		2005	N/A
		2009	44.67
Encourage students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.).	2002	N/A	
	2005	N/A	
	2009	55.00	

IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.	Faculty development opportunities through my school.	2002	65.25
		2005	66.75
		2009	58.50
	Faculty development opportunities at IUPUI.	2002	70.75
		2005	65.75
		2009	66.00
	Faculty development opportunities for research and scholarship.	2002	N/A
		2005	57.00
		2009	51.00
	Technology support for teaching.	2002	71.25
		2005	71.25
		2009	71.75

NSSE

Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
The organization demonstrates openness to innovative practices that enhance learning.	Memorizing facts, ideas, or methods from your class and assigned readings so you can repeat them in pretty much the same form.	2002	63.33	59.33
		2004	66.67	57.00
		2006	61.33	56.00
		2009	64.00	57.67
	Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or simulation in depth and considering its components.	2002	68.33	76.33
		2004	70.00	77.33
		2006	67.00	72.00
		2009	69.67	75.33
	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.	2002	60.67	70.67
		2004	63.00	71.00
		2006	62.33	66.33
		2009	64.00	70.67
	Making judgements about the value of information, arguments, or methods, such as examining how others gathered/interpreted data and assessing the soundness of their conclusions.	2002	58.00	65.67
		2004	62.33	66.00
		2006	61.33	63.67
		2009	62.67	67.00
Applying theories or concepts to resolve problems or to use in new situations.	2002	65.00	72.67	
	2004	68.00	74.67	
	2006	67.00	72.33	
		2009	67.67	75.00

Core Component 3C: The organization creates effective learning environments.

IUPUI Staff Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization provides an environment that supports all learners and respects the diversity they bring.	IUPUI management is committed to	2003	69.50
	promoting an environment that respects	2006	71.00
	and celebrates diversity.	2009	72.00
	Co-workers in my unit treat all individuals	2003	73.25
	with respect, regardless of their ethnicity,	2006	74.75
	cultural background or sexual orientation.	2009	76.25

IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization provides an environment that supports all learners and respects the diversity they bring.	My department/program is a comfortable working environment for individuals of varied backgrounds and perspectives.	2002	71.50
		2005	75.50
		2009	73.00
	Faculty and staff in my department/program treat all individuals with respect, regardless of their ethnicity, cultural background, or gender orientations.	2002	77.75
		2005	81.00
		2009	79.50
The organization employs, when appropriate, new technologies that enhance effective learning environments for students.	Require students to use an electronic medium (list-serv, chat group, Oncourse, Internet, etc.) to complete an assignment.	2002	N/A
		2005	68.00
		2009	73.33

Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization provides an environment that supports all learners and respects the diversity they bring.	IUPUI faculty and staff are committed to helping me achieve my educational goals.	2003	71.75
		2005	71.00
		2007	73.50
		2008	74.75
		2010	73.25
	IUPUI faculty and staff are committed to promoting an environment that respects and celebrates diversity.	2003	72.50
		2005	73.00
		2007	72.25
		2008	74.00
		2010	74.75
Student development programs support learning throughout the student's experience regardless of the location of the student.	Satisfaction: Opportunities for overseas study.	2003	52.75
		2005	53.50
		2007	54.75
		2008	57.25
		2010	58.00
	Importance: Opportunities for overseas study.	2003	54.00
		2005	54.75
		2007	58.00
		2008	58.75
		2010	60.00
The organization employs, when appropriate, new technologies that enhance effective learning environments for students.	Satisfaction: Use of technology in the classroom.	2003	69.50
		2005	69.75
		2007	72.00
		2008	72.25
		2010	70.75

NSSE

Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
The organization provides an environment that supports all learners and respects the diversity they bring.	Institutional Emphasis: Encouraging contact among students from different economic, social, racial or ethnic backgrounds.	2002	49.67	44.67
		2004	54.00	45.33
		2006	51.00	45.33
		2009	58.33	48.67
Student development programs support learning throughout the student's experience regardless of the location of the student.	Institutional Emphasis: Providing the support you need to help you succeed academically.	2002	57.67	57.67
		2004	68.33	60.33
		2006	64.33	59.00
		2009	69.67	60.33
The organization employs, when appropriate, new technologies that enhance effective learning environments for students.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment.	2002	51.00	64.67
		2004	56.67	67.00
		2006	60.00	66.67
		2009	55.67	64.33
	Used e-mail to communicate with an instructor.	2002	65.00	74.33
		2004	70.33	79.00
		2006	71.00	80.00
		2009	73.67	83.67
Institutional Emphasis: Using computers in academic work.	2002			
	2004	83.33	86.00	
	2006	82.33	85.33	
		2009	78.67	83.33

NSSE & Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	First-year Students Percentage Indicating "Done"	Seniors Percentage Indicating "Done"
Student development programs support learning throughout the student's experience regardless of the location of the student.	Practicum, internship, field experience, co-op experience, or clinical assignment.	2004	2.0%	37.0%
		2006	9.0%	42.0%
		2009	6.0%	46.0%
		2010	6.3%	41.3%
	Study abroad.	2004	3.0%	6.0%
		2006	3.0%	8.0%
		2009	3.0%	10.0%
		2010	0.5%	7.2%

**Core Component 3D:
The organization's resources support student
learning and effective teaching.**

IUPUI Staff Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.	My unit has good working relationships with organizations external to the university.	2003	74.25
		2006	73.75
		2009	74.50
	The level of cooperation and teamwork at IUPUI.	2003	62.00
		2006	64.25
		2009	64.00

IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization supports students, staff and faculty in using technology effectively.	Technology support for teaching.	2002	71.25
		2005	71.25
		2009	71.75
	Technology support for research and scholarly activity.	2002	70.75
		2005	67.50
		2009	67.25
	Technology support for students taking classes.	2002	70.50
		2005	66.50
		2009	69.75
	Technology support for administrative activities.	2002	65.75
		2005	62.00
		2009	67.25
The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.	Collaboration among colleagues on projects of mutual interest.	2002	70.25
		2005	72.75
		2009	67.25
	The level of collegiality in my school.	2002	71.75
		2005	N/A
		2009	65.00
	The level of collegiality at IUPUI.	2002	68.75
		2005	70.50
		2009	64.00

Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.	Satisfaction: Quality of specially equipped classrooms (labs, training facilities, etc.).	2003	67.25
		2005	66.75
		2007	67.00
		2008	N/A
		2010	65.50
	Satisfaction: Availability of computers in public learning centers.	2003	70.75
		2005	70.50
		2007	N/A
		2008	72.00
		2010	72.00
	Satisfaction: Library hours.	2003	72.75
		2005	70.75
		2007	71.25
		2008	N/A
		2010	71.00
	Satisfaction: Using the University Library in person to obtain information needed for coursework.	2003	72.25
		2005	71.25
		2007	69.75
		2008	N/A
		2010	70.25
Satisfaction: Using the University Library website to obtain information needed for coursework.	2003	71.75	
	2005	70.50	
	2007	70.25	
	2008	N/A	
	2010	71.00	

Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.	Importance: Quality of specially equipped classrooms (labs, training facilities, etc.).	2003	80.75
		2005	80.50
		2007	80.00
		2008	N/A
		2010	79.75
	Importance: Availability of computers in public learning centers.	2003	85.50
		2005	85.50
		2007	N/A
		2008	85.00
	Importance: Library hours.	2010	82.00
		2003	78.50
		2005	79.25
		2007	75.75
	Importance: Using the University Library in person to obtain information needed for coursework.	2008	N/A
		2010	76.75
		2003	77.50
		2005	77.50
		2007	75.25
	Importance: Using the University Library website to obtain information needed for coursework.	2008	N/A
		2010	73.75
2003		79.50	
2005		78.50	
	2007	79.50	
	2008	N/A	
	2010	76.75	

Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization supports students, staff, and faculty in using technology effectively.	Satisfaction: Use of technology in the classroom.	2003	69.50
		2005	69.75
		2007	72.00
		2008	72.25
		2010	70.75

NSSE

Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
The organization supports students, staff, and faculty in using technology effectively.	Institutional Emphasis: Using computers in academic work.	2002	N/A	N/A
		2004	83.33	86.00
		2006	82.33	85.33
		2009	78.67	83.33
	Institutional contribution to knowledge, skills, and personal development: using computing and information technology.	2002	59.67	72.67
		2004	72.00	77.33
		2006	69.67	79.33
		2009	71.33	74.67