

I look forward to seeing you in AO103 from 9:30-11:00 a.m. tomorrow, August 18. Attached once again is the August 3 version of our instructions to department chairs and faculty. We need to answer these questions before sending this document out across the campus:

1. Are the instructions as clear as we can make them?
2. When should this go out, and from whom?
3. To whom should the document be sent?
4. And should we include the optional questions at the end, or leave them out?

Sarah Baker has done so much this summer to facilitate a pilot-test of the process of assigning student ratings. We are so grateful to her! Sarah can fill us in on how the pilot project worked—pretty well from all I can tell 😊.

We can look at a matrix that departments can use for a quick look at PUL coverage across the curriculum, both in and outside the department. And we can hear more from Pratibha and Terri, as well as Susan Kahn, about resources for faculty that are planned for the fall.

This will be a very important meeting, so I hope you will make every effort to be with us! Thanks so much--

Trudy W. Banta
Professor of Higher Education
Senior Advisor to the Chancellor for
Academic Planning and Evaluation
Indiana University-Purdue University Indianapolis
355 North Lansing Street - AO140
Indianapolis IN 46202-2896
317-274-4111
Fax: 317-274-4651
Email: tbanta@iupui.edu
Web Site: www.planning.iupui.edu
Assessment Institute in Indianapolis – Westin Hotel, October 25-27, 2009; <http://www.planning.iupui.edu/institute>

**Ensuring Student Learning of the Principles of Undergraduate Learning
~ Information for Department Chairs and Faculty ~**

PRINCIPLES OF UNDERGRADUATE LEARNING

The Principles of Undergraduate Learning (PULs) were first approved by the Indianapolis Faculty Council in 1998 and were reaffirmed by that body in 2007. They are the core components of the undergraduate educational experience at IUPUI and form a conceptual framework for all students' general education. This framework describes the knowledge and skills graduates of IUPUI should develop in and outside courses in their major prior to completion of bachelor's degree requirements. The core areas of the PULs are described at <http://www.iport.iupui.edu/selfstudy/tl/puls/> and include:

1. Core Communication and Quantitative Skills (that is, 1A. Written, oral, or visual communication skills; 1B. Quantitative skills; 1C. Information resources skills)
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Depth, Breadth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics

PRIOR WORK

In spring 2009, faculty in every undergraduate department used the following scale to identify for each course they teach a minimum of one and maximum of three PULs they emphasize through class activities and assignments:

- | | |
|--|--|
| 3 indicates a <i>major</i> emphasis: | <i>This PUL is prominent in at least one course objective; it is a focus of the course. Student learning of this PUL is assessed via at least one major assignment.</i> |
| 2 indicates a <i>moderate</i> emphasis: | <i>The PUL is explicitly emphasized in the course. It is prominent in at least one course assignment and is assessed via that assignment.</i> |
| 1 indicates a <i>minor</i> emphasis: | <i>This PUL is identified in one or more assignments and is implicitly emphasized in the course.</i> |

Using this information we have developed a matrix (see <http://www.planning.iupui.edu/pul/matrix>) that will enable you to create various combinations of courses and see immediately which PULs they cover. That is, by simply selecting a course name and number (e.g., ENG-W131) for entry in this matrix, you can do the following:

- a. Study the PUL coverage offered by courses in your own department.
- b. Review the PUL coverage in any combination of courses offered in or outside your department, for example, in a student's 4-year plan to graduation. View a sample matrix at <http://www.planning.iupui.edu/pul/matrix/sample-4YrPlan.pdf>
- c. Create a matrix for individual students for use in advising to ensure that they have opportunities both within and outside your department to learn and progress toward mastering all the PULs during their undergraduate education.

WHAT NEEDS TO BE DONE

Currently data concerning the PULs, their integration into the curriculum, and evidence of student learning are being collected for our self-study for reaccreditation by the Higher Learning Commission of the North Central Association in 2012. Two important steps must be performed. One is at the department level and the other involves individual faculty.

DEPARTMENT

Develop a Departmental Plan to Evaluate Student Attainment of the PULs

During the 2009 fall semester, each department must develop a plan specifying when at least one section of **each course will record levels of students' learning** on those PULs given **major** or **moderate emphasis** (that is, scored as 3 or 2 in the course matrix) in that course. Please develop a plan to ensure that over the next nine semesters the evidence of student learning described below will be collected and recorded in every course for which your department is responsible. Initiating the data collection process in classes with smaller enrollments may be helpful. You know best how to structure a plan that distributes all the courses you will teach over the 9 semesters (including spring, summer, and fall) beginning spring 2010 and ending fall 2012. (A new three-year cycle will begin in spring 2012.) Ideally, each of the PULs will be assessed in one or more of your department's courses each semester.

1. Please consult the sample matrix at <http://www.planning.iupui.edu/pul/matrix/sample-dept.pdf> Enter all the courses offered by your department and as you do so, the PULs emphasized in each course will appear automatically.
2. Then by October 30, 2009 list the courses in which levels of student learning will be recorded (see instructions below) in each semester: spring 2010, summer 2010, fall 2010, spring 2011, etc. through fall 2012. Submit this information at <http://www.planning.iupui.edu/pul/matrix/bydepartment.aspx>

FACULTY TEACHING SECTIONS TO BE EVALUATED

Record a Level of PUL Attainment for Each Student in Your Course During the Semester that Course Appears in the Departmental Plan

1. Review the combination of PULs emphasized in your course
2. For each student enrolled, assign **a rating using the following scale ONLY** to describe the student's ability to demonstrate the PULs emphasized as evidenced by their class performance:

- 3 (VE) = Very Effective
- 2 (E) = Effective
- 1 (SE) = Somewhat Effective
- 0 (NE) = Not Effective

In assigning the rating to each student for each PUL, use evidence from a single assignment or from multiple sources over the entire course (test items, oral presentations, individual and group projects) that were designed to give students opportunities to practice and make progress in learning the particular PUL emphasized. Note that while student names/ID numbers will be used to simplify your work in recording their levels of learning, this identifying information will not be included in any reports prepared for the campus or the Higher Learning Commission. Student identities are not needed since

this is a process designed to look not at individual students or classes, but at department, school, and institutional effectiveness.

You may make up your own definitions for the ratings VE, E, SE, and NE, or you may find it helpful to use or adapt the VALUE rubrics developed by the Association of American Colleges and Universities at <http://www.aacu.org/value/> . (Other examples of rubrics, along with information about a series of helpful workshops offered by the Center for Teaching and Learning, are available at <http://nca.iupui.edu> .)

As an example of the rating process, in the hypothetical course Advanced Avionics and Flight (AVIO-A 402), five students were enrolled in the Summer 1 session of 2010. Previously, PULs 1B and 3 had been identified by the instructor as the two emphasized most. While Student 1 consistently made errors in using the formulas and scored poorly on an examination containing mathematical computations (PUL 1B), Student 1 could explain the theoretical principles relating to aerodynamics and could apply his knowledge to new problems (PUL 3), Therefore the faculty member rated this student's levels of PUL attainment as 0 and 3, respectively:

| Student | PUL 1B: Quantitative Skills | PUL 3: Integration and Application of Knowledge |
|----------|-----------------------------|---|
| 1 | 0 | 3 |
| 2 | 1 | 2 |
| 3 | 1 | 3 |
| 4 | 2 | 1 |
| 5 | 2 | 3 |

Looking to the future, UITS and IUPUI campus personnel are developing a means to record these ratings directly in Oncourse and through OneStart. Additional information will be sent to you in November when this capability becomes available. Ratings should be recorded and submitted within a week of posting final grades for the term. The rating data will be stored in IU's data warehouse, from which reports can be prepared by staff in Information Management and Institutional Research (IMIR) on levels (0-3) of learning for departments, schools, and the campus. At the department level, the ratings for each PUL can be studied to see where students need more practice.

OPTIONAL – MINUTE PAPER FOR STUDENTS

For your own personal use, if you would like to ask your students how they experienced the PULs in your course, please find questions for students in the second attached document. In developing the questionnaire for your course, **use only the 4 questions** designed for the **one or two PULs that you emphasized**. This is called a minute paper because after you have explained your purpose for asking the questions, students should be able to answer the 4-8 questions in just a minute or so of class time. Student responses may give you some insight and feedback that you can use in considering your approaches to teaching and obtaining evidence of student learning the next time you teach the course.

Thank you so much for your work in ensuring student learning!

Attachments: PUL questions

To Program Faculty: Please select only those items in the list below that pertain to the *one* or *two* PULs to which you have given *major* or *moderate emphasis* in this course.

To Students: How effective was this course in helping you learn each PUL emphasized in the course?

| PUL/Survey Question | Very Effective (3) | Effective (2) | Somewhat Effective (1) | Not Effective (0) |
|---|-------------------------------|--------------------------|-----------------------------------|------------------------------|
| <i>1A - Language Skills</i> | | | | |
| Reading and understanding books, articles, and instruction manuals | | | | |
| Delivering a prepared presentation to a group | | | | |
| Writing a final report on a project or other work assignment | | | | |
| Contributing to a team to solve problems | | | | |
| | | | | |
| <i>1B - Quantitative Skills</i> | | | | |
| Solving mathematical problems | | | | |
| Using mathematics in everyday life | | | | |
| Understanding a statistical report | | | | |
| Preparing a report using quantitative data | | | | |
| | | | | |
| <i>1C - Information Resource Skills</i> | | | | |
| Identifying the sources of information that are most appropriate for a project | | | | |
| Using computer software for work (word processing, spreadsheet, graphics, etc.) | | | | |
| Evaluating the quality and accuracy of information found on a web site | | | | |
| Recognizing which ideas or material need to be fully acknowledged to avoid plagiarizing | | | | |
| | | | | |
| <i>2 - Critical Thinking</i> | | | | |
| Analyzing other people's ideas and proposed solutions | | | | |
| Systematically reviewing your own ideas about how to approach an issue | | | | |
| Creatively thinking about new ideas or ways to improve things | | | | |
| Discussing complex problems with co-workers to develop a better solution | | | | |

| PUL/Survey Question | Very Effective (3) | Effective (2) | Somewhat Effective (1) | Not Effective (0) |
|---|---------------------------|----------------------|-------------------------------|--------------------------|
| <i>3 - Integration and Application of Knowledge</i> | | | | |
| Applying what you learned in college to issues and problems you face every day | | | | |
| Gather information from a variety of sources when deciding what action to take | | | | |
| Finding new ways to use what you have learned as you encounter new situations/problems | | | | |
| Putting ideas together in new ways | | | | |
| | | | | |
| <i>4 - Intellectual Depth, Breadth and Adaptiveness</i> | | | | |
| Learning new approaches to work or to advanced studies | | | | |
| Having an in-depth understanding of your major field of study | | | | |
| Having a general understanding of subjects other than the one in which you majored | | | | |
| Being able to modify how you approach a problem based on the requirements of the situation | | | | |
| | | | | |
| <i>5 - Understanding Society and Culture</i> | | | | |
| Dealing with conflict among co-workers and friends | | | | |
| Seeing the relationships between local, national, and global issues and problems | | | | |
| Working effectively with people of different races, ethnicities, and religions | | | | |
| Communicating effectively with people who see things differently than I do | | | | |
| | | | | |
| <i>6 - Values and Ethics</i> | | | | |
| Exercising my responsibilities as a citizen (voting, staying current with community and political issues, etc.) | | | | |
| Making informed judgments when faced with ethical dilemmas | | | | |
| Recognizing the consequences of my actions when facing a conflict | | | | |
| Understanding and appreciating the arts | | | | |