

### **Criterion 3**

#### **Student Learning and Effective Teaching**

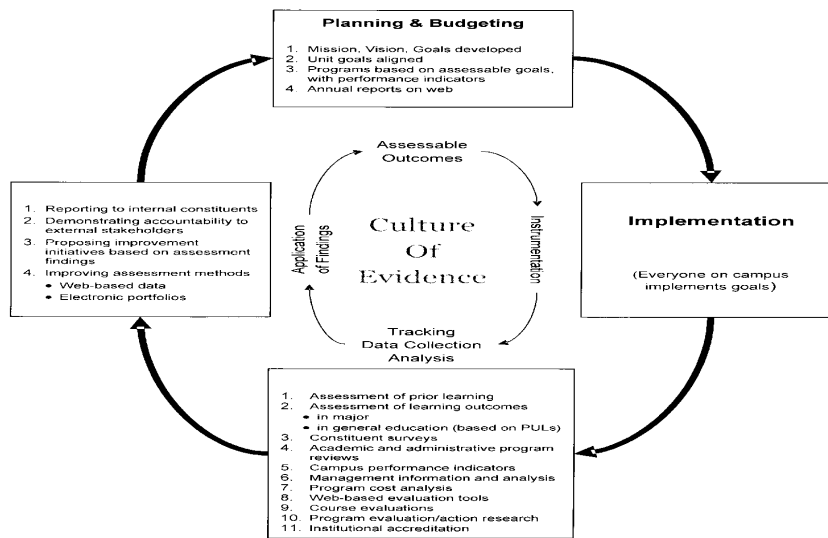
***The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.***

Collaboration across and within disciplines and innovative practices are hallmarks of our approach to enhancing student learning and fostering effective teaching at IUPUI and IUPUC. Our Centers for Teaching and Learning are interdisciplinary hubs of best practices, supported jointly by Academic Affairs, the University Library, and University Integrated Technology Services (UITS). IUPUI is unique in terms of also infusing student learning into the missions of the Centers for Service and Learning (CSL) and Research and Learning (CRL), the latter of which focuses primarily on undergraduate research. The Office of International Affairs is responsible for student learning around the world and works with faculty to assure Indiana University standards for international education are met by our programs abroad. Additional examples of collaboration are infused throughout the body of this chapter.

In undergraduate programs, integrative learning is introduced through first year experiences, supported through themed learning communities and co-curricular learning experiences, and culminates in a capstone. Graduate and professional programs frequently entail interdisciplinary learning and are supported through a wide array of relationships with clinical faculty and community partners. Curricular innovations are initiated by faculty communities of practice and reflected through the development of interdisciplinary degree programs and certificates. Importantly, this work unfolds against a backdrop of assessment that helps to assure ourselves and our students that their learning experience at IUPUI meets or exceeds appropriate standards. In 2008, IUPUI was recognized by the National Consortium for Continuous Improvement in Higher Education through an award for building a culture of evidence to improve learning at IUPUI.

IUPUI is driven by a culture of evidence related to teaching and learning. Our conceptual framework for institutional improvement, displayed below, demonstrates the integration of our mission, planning, implementation and evaluation as a comprehensive plan for continuous improvement. In the remainder of this chapter, we demonstrate that IUPUI is fulfilling its mission as an educational institution by stipulating learning outcomes for all degree programs that are routinely and authentically assessed, valuing and encouraging effective teaching, creating innovative formal and informal learning environments, and providing ample institutional resources in support of student learning and innovative and effective teaching.

## Planning, Evaluation, and Improvement at IUPUI



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

At IUPUI (including IUPUC), we have clearly differentiated learning goals for undergraduate and graduate programs. The *Principles of Undergraduate Learning* (PULs), IUPUI's principle-based core curriculum, have provided the framework for our undergraduate learning for 20 years and are described in detail under Criterion 4. Departments now map and evaluate emphasized PULs for every undergraduate course and report outcome attainment of the PULs for seniors as a campus-level student learning outcome (SLO) assessment strategy. Some professional schools have mapped the PULs to professional accreditation standards. For example, Kelley School of Business undergraduate program adopted the [Principles of Business Learning](#) (PBLs) in 2004. The School of Nursing has further differentiated PUL-based SLOs for each level of the undergraduate experience. More recently, our Graduate Affairs Committee (2009) and Indianapolis Faculty Council (2011) approved Principles of Graduate and Professional Learning, described later in this chapter. All graduate programs also have articulated discipline-specific learning outcomes.

### **Outcomes and Assessment in Undergraduate Programs**

*Assessment of the Principles of Undergraduate Learning.* Through institutional collaborations among faculty, administrators in academic affairs, and technology services, we have made great improvements in documenting and assessing student learning aligned with the Principles of Undergraduate Learning at the campus, school, and departmental levels. In 2006, IUPUI received the Council for Higher Education Accreditation (CHEA) award for Institutional Progress in Student Learning Outcomes by implementing the Principles of Undergraduate Learning (PULs) at IUPUI. In 2009 we asked faculty to identify 'major emphasis' and 'moderate

emphasis' PULs aligned with all undergraduate courses that are taught regularly. A campus-wide grid of approximately 4000 courses stores this information and assures two important purposes: (1) it facilitates the work of faculty in assuring that all students majoring or minoring in their field have multiple exposures to each PUL, not only in courses offered by the department, but also in required or elective courses offered by other departments; (2) it provides a reference for advisors to use in helping students select courses appropriately to assure mastery of the PULs by the time they graduate.

Faculty collect evidence on SLOs aligned with the PULs through embedded course assessments. In 2009, each school created a plan to sample courses throughout their curricula on a five-year cycle to evaluate each student's attainment level at the end of the course as part of the final grading process. The campus is reporting the results of 400-level course assessments as a proxy for student attainment at or near graduation. For 2010, the initial semester's assessment results represent an encouraging first look, with mean results from the 400-level courses ranging from a low of 3.17 to a high of 3.84 on a 4-point scale (where 1 = Not at All Effective and 4 = Very Effective). See Appendix A for a summary table of faculty ratings of student performance on the PULs of major emphasis in 400-level courses.

IUPUI schools received their first PUL reports by early fall of 2010, and the larger schools have requested future reports sorted by department to permit closer examination. The five-year cycle begun in spring 2010 will not complete its first iteration until fall 2014, but serious review of accumulating data is already beginning as this report is being prepared. Campus-wide reports are being used by a task force chaired by the Associate Vice Chancellor for Undergraduate Education to make recommendations for revisions to General Education, including a 30-credit Common Core for all undergraduate degree programs. In February 2012, we convened the school associate deans for undergraduate programs to discuss further use of these data and to ascertain their plans for curriculum review based on student attainment of the PULs. Each year, schools complete reports for the Program Review and Assessment Committee (PRAC), which outline their assessment projects, outcomes, and plans for improvement. More detail will follow later in this Chapter.

IUPUC faculty began work on a general education initiative in fall 2010, developing a set of shared student learning outcomes specific to the IUPUC context. With a more limited range of academic program options at IUPUC, faculty focused on assessment of student learning in courses commonly taken at IUPUC before transfer to IUPUI. IUPUC's Assurance of Learning Committee plans for full implementation of the general education initiative for fall, 2012. IUPUC faculty ask students to rate their effectiveness on the PULs in their three baccalaureate programs and IUPUI compares student self-ratings of PULs across schools. See Appendix B for IUPUC and IUPUI Undergraduate Student Self Ratings of Effectiveness on the Principles of Undergraduate Learning Scales.

Multiple sources of evidence are used to assess undergraduate student learning directly (through embedded course assessments and [PUL evaluation](#), discipline-based standardized tests, and licensure exams) and indirectly. Indirect sources of evidence related to student learning emerge from campus participation in the National Survey of Student Engagement (NSSE) and in our own Continuing Student Satisfaction and Priorities Survey (CSSPS). In addition, courses and

faculty are evaluated by students at the end of each semester. Graduates of our programs are surveyed with post-program questionnaires. Our institutional research department assesses grade performance data, DFW rates for Gateway courses and overall retention and graduation rates by program across populations of interest.

Faculty survey results suggest that faculty are familiar with the PULs and evaluate them in the undergraduate classes they teach. In a 2009 faculty survey, 67% reported that they evaluated PULs in 2009.

<b>Faculty Survey 2009</b> <b>Principles of Undergraduate Learning</b>						
<i><b>Principles of Undergraduate Learning (PULS)</b></i>	<b>N</b>	<b>Very Much</b>	<b>Quite a Bit</b>	<b>Some</b>	<b>Very Little</b>	<b>Mean<sup>a</sup></b>
<i>Percentages</i>						
To what extent are you familiar with the PULs	279	52.3	27.6	10.8	9.3	3.23
To what extent have you incorporated the PULs in the undergraduate classes you teach	240	39.6	35.0	14.6	10.8	3.03
To what extent has your department incorporated the PULs in the undergraduate curriculum	235	41.3	27.2	20.4	11.1	2.99
To what extent do you evaluate student learning of the PULs in the undergraduate classes you teach	244	35.7	30.7	18.9	14.8	2.87

<sup>a</sup> Scale: 4="Very Much", 3= "Quite a Bit",2= Some" 1="Very Little"

Articulation of undergraduate learning outcomes extends beyond the curriculum at IUPUI. Faculty members also define the civic learning outcomes and assessment procedures for the courses they teach, as well as for departmental curricula. The Center for Service and Learning provides resources and technical assistance in this process, including delivering six different faculty development programs and funding engaged department grants. The Campus Advising Council, comprising faculty and staff advisors and administrators across campus also have defined the mission, vision, values, and student learning outcomes for all advising on campus (see Appendix J). In 2009-2010, the Division of Student Life adopted the IUPUI Principles of Undergraduate Learning (PULs) as its set of learning outcomes then mapped them to programs, services, and activities provided in the seven units: Student Rights Responsibilities, & Conduct; Student Life and Global Engagement; Counseling & Psychological Services; Campus and Community Life; Campus Center; Housing & Residence Life; and Intramural & Recreational Sports. All 6 PULs are represented in the Division of Student Life, with "Critical Thinking" and "Understanding Society and Culture" and "Core Communication and Quantitative Skills" as the most prevalent learning outcomes of its programs, services, and activities. An assessment

instrument was developed to measure the Student Life Learning Outcomes during the 2010 – 2011 academic year at various programs, services, and activities provided by the Division of Student Life. The [results](#) of this assessment were reported in summer 2011.

Finally, IUPUI was invited to participate in the *NSSE Institute for Effective Educational Practice Learning to Improve: A Study of Evidence-Based Improvement in Higher Education* because we showed a pattern of improved NSSE results over time for first-year students. We were asked to identify the activities that led to improved performance and to draw lessons to inform improvement efforts on other campuses. One of the contributing factors to the improved scores has been sustaining University College (UC) as a student-centered, evidence-based unit that coordinates academic support programs for entering students. Examples of the programs, practices, and policies in University College identified as contributing to the improvements in NSSE ratings included the development of the Council on Retention and Graduation; the promotion of high impact practices such as learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success), the expansion of themed learning communities and summer bridge programs; and the development and implementation of the Personal Development Plan (PDP) process.

**NSSE 2002-2009: IUPUI Improved on Five Measures – First Year Students**

- **Active and Collaborative Learning:** How often students participate in class and collaborate with other students in solving problems or mastering difficult material.
- **Active Learning:** Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.
- **Collaborative Learning:** Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.
- **Supportive Campus Environment:** The extent to which students perceive the institution is committed to their success, and provides institutional support for academic success, and cultivates high quality student relationships with faculty and administrators, and peers.
- **Student-Faculty Interaction:** How often students interact with faculty members inside and outside the classroom.

**NSSE Benchmark Results for IUPUI 2002-2009 First-Year Students**

	<b>IUPUI</b>				<b>National Norms</b>
<b>NSSE Benchmark</b>	<b>2002</b>	<b>2004</b>	<b>2006</b>	<b>2009</b>	<b>2009</b>
Level of Academic Challenge	51.6	51.7	51.8	53.3	53.7
Active and Collaborative Learning	37.5	40.1	42.2	45.3	43.2
Student-Faculty Interaction	32.7	35.5	38.3	35.6	34.6
Enriching Educational Experiences	NA <sup>1</sup>	23.9	27.9	29.3	28.0
Supportive Campus Environment	51.3	56.4	56.1	60.7	61.6

*Assessment of Discipline-specific Outcomes for Undergraduate Programs.* While the Principles of Undergraduate Learning provide an overarching framework for undergraduate education, discipline-specific student learning outcomes (SLOs) are communicated to students in relation to each degree or certificate program. SLOs are posted on school websites (see [example](#) from the School of Nursing) and can be accessed from a centralized location on the [Registrar's website](#). In addition, each school documents assessment plans for its programs. These are regularly reviewed by faculty curriculum committees so that evidence-based adjustments can be made to programs. As an example, the Kelley School of Business undergraduate program faculty developed an embedded course assessment process in 2006. Each required business course provides a list of goals related to PULs and methods of measuring progress toward the course goals. Finally, programmatic/professional accreditation self-studies are conducted for programs requiring external accreditation (see the Planning and Institutional Improvement [website](#) - scroll down to Accreditation: IUPUI Accredited Programs by School – for a full listing of external accreditation activities).

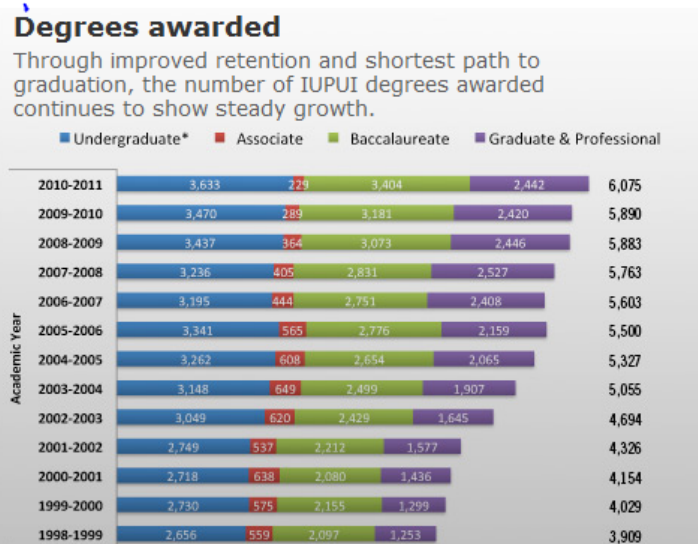
*University College Assessments of the First Year Experience.* University College (UC) at IUPUI offers a comprehensive range of programs and services to beginning undergraduate students. The focus on continuously improving student academic achievement and persistence has made a strong commitment to assessment and evaluation an integral aspect of the UC model. Assessing programs designed to enhance student educational outcomes during the first year of college requires careful conceptualization of the processes and relationships involved before choosing measures and evaluation designs. As such, the UC assessment strategy includes a three-phase approach to assessment, including needs assessment, process assessment, and outcome assessment. In addition, mixed-method approaches that involve a combination of qualitative and quantitative methods as well as indirect and direct measures of students learning are employed. A sampling of reports related to assessments of the first year experience may be reviewed [here](#).

*Sharing the Results of Assessments of Undergraduate Learning: Accountability and Transparency.* Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves. Here are some examples of our adherence to this principle:

- The IUPUI Student Pulse Survey program, which is guided by student leaders, helps the campus administration to understand and improve upon the student experience at IUPUI. Surveys on topics important to students are administered each semester to randomly-selected samples of current students. The goal is to "take the pulse" of the student body, provide survey results to the relevant faculty or administrators, and make tangible improvements to the student experience. Results from Pulse surveys are shared with the student body and specific actions are taken to address important issues and concerns. Responses to past Student Pulse Surveys caused IUPUI administrators to examine and improve lighting on campus in order to enhance student safety and were used by student leaders to advocate for additional on-campus housing and an enhanced Recreation Center.
- IUPUI leaders make presentations on student learning and assessment at local, national and international venues, as well as disseminating in written and web-based formats.



- Performance indicators on teaching and learning are communicated widely and are available on campus web sites. For example, aggregate IMIR survey responses are posted publically on the [IMIR website](#) so that students have access to those results.
- IUPUI participated in a *Foundations of Excellence Faculty Survey* in 2004. Major points of strength when IUPUI was compared to Select 6 American Association of State Colleges and Universities (AASCU) institutions include the following: 1) IUPUI faculty reported higher mean ratings with regard to agreement that first-year student success is a priority for this institution (M= 4.30 and M= 3.89 and, respectively), and that the institution has a comprehensive approach to helping first-year students succeed (M= 3.91 and M= 3.53 and, respectively), 2) IUPUI faculty reported higher mean ratings with regard to level of activity in the following areas: participating in conferences, workshops, or other formal activities that focused on teaching and learning (M= 3.66 and M= 3.50 and, respectively), and reading literature related to first-year students and how to help them succeed (M= 2.77 and M= 2.43 and, respectively), 3) IUPUI faculty reported higher mean ratings with regard to agreement that my institution systematically assesses students' first-year experiences (M= 3.78 and M= 3.48 and, respectively) and that what we learn from those assessments is used to strengthen first-year courses, programs, and services (M= 3.62 and M= 3.26 and, respectively), and 4) IUPUI faculty reported higher mean ratings in response to the following question "Regardless of how good your institution is at educating students: How much does it emphasize 'doing even better'?" (M= 4.09 and M= 3.83 and, respectively). IUPUI ranked first compared to the other 6 AASCU institutions on these items.
- The [results](#) of the 2002 NCA Accreditation are available on the IUPUI website.
- Other reports that are made publicly available on the web include IMIR and University Reports, UC assessment reports and presentations, programmatic/professional accreditation self-studies, and school/division/program assessment plans.
- The IUPUC Office of Institutional Research, newly established in 2011, has increased availability of assessment results to IUPUC internal and external constituents.
- IUPUI integrates external accountability data into the assessment of student learning. This is an institutional strength – our retention and graduation rates are transparent, available on-line, and discussed in many meetings. Our [Dashboard Report](#) outlines trend data over ten years for most of our external accountability indicators and is available one click from the IUPUI home page. Here is one example from the Dashboard:



## Outcomes and Assessment in Graduate and Professional Programs

*Assessment of the Principles of Graduate and Professional Learning.* Since 2009, the Principles of Graduate and Professional Learning have provided a framework for curricula associated with graduate and professional school programs at IUPUI. The Curriculum Committee of the Graduate Affairs Committee is responsible for approving every new graduate course, as well as for approving substantive changes to existing courses. This Committee also has published criteria for establishing that graduate course content is aligned with appropriate levels of learning for graduate students. The documents on the Curriculum Committee [website](#) include Bloom's Taxonomy Guide, a PowerPoint presentation on graduate course characteristics, and guidelines for designing and evaluating graduate courses at IUPUI. In addition, guidelines for self-assessment of graduate programs are published on the Planning and Institutional Improvement [website](#).

*Assessment of Discipline-specific Outcomes for Graduate and Professional Programs.* Every program ending in a degree or certificate communicates terminal program SLOs that are centralized through links from the [Registrar's Website](#). In addition, school web sites publish objectives for their programs. Here are links to a few examples from the graduate/professional program level for [Clinical Psychology](#) and for the [Department of Microbiology and Immunology](#). Student evaluations of graduate courses are routinely used as a tool for improvement in many programs. One example of the surveys routinely administered to graduate students is found [here](#) for Clinical Psychology (see Graduate Program Guidelines). At the program level, changes to the curriculum occur as a result of continuous evaluation; evidence attesting to this process is on the [Graduate Affairs Committee website](#) where the record shows curricular modifications were made to two MS degrees (Physiology and Clinical Research) and to four Ph.D. degrees (Anatomy, Bio-molecular Imaging & Biophysics, Medical Genetics, and Neuroscience) during the 2010-2011 academic year.

Graduate programs at the doctoral level have built in assessments and outcomes at multiple levels. At the first level, Ph.D. programs assess the knowledge base required for the discipline not only by holding students to a high standard for grades in courses (B or better) but also by assessing whether that knowledge has been internalized through the use of written and/or oral examinations (see examples for [Biology](#) and [Biochemistry](#)). All of the examinations given in the Ph.D. programs on this campus are written by faculty of the program and are not standardized tests. The next level of assessment usually occurs in a dual format with an oral component typically following a written component. This level of assessment determines that the student has matured to the point that he/she can write a clear research proposal and defend it. This transition is marked by the progression to candidacy for the Ph.D. The last stage of Ph.D. training culminates in the dissertation defense, and is assessed continuously by means of regular required meetings of the research advisory committee for the individual student. Progress toward the research goals, growing research prowess of the student, and the ability to interpret results are all assessed in the committee meeting format; grades may be issued based upon these meetings. Direct measures of student success at this level may include the student's ability to earn independent funding during the latter stages of the Ph.D. research, the ability of the student to publish peer-reviewed manuscripts based upon the research, and the ability to find placement at the next level of career development.



Multiple sources of evidence are used to assess graduate and professional student learning. Although grades in courses are important, additional direct and indirect sources of evidence also play a role. For masters level programs the student's ability to successfully complete either an internship or a capstone experience is typically assessed. At the doctoral level, the student is continuously assessed and given feedback outside the classroom setting by means of routinely scheduled research committee meetings (at least 2 per year for Graduate School programs), by formal seminar presentations that are attended and evaluated by faculty, by performance on the Qualifying Examination for the Ph.D., by the quality of the written dissertation, and by performance on the defense of the dissertation. By all these means, the student's command of the field is evaluated; students can and have been dropped from their programs by failure to meet adequate standards of performance at any of these levels, including at the final defense of the dissertation.

In 2008, IMIR conducted a survey of Graduate and Professional students at IUPUI, which may be viewed [online](#). The survey included questions on students' satisfaction with the academic experience at IUPUI (91% responded with excellent or good) and satisfaction with interactions with faculty at IUPUI (89% responded with excellent or good). The question of how much the graduate program at IUPUI contributed to acquiring in depth knowledge in the discipline was answered with Very Much by 40% of master's students and by 55% of doctoral students. The question of how much the graduate program at IUPUI contributed to the student's skills and knowledge of research in the discipline was answered with Very Much by 35% of master's students, and by 60% of doctoral students. These examples reflect the fact that doctoral programs tend to be more research intensive than masters programs.

*Assessment in the Indiana University School of Medicine.* The Indiana University School of Medicine (IUSOM) is located on nine campuses across the state, from Evansville in the south to Gary and South Bend in the north. With a student body of approximately 1300 students and an average class size of 322, IUSOM is the nation's second largest medical school. Statewide educational equivalence is ensured through adherence to the [80% Core Curriculum](#), a comprehensive set of discipline-specific learning objectives. In 1999, IUSOM became one of the first medical schools in the country to implement a competence-based curriculum. Learning objectives and assessment methods for the competence-based curriculum are published [online](#). Student performance (statewide knowledge exams, OSCEs, demonstrations of competence, skills achievement, patient encounters), institutional data (aggregate scores across disciplines and branch campuses, pass rates, PGY-1 evaluations), and students' evaluations of courses and instructors are reviewed by appropriate committees in the IUSOM.

IUSOM faculty adopted a set of guiding principles in March 2010 to steer a critical review of the existing curriculum. More than 200 students, faculty, and staff have been collaborating to update learning outcomes, to identify content and types of learning experiences to meet those outcomes, and to design assessment strategies to ensure student competence. After a successful retreat in May 2011, Phase 2 is in development with the intent of piloting this innovative new curriculum in fall, 2012.

The Office of Undergraduate Medical Education, with a team from the IUSOM community, has made significant progress in developing and implementing an integrated behavioral science curriculum which coincides with IUSOM's competence-based curriculum as part of the NIH-funded BASSIC grant. Following pilot work in Gary, IN, this grant has spurred IUSOM to adopt Team Based Learning (TBL) educational methodologies at the Indianapolis, South Bend, and Terre Haute campuses. Basic and behavioral scientists have worked together to create TBL, PBL, and Standardized Patient training modules that have already been piloted and fully implemented in a number of courses.

*Sharing the Results of Assessments of Graduate and Professional Student Learning: Accountability and Transparency.* Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves. Here are some examples of our adherence to this principle:

- Fourteen IUPUI Ph.D. programs were included in the National Research Council Assessment of Research Doctoral programs, published in 2010. The data for all IUPUI programs were collected and compared to data from IUPUI's peer institutions. These [summaries](#) were shared with each program reviewed and with campus administration.
- IMIR has worked with the Graduate Office to create reports that allow assessment of individual graduate programs. To that end, IMIR sites now have data on enrollment and degrees conferred for each individual program, as well as aggregate data for [whole schools](#).
- IMIR has worked with the Graduate Office to generate year-to-year retention data, broken down to the level of individual graduate programs. The campus average is 89.8% for fall 2009 and has risen from 88.3% in fall 2005. IMIR tracks cohorts of students to generate more complete retention figures for all graduate programs at IUPUI.

### **Evaluation of the Effectiveness of Assessment Processes**

Faculty and administrators routinely collaborate to review the effectiveness and uses of the organization's programs to assess student learning. Teaching and learning are broadly overseen at IUPUI by the undergraduate and graduate faculty that comprise the [Academic Affairs Committee](#) of the IUPUI Faculty Council. Similarly, IUPUC's Academic Affairs Committee, a standing committee of IUPUC Faculty Senate, provides a unit level curriculum review of academic division curricular decision-making. Members of the Academic Affairs committees review evidence and make policy recommendations to faculty governance on matters related to general curricular issues. Every school has curriculum committees, led by faculty, that are charged with the integrity, evaluation and revision of academic programs as well as the review and approval of new courses.

The [Program Review and Assessment Committee](#) (PRAC) is composed of representatives from a broad range of academic and support units. The committee establishes guidelines for comprehensive program review for academic and administrative units and provides guidance for student outcomes assessment throughout the institution. It also provides a forum for the exchange of program review and assessment information and strategies among graduate and undergraduate academic programs and administrative support units. This committee, which has faculty leadership, funds small grants that promise innovative approaches or improved practice

in assessment. It also has the responsibility for preparing campus assessment plans and reports that may be required by the Higher Learning Commission of the North Central Association of Colleges and Schools. The activities of the committee are supported by staff in the Office of Planning and Institutional Improvement (PAII).

Specific examples of how the institution has evaluated the effectiveness of assessment processes at the program and school levels are made publicly available through the PRAC website. Two representative instances are described below:

- The Center for Service and Learning has developed, evaluated and refined methods for assessing student civic engagement. Prior to 2006, a consistent method for assessing student civic engagement did not exist at IUPUI. In order to improve its assessment process, the Center for Service & Learning has developed a quantitative instrument (Civic-Minded Graduate Scale), and a qualitative measure (Civic-Minded Graduate Narrative Prompt and Rubric) to measure student civic learning outcomes. Program coordinators continue to evaluate and refine the CMG Narrative for improved effectiveness. In the past two years the Center for Service & Learning also has begun implementation of an e-portfolio initiative to improve the assessment process.
- University College has continuously refined its assessment practices and serves as a national model in this regard. When UC became a new academic unit housing first-year programs in 1998, there was a lot of visibility and with this came a need to demonstrate program effectiveness and value-added to the university. As such, there was a focus on summative evaluation, program development, and needs assessment. Throughout the early 2000's a series of quantitative studies was conducted to determine how various programs such as first-year seminars and learning communities were affecting students' GPAs and retention rates. Additionally, qualitative studies were conducted to improve understanding of learning outcomes and students' perceptions of programs. In 2003, UC appointed a faculty position entitled "Director of Assessment" to ensure that assessment was an integral aspect of strategic planning as well as program planning and development. In the mid and late 2000's there was a focus on using assessment to prove and improve programs: summative and formative evaluation; employing multiple measures of student learning and academic success - moving beyond retention and GPAs; employing rigorous evaluations designs to enhance the internal validity of studies and using advanced statistical techniques such as instrumental variables to account for self-selection; using mixed-methods evaluation designs; and meta-assessment. In 2009 UC began to employ more systematic approaches to use authentic evidence to assess student learning directly. For example, the student electronic Personal Development Plan -- an application of ePortfolio --- provides authentic evidence to assess the outcomes associated with the first-year seminar courses. In fall 2011, the first full year of implementation of the ePDP, approximately 1,000 first semester students completed an ePortfolio as part of the curriculum in the first-year seminar course and rubrics were developed to ensure that faculty were thinking, sharing, and

reconstructing their approaches to using an electronic portfolio to foster student learning.

During the late 2000's UC began to focus on the Scholarship of Assessment - turning internal reports into scholarly publications. Several articles were published in peer reviewed journals such as *Research in Higher Education*, *Journal of The First-Year Experience & Students in Transition*, and *Journal of Learning Communities Research* in an effort to contribute to the national dialogue about assessment of first-year programs and UC models. In fact, IUPUI is now ranked third among national universities in the "Up-and-Comers" category in the U.S. News & World Report's 2012 edition of Best Colleges. The three programs ranked in the so-called "Programs to Look For" category are: First-year experience, Service Learning and Learning Communities and it is notable that the results of outcomes assessments on these three programs have been widely published.

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

IUPUI's valuing and support for effective teaching is evident through the wealth of resources that have been made available to foster teaching innovation and to provide support for professional development that is readily accessible to all faculty. Collaboration is a hallmark of the Center for Teaching and Learning, which helped to support innovations that have resulted in national and international recognition excellence in teaching (e.g., excellence in the first year experience, in themed learning communities, and in service learning). IUPUI offers a number of awards for effective teaching, and IUPUI faculty have published prolifically on teaching in both disciplinary journals and publications such as, *Change*, *Liberal Education*, *Peer Review*, and *About Campus*.

Throughout the institution, qualified full-time faculty determine curricular content and strategies for instruction. Each school identifies the standards for faculty qualifications based on disciplinary benchmarks and conducts national or regional searches to recruit faculty who excel in teaching, research, and service or demonstrate promise that they will do so. Full-time faculty control the quality of the curriculum through faculty governance processes outlined in school bylaws and each school provides resources to enhance instruction in the discipline. Some schools offer faculty peer mentoring programs to help support the development of teaching excellence among junior faculty, and Indiana University's Teaching Academy, [FACET](#) (Faculty Colloquium on Excellence in Teaching) annually recognizes more faculty inductees from IUPUI than from any other campus in the Indiana University system. Many faculty at IUPUI are actively engaged as scholars related to teaching and learning research and publications, publishing both in disciplinary journals and publications like *Change*, *Liberal Education*, *Peer Review*, and *About Campus* (see Appendix F for examples).

### **Professional Development Services and Resources to Support Innovative and Effective Teaching**

Examples of professional development services and resources to support teaching excellence abound at IUPUI and IUPUC. Representative examples are described below.

*New faculty orientation prepares new faculty to enter their faculty role at IUPUI.* Every year, New Faculty Orientation prepares new faculty to enter their faculty role at IUPUI with a foundation awareness of resources, expectations, and the history and culture of the campus. Additional programming for the first year is identified to new faculty at orientation, including promotion and tenure workshops and CTL teaching workshops. Further new faculty orientation and mentoring occurs in the schools. Similar support is provided to new faculty at IUPUC through the office of the Associate Dean for Academic Affairs.

*The Preparing Future Faculty is available to master's students, doctoral students, and postdoctoral fellows at IUPUI.* The Preparing Future Faculty program is available to graduate students and postdoctoral fellows at IUPUI. Participants engage in all aspects of faculty life. In recognition of the value of this initially voluntary program, Ph.D. programs (e.g., Cellular and Integrative Physiology) are beginning to make it mandatory for their students to participate. Now under the purview of the Graduate Office, the program is in the process of being broadened in its scope to include Preparing Future Professionals (those whose careers plans do not include an academic setting).

*The Center for Teaching and Learning at IUPUI supports faculty in the use of teaching and learning best practices.* The Center for Teaching and Learning (CTL) \provides a wide range of workshops, seminars, and webinars, "To-Your-Door" workshops and several substantial grant programs intended to support institutional teaching and learning priorities. A total of 1,490 unique individuals either attended an event or experienced a consultation with CTL in 2012 (a 22% increase over the 2008 level of service). There were 136 sponsored or co-sponsored CTL events in 2011 with a total of 3,025 participants; this represents a 34% increase in total participants over 2010 numbers. Additional activities and resources associated with the IUPUI Center for Teaching and Learning are summarized in Appendix C.

Associate faculty (or 'part-time faculty') also receive support for their teaching roles through the CTL, as well as through the Office of Academic Affairs. Each fall, the CTL offers Associate Faculty Orientation for two evenings during the week prior to the start of classes. On average, 90 attendees have participated in this event during each of the previous three years. Because of the success of the fall orientation program, the CTL offered a spring associate faculty orientation in 2010, in which 62 individuals participated. Associate faculty also participate in other CTL events, consultations and programs open to all faculty. During the 2009-2010 fiscal year, 207 unique associate faculty, out of a total of 1,400 unique faculty, were served by the Center for Teaching and Learning with 161 associate faculty attending events and 73 requesting consultations. The CTL offers consultations by appointment before or after normal office hours to accommodate the schedules of associate faculty. Associate faculty may receive support for professional travel associated with their teaching roles through the Office of Academic Affairs. Part-time faculty members who have a teaching related presentation accepted at a regional or national competitive conference can apply to their dean for partial support for travel associated with the presentation. If the dean approves the request, based on school criteria, the Executive Vice Chancellor's Office matches the amount given by the school (up to a maximum of \$250 central matching money). Ten such travel grants have been approved as of February 8, 2012.

The Columbus Center for Teaching and Learning is a unique collaboration between IUPUC, Ivy Tech Columbus, Purdue College of Technology at Columbus, and area P-12 schools. As a team, CTL staff are available to support P-20 educators throughout the region on projects focused on teaching and learning. The Columbus CTL is available for needs assessments, programming ideas, emerging educational research and best practices, strategic planning, and collaboration with community educational partners. Staff specialize in best practices for integrating technology in teaching and learning, academic support and mentoring programs for students, resource development to enhance the educational environment, and professional development training and workshops for faculty, instructors, and staff who educate students of all ages.

*The Center for Service and Learning provides programs and grants for faculty.* The Center for Service and Learning (CSL) began awarding course development grants to faculty and engaged department grants using Commitment to Excellence Funds for Civic Engagement in 2003. Currently, the funds support six faculty development initiatives: Boyer Scholars, Engaged Department Grants, Faculty Community Fellows, Service Learning Faculty Fellows, Faculty Liaisons in Service Learning, and Themed Learning Community Institute on Civic Engagement. In addition, CSL staff provide faculty development consultations and a series of workshops on service learning course development and assessment. CSL is collaborating with University College on the Electronic Personal Development Plan (ePDP) initiative and has begun piloting ePortfolios for students involved in community-based scholarship and work-study programs.

*CRL supports faculty effectiveness in mentoring student research.* The Center for Research and Learning (CRL) develops, expands, and promotes research-based learning, scholarship, and creative activities in all disciplines across the IUPUI campus. The center promotes and supports all varieties of research and scholarship, with special attention to independent undergraduate student research. It promotes the principle that active engagement in research and scholarship promotes learning through inquiry and experience.

*Other examples of programs and resources that support innovative and effective teaching include the following:*

- [Program Review and Assessment Committee \(PRAC\) grants](#) enhance pedagogical development. For example, a 2006 grant evaluated “Clinical Simulation with Acute Care Nurse Practitioners” and a 2008 grant reported on “The Assessment of Foundation-level Strategies to Achieve Deep Learning in Social Work Education.”
- ePortfolio workshops prepare faculty to use the ePortfolio as a student engagement and assessment modality in their courses. Small grants are available to faculty and departments to design ePortfolio projects for their students.
- Academic Affairs maintains a comprehensive [website](#) to support faculty.
- The PAII [website](#) provides data to assist faculty decision making about teaching improvement.
- Every school on campus routinely conducts faculty development workshops related to teaching in the discipline. For example, the School of Nursing recently held a workshop on patient simulation.



- A total of 64% of faculty are satisfied or very satisfied with the “Faculty development opportunities at IUPUI” (based on 2009 faculty survey results). This compares to a 59 percent favorable rating for the 2005 survey.
- Creation of innovative and flexible learning spaces is central to supporting faculty teaching innovation. See one such example: [Business/SPEA Learning Spaces](#)

Although it is clear that faculty members actively participate in professional organizations relevant to the disciplines they teach, a looming challenge pertains to the fact that resources to support faculty involvement in their professional organizations are limited in the current budget environment. Most schools provide less than \$1,000 per faculty member in support of professional travel. This reduction occurred during a University budget cut two years ago when travel monies were targeted to reduce the budget instead of eliminating faculty or staff positions. IUPUC budgets approximately \$86,350 annually for faculty development and travel to attend professional conferences and deliver papers/presentations. Faculty are encouraged and expected to remain current and active in their specific disciplines. This work is documented in Faculty Annual Reports (FAR). Based on the most recent Faculty Survey, only 34% of faculty respondents indicated that they were satisfied or very satisfied with “rewards and recognition at IUPUI for professional service (in my discipline)” and 37% were neutral.

## Teaching Innovations

*IUPUI provides national leadership in the area of first year programs.* [Themed Learning Communities](#) (TLCs) best illustrate IUPUI’s culture of innovation related to teaching and learning. TLCs involve two or more discipline-based courses paired with an integrated freshman seminar. TLCs engage students, faculty, librarians, advisors, and others in a community of learners that explores interdisciplinary connections both in and out of the classroom. Students are encouraged to explore relationships among different academic disciplines and to develop a comprehensive perspective on higher education. Through the use of thematically-linked curricula, service learning, and co-curricular experiences, TLCs provide enriching learning experiences that foster interdisciplinary understanding. TLC faculty have developed creative strategies to integrate their assignments across disciplines and with co-curricular events.

Positive NSSE results and other studies have demonstrated that TLC students report greater engagement with college, have higher GPAs, and are retained to the second year at higher rates than non-TLC students. These findings have fueled expansion of the TLC program from 7 TLCs in Fall 2003 to 34 in Fall 2010. These outcomes also have prompted faculty participation from a growing array of disciplines. New TLCs offered over the past three years include African-American Perspectives, Crime in America, and Health and Wellness, as well as TLCs for prospective Engineering and Business majors.

The Electronic Personal Development Plan (e-PDP) represents excellence through collaboration and innovation. It combines the most important elements of electronic portfolios with the benefits of intrusive advising and it has been successfully implemented in first-year seminars at IUPUI with promising results. In fall 2010, 346 first-year students participated in a pilot ePDP process in 16 first-year seminar sections (two Business, three Engineering, two Informatics, three Nursing, two Psychology, one Technology, and three University College sections). Faculty

members participated in a summer institute that included technology training and an overview of the pedagogy of the ePDP project. The ePDP process engages students in their learning and contributes to their intellectual and professional development. It helps students to integrate their curricular, co-curricular, and personal experiences and provides an effective “compass” to guide students’ goal setting and academic planning. We have moved beyond the pilot stage of ePDP implementation to widespread adoption in all Fall 2011 First-Year Seminars.

University College Faculty Fellowships are awarded for the implementation and assessment of innovative teaching practices for first-year students. For example, a mathematics faculty member was awarded a fellowship to evaluate the effectiveness of a math-focused learning community. The assessment research was used for curriculum development and to implement innovative pedagogical strategies. A revised curriculum incorporated more mathematics problem solving, along with collaborative learning. Students are now given practice problems from their math class material to work on in small groups and are engaged in more active learning strategies. Additionally, the students are encouraged to attend the MAC (Math Assistance Center) and meet with faculty members outside class.

The [Gateway to Graduation Program](#) provides faculty development support to improve instructional approaches to faculty teaching high-enrolling first-year courses. All faculty (tenure-track and associate faculty) involved in the Gateway to Graduation Program collaborate to improve undergraduate student success in high-enrollment, first-year courses. Faculty development to improve instructional approaches using best engagement practices are offered and led through the Gateway Advisory Board. There are approximately 52 identified gateway courses offered each year and the Gateway to Graduation program involves 55 course coordinators and approximately 451 instructors who interact with the vast majority of first- and second-year students each semester. The Gateway to Graduation Program was recognized in 2002 through the Theodore M. Hesburgh Award (presented each year to the college or university judged to have the most effective faculty development program that enhances undergraduate teaching and learning). Since then the program has flourished as a hub for collaboration and innovation in undergraduate teaching excellence, hosting annual retreats and workshops and spawning interdisciplinary faculty communities of practice.

*Excellence in Peer Mentoring Programs.* IUPUI has achieved national recognition for its implementation of peer mentoring programs. The [Bepko Learning Center](#) serves as a hub for training peer mentors at IUPUI. Peer mentors are provided with a 4-course sequence of seminars designed to foster skill development in peer mentoring, culminating in a course that helps students to conduct undergraduate research on peer mentoring effectiveness. In addition, Peer-Led Team Learning (PLTL) and the Cyber version of PLTL (or cPLTL) programs significantly improve the learning attainment of chemistry students. PLTL workshops are integral in the introductory general chemistry course (C105) where each week 8-10 students solve challenging problems under the guidance of a trained peer leader. This pedagogy is also used in the first organic chemistry course. The impact of this innovation is an improvement of approximately 15% in retention of students. cPLTL is now being developed to offer more flexible schedules for the workshops. Funding for this was received from the National Science Foundation and the Bill and Melinda Gates Foundation. Similar programs are being developed in the Math Assistance Center for supporting student learning in College Algebra courses.

*IUPUI supports faculty in the innovative uses of technology in teaching.* 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.

- UITS hosts an exploratory/collaborative classroom that offers state-of-the-art technology.
- The campus is actively pursuing the use of e-textbooks. Contracts have been finalized with two major book companies to allow student savings on e-textbooks. Faculty have been given guidelines and templates to assist them in moving to this technology beginning spring, 2012. Use of this will be monitored and evaluated after one year.
- An active iPad Faculty Learning Community is supported by UITS and CTL.
- The Jump Start into Online Course Development Program was offered from 2003 to 2009, and provided IUPUI and IUPUC faculty with the support, time, and resources to effectively design an online, hybrid or web-enhanced course. Jump Start faculty were assisted in envisioning new ways of facilitating learning and redesigning courses to promote improved student learning and more efficient use of faculty time and resources. With the completion of the 2009 Jump Start cohort, a total of 94 faculty participated in the Jump Start program and developed 89 courses (some courses were developed by faculty teams) by 2009.

*Innovations in health and life sciences disciplines support innovative teaching and learning practices.* As Indiana University's health and life sciences campus, IUPUI has developed signature programs to support and recognize effective teaching in the health and life science disciplines. Both the Schools of Medicine and Dentistry have promoted the use of Problem-Based Learning (PBL) as an integral part of their basic science curricula. PBL also is used extensively in certain graduate courses in the School of Nursing (e.g., Nursing Administration Masters Program).

The School of Medicine faculty launched their Academy of Teaching Scholars in 2010. The Academy uses a three-tiered model of development (Tier One: The Foundation of Teaching Excellence Program (FTEP); Tier Two: The Educators Scholars Program; Tier Three: Master Educators Fellowship). School of Medicine faculty also have attended the Harvard Macy Institute, the Central Group on Educational Affairs, the Association of American Medical Colleges, and Millennium Conferences to share and participate in national discussions on innovative practices in medical education. Finally, the Office of Undergraduate Medical Education manages the centralized, electronic, statewide course and instructor evaluation process and has designed several electronic databases that assist with accountability of student evaluations and curriculum. In addition to the IUPUI Trustee Teaching Awards, effective teachers are also recognized with the IUSOM Faculty Teaching Award. Students recognize superior teachers for each stage of their medical education with awards at the Senior Banquet.

## **Evaluation and Recognition of Teaching Effectiveness**

*Course evaluations.* It is an expectation that every course and faculty member will be systematically evaluated each semester. Each school takes responsibility for conducting these evaluations and assuring any needed plans for improvement. Student evaluations play a role in

faculty evaluation, in promotion and tenure, and in consideration for merit increases. The campus requires schools to establish school norms against which faculty can be compared related to teaching evaluations. Peer review of teaching is also an expectation. Part-time faculty evaluations are not consistently performed in some departments. This is an area needing a more consistent approach and will be a priority in the coming year.

*Promotion and tenure criteria specify parameters for teaching excellence and satisfactory performance related to teaching.* IUPUI's [Promotion and Tenure Criteria](#) specify parameters for teaching excellence and satisfactory performance related to teaching. Peer review of teaching is required to document excellence in teaching and is strongly recommended to document satisfactory performance. Faculty must declare one area of excellence for promotion and tenure: teaching, research, and service are possible areas of excellence in most schools. Appendix E depicts the percentage of successful candidates who achieved tenure and/or promotion based on selecting teaching excellence since 2002. The reduction in cases among tenure-track faculty reflects the increase in the research intensiveness of the institution. At the same time, non-tenured clinical faculty and lecturers are frequently promoted based on excellence in teaching.

*Teaching awards recognize demonstrated excellence.* Teaching excellence is recognized frequently through awards made at the departmental, school, campus, and university-wide levels. In addition [PEAR Awards](#) annually acknowledge faculty who receive prestigious external awards from sources outside of the university (see Appendix F for recent examples of PEAR award recipients). Specific examples of teaching recognition awards from IUPUI, IUPUC and Indiana University are described below:

- IUPUI annually recognizes outstanding teaching through campus level awards in the following areas: Excellence in Teaching, Excellence in Multicultural Teaching, and the Bynum Award for Mentoring. In addition, each school provides Trustees Teaching Awards to both full-time and part-time faculty.
- IUPUC faculty awards serve as encouragement to faculty to continue outstanding work. The awards recognize recent achievement while simultaneously pointing to future aspirations and honor faculty who epitomize the highest levels of excellence in pursuit of IUPUC's mission. Ideally, each award goes to a candidate whose contributions are widely recognized both locally on campus and nationally/internationally. Approximately \$7000 is budgeted annually for the Jacqueline D. Franz Excellence in Teaching Award (for part time instructors), Outstanding Faculty Research, Scholarship and Creative Activity Award, Outstanding Faculty Teaching Award, and Outstanding Faculty Service Award.
- Indiana University also confers a number of important teaching awards including the President's Award for Distinguished Teaching, the Lieber Associate Instructor Award, the Part-time Teaching Award, and the Thomas Ehrlich Award for Service Learning. Our faculty compete successfully for these Indiana University-level teaching Awards. Recent IUPUI recipients include: Lisa McGuire (Social Work – for service learning 2009), Karen Yoder (Dentistry – for service learning 2008), Anne Belcher (Nursing – for service learning 2006), and Mary Fisher (Nursing – President's Award).

Each year, several IUPUI faculty are inducted into [FACET](#), Indiana University's multi-campus teaching academy. Faculty may be nominated to FACET after completing 5 years of teaching at Indiana University. Nominees submit comprehensive dossiers that document evidence of teaching excellence, scholarship of teaching, and reflective practice. Following a rigorous process of peer review at the campus and system-wide levels, faculty are inducted into FACET at an annual spring retreat. Over 100 IUPUI faculty members are currently members of FACET. FACET workshops and events also promote excellence in teaching. The 2011 Annual FACET Retreat theme was "To Teach is to Learn Twice: The Journey towards Excellence" and was held at the Sheraton in Indianapolis. Two additional 2011 programs were sponsored by the IUPUI FACET liaisons: "Creativity: The Science Behind Ideas and Collaboration" and "Educating for Innovation," both by Keith Sawyer. FACET also publishes the Journal of the Scholarship of Teaching and Learning (JoSoTL) from the IUPUI campus. This international on-line journal was founded in 2001 as a forum for the dissemination of scholarship related to teaching and learning.

*Faculty survey outcomes related to rewards and recognition of teaching.* Every few years, faculty at IUPUI are surveyed on a variety of issues related to their professional activities. Just over half of faculty have reported being 'satisfied' or 'very satisfied' with the rewards and recognition for teaching at IUPUI. The table below depicts trends related to this question across the last three faculty surveys.

**IUPUI Faculty Satisfaction with Teaching Rewards and Recognition (Percentages over Time)**

Year	N	Very Satisfied	Satisfied	Total
2002	742	8%	47%	55%
2005	956	9%	44%	53%
2009	347	11.2%	44.1%	55.3%

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

IUPUI has emerged as a national leader in the creation of effective learning environments. This is particularly significant, given that very little infrastructure for supporting student learning outside of the classroom was available 20 years ago as schools were continuing to relocate to the downtown campus from sites distributed across the metropolitan Indianapolis region. Throughout campus, considerable attention and resources have been devoted to improving the physical environment for learning through collaboration and innovation. The founding of the [IUPUI Honors College](#) in space remodeled within the University Library provides an excellent example of how innovative environments for promoting student learning can be creatively engineered from existing space. We've also continued to improve and innovate in the first-year experience and have further enhanced support systems for at-risk, under-represented, and international students. It is particularly significant that we've continually refined these programs and added new initiatives based on rigorous assessment and evaluation.

## The Physical Environment for Learning

*Learning Spaces Initiative.* The Learning Environments Grants (LEG) initiative supports the creation of innovative, engaging, formal and informal learning environments that meet the needs of both faculty and students. Traditional spaces may be renovated (e.g., standard classrooms could be converted to SCALE-UP, or ‘upside-down’ classrooms, or a conference room could be repurposed as a resource center for peer mentoring), or an underutilized corner of a hallway might be converted to an inviting collaborative learning space replete with technology to support networking and digital media. A committee meets once a month throughout each academic year to make funding decisions and is composed of faculty and staff from all relevant units of the university. Importantly, proposals for new spaces are evaluated principally upon the basis of their potential impact on student learning, and the number of students who will likely be impacted by the project. Applicants are challenged to articulate how proposed projects will enable new, critical academic experiences for faculty and students. The LEG initiative has transformed underutilized space into cutting-edge, collaborative learning areas that are bound only by the creative energies of the faculty and staff who receive the awards. A list of projects funded in the last several years is provided in Appendix G. Examples can also be viewed for the [Kelley School of Business Learning Spaces](#).

*Student Residences.* Student Life has led several major construction initiatives that have dramatically improved the physical environment for co-curricular learning at IUPUI. For example, the development of the student residences on the west side of the campus in 2003 has enabled IUPUI to create a cadre of residential students. In 2002, the campus housed just 300 students in Ball Residence Hall. Today, we have capacity for 1,156 students to live on campus, including Ball, the Townhouses, and the Campus Apartments at the Riverwalk. Since 2009, we have also provided overflow housing for 300 students at Park Place, across the White River from the main campus. Park Place is fully supported by Housing and Residence Life, a unit of the Division of Student Life. Residential students tend to form closer social connections than commuter students, can more easily join together in study groups, and are more likely to be engaged in student organizations, providing a stable core of members for these groups that in turn enables them to attract commuter students as ongoing members.

Living on campus also may be associated with better student retention and success. Of all beginning students living on campus in Fall 2010, 80% were retained at IUPUI in Fall, 2011. Students living on-campus have significantly higher fall semester and cumulative first-year GPAs compared to students living off-campus, even after accounting for academic preparation and gender, as denoted in Appendix H. Although students self-select into campus housing and the possibility of selection bias prevents us from concluding that living on campus *caused* students to have higher GPAs, living on campus may provide students more opportunities for academic and social integration compared to students who commute from off-campus locations. Additionally, as we have increased our capacity to provide on-campus housing we have been able to respond to the needs of a more diverse student body, such as international students, out-of-state students, and high-ability students recruited through the Honors College.

*IUPUI Campus Center.* The creation of the IUPUI Campus Center represents the shift from IUPUI as a commuter campus built primarily around professional schools to a full-fledged urban campus with a dynamic hub that supports student involvement and co-curricular learning. In



2008 the IUPUI Campus Center was opened to the campus community after many years of planning and fundraising led by the Division of Student Life. The Campus Center provides a campus “home” for both residential and commuter students and has contributed substantially to the success of efforts to engage students in co-curricular learning opportunities. Strategically located in the middle of the campus, the Campus Center offers informal spaces for eating, studying, meeting, and socializing. Student organizations registered with the Office of Student Involvement, a unit of Student Life, are entitled to reserve meeting space in the Campus Center and can apply for office space. Major events, such as visits to campus by candidates for public office, take place in the Campus Center, which also brings together in one physical location the major student services functions, the campus bookstore, and a credit union, among others. All of these services and functions help to make the Campus Center a bustling hub of activity and a popular area for students to study, socialize and relax before, between, and after their classes. A 250-seat theater will open in Spring, 2012 and will serve as a much-needed center for the performing arts at IUPUI.

*The Academic Resource Center at IUPUC.* The Academic Resource Center (ARC) in Columbus is a collaborative tutoring space created to support IUPUC, Ivy Tech Columbus, and Purdue University College of Technology students. A shared staffing plan involves faculty and student tutors from all three institutions. Collaborating in this manner provides expanded hours and services to support student tutoring needs. IUPUC budgets \$35,000 annually to support the ARC. The ARC is located in the Columbus Learning Center, where the number of computers located in quiet learning spaces has been increased based on a library user survey and usage patterns throughout the learning center.

*Supporting Student Learning Outside the Classroom and Through Learning Technologies.* In recent years, much attention has been given to the support of student learning outside of the classroom, or through innovative learning technologies. Some representative examples are listed below:

- The [RISE to the IUPUI Challenge](#) initiative was developed to engage students more deeply in their learning through high impact practices associated with undergraduate research, international experiences, service learning, and other forms of experiential learning. Each undergraduate student is challenged to include at least two of the four RISE experiences into their degree programs, and completion of these experiences is noted on students’ transcripts. The RISE to the IUPUI Challenge initiative builds on IUPUI’s long tradition and commitment to experiential learning. Each RISE category incorporates qualified experiences, integration of knowledge, reflection, and assessment, and will be documented on students’ transcripts. The IUPUI undergraduate educational experience is distinctive because it intentionally uses experiential learning to prepare students for graduate school, careers, and citizenship. It provides skills, knowledge, and experiences that are highly prized by employers and establishes the foundation for future leaders.

Data maintained by the Registrar’s Office (summarized below) suggest that experiential learning opportunities (e.g., clinical experiences, internships and practica) are most widely selected by students as RISE options. In most schools, students evaluate the effectiveness of clinical and experiential sites and their preceptors and this information is

used to determine future use of those experiences. IUPUI is challenged to help expand students' participation in international experiences. Though the number of students studying abroad has doubled in the last ten years to an estimated 400 students for 2011, there is considerable room for continued improvement. The addition of RISE scholarships (described in Chapter 4) and increased emphasis on international partnerships for the University and campus should be helpful mechanisms for continuous improvement. Study abroad participation data is tracked centrally on the [IUPUI website](#).

## IUPUI Students with at least One RISE Course

Student's School	Fall		Fall Total	Spring		Spring Total	Summer		Summer Total	Grand Total
	2009	2010		2010	2011		2010	2011		
Herron School of Art and Design	136	198	334	208	352	560	46	40	86	980
Kelley School of Business	245	303	548	47	45	92	32	37	69	709
Public & Environmental Affairs	147	106	253	131	80	211	15	6	21	485
Purdue School of Engineering	66	76	142	105	93	198	6	8	14	354
Purdue School of Science	226	234	460	286	384	670	41	57	98	1,228
Purdue School of Technology	168	144	312	235	233	468	40	55	95	875
Sch of Health & Rehab Sciences		2	2		2	2				4
School of Continuing Studies	59	89	148	116	88	204	11	17	28	380
School of Dentistry		1	1		1	1				2
School of Education	501	556	1,057	538	600	1,138	33	23	56	2,251
School of Informatics	212	245	457	234	218	452	58	26	84	993
School of Journalism	121	126	247	127	116	243	2	1	3	493
School of Liberal Arts	362	374	736	423	409	832	64	65	129	1,697
School of Medicine	214	249	463	247	237	484	1	5	6	953
School of Nursing	763	730	1,493	764	708	1,472	260	254	514	3,479
School of Phys Ed & Tourism Mgt	370	449	819	459	450	909	16	72	88	1,816
School of Social Work	62	68	130	79	97	176		12	12	318
University College	488	727	1,215	580	634	1,214	113	123	236	2,665
<b>Grand Total</b>	<b>4,140</b>	<b>4,677</b>	<b>8,817</b>	<b>4,579</b>	<b>4,747</b>	<b>9,326</b>	<b>738</b>	<b>801</b>	<b>1,539</b>	<b>19,682</b>

### Student Participation in RISE<sup>1</sup> Experiences<sup>2</sup>

Forty-one percent of senior respondents in 2010 indicated that they had participated in a practicum, internship, field experience, or clinical assignment, a decrease from 2009. About 56 percent of first-year respondents and 64 percent of seniors in 2010 indicated they had participated in community service or volunteer work. Less than one out of ten seniors respondents in 2010 indicated that they had studied abroad.

		2004a	2006a	2009a	2010b
Practicum, internship, field experience, co-op experience, or clinical assignment	First-Year	2%	9%	6%	6%
	Seniors	37%	42%	46%	41%
Community service or volunteer work	First-Year	39%	47%	44%	56%
	Seniors	43%	52%	59%	64%
Work on a research project with a faculty member outside of course or program requirements	First-Year	3%	7%	7%	6%
	Seniors	12%	16%	18%	14%
Study abroad	First-Year	3%	3%	3%	1%
	Seniors	6%	8%	10%	7%

<sup>1</sup>Research, International experience, Service Learning and other Experiential Learning

<sup>2</sup>Percents of students indicating they had done the activity. Percents are weighted by Gender and Enrollment status

a: Source= National Survey of Student Engagement

b: Source= Student Satisfaction and Priorities Survey

- IUPUI faculty employ, when appropriate, new technologies that enhance effective learning environments for students. At IUPUI, students are required to use electronic media (Listservs, chat group, Oncourse, Internet, etc.) to complete assignments. An institutional strength at IUPUI is our connectivity using UITs resources. A host of programming and support services is available to students, staff, and faculty to keep them up to date with the latest technology. Many students communicate with their professors by e-mail and Oncourse communication as well as Facebook and other social media. It is a basic expectation that students will use computers for academic work.
- Simulation as a technique for teaching and assessment of clinical skills is at the forefront in *The Resource Center for Innovation in Clinical Nursing Education (RCICNE)*. The RCICNE includes 10 basic skills cubicles, 6 physical assessment exam rooms, 4 simulation rooms with complete audio and video capturing capabilities, 4 debriefing rooms, 2 small computer labs, and 1 state-of-the art 50-seat classroom. Simulation equipment includes one SimMan 3G, one SimMan, one VitalSim child, one VitalSim baby, three VitalSim adults, one Noelle, and four static manikins. The RCICNE also maintains a small library containing approximately 160 nursing reference books, 423 videotapes/DVDs (some also available via the Internet), over 72 computer programs (30 computer assisted instruction, 42 productivity tools), 93 case studies available over the Internet, and many research materials. IUSON, along with IU School of Medicine and IU Health have partnered to build and operate the Indiana University/IU Health Interdisciplinary Simulated Learning Center. The 30,000-square-foot facility opened in fall 2009 and features 10 physical assessment exam rooms; a 6-bed virtual hospital including an obstetric room with newborn area, a simulated surgical suite, an emergency room, a vascular flex room, an intensive care suite, and a transport room with an ambulance; classrooms; debriefing areas; and computer access. All areas are fully equipped with audio and video capturing capabilities.
- IUPUI employs advanced classroom instructional technology. IUPUI is one of the campuses at IU that most integrates the Oncourse course management system into its instruction. In addition, our students connect with classrooms around the world using our state-of-the-art Global Classroom. UITs evaluation of collaborative classrooms. IT support (STEPS classes, HELP desk, Knowledge Base, Lynda) is fully integrated into the campus. The Center for Teaching and Learning (CTL) also provides support for faculty use of these technologies in their teaching. Clicker technology is employed in many programs to increase student interaction in the classroom. Adobe Connect is used widely for web-conferencing and video lectures, including in our international classroom.
- IUPUI has grown its online program options at the graduate and professional school levels. The IUSON at IUPUI has the only Ph.D. in nursing program in the state. Its distance-accessible option (initiated 2003-04) consistently documents above average outcomes (Broome, M. Halstead, J., Pesut, D., Boland, D. & Rawl, S., 2011, Evaluating the outcomes of a distance accessible Ph.D. program. *Journal of Professional Nursing*). Currently, 56 students are in the program, with a new cohort of 10 who began in summer 2011. Approximately 70% (46) live in-state and 5% (3) are international students. The

Adult Clinical Nurse Specialist Program received \$750,000 of funding over three years to develop an on-line version of the program and expand access to nurses throughout the state. In addition, the school received a Health Resources Service Administration (HRSA) grant of \$712,000 for three years of funding for Advanced Nursing Education with a focus on psychiatric/mental health...another program that is distance-accessible (2008). Finally, the School of Public and Environmental Affairs (SPEA) offers two online graduate certificates, the Public Management Certificate and the Nonprofit Management Certificate.

It is notable, given these developments, that the vast majority of faculty are satisfied or very satisfied with the level of technology support for enhancing teaching and learning.

**Faculty Survey Results Related to Technology Support (2009)**  
**The Faculty Work Environment**

	N <sup>^</sup>	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Mean <sup>a</sup>
<i>Percentages</i>							
Technology support for teaching	354	27.7	47.5	13.3	7.6	4.0	3.87
Technology support for research and scholarly activity	337	19.6	46.3	21.7	8.3	4.2	3.69
Technology support for students taking classes	344	22.7	49.1	16.9	7.3	4.1	3.79
Technology support for administrative activities	305	19.3	43.3	26.6	8.2	2.6	3.69

<sup>a</sup> Scale: 5= "Very Satisfied", 4= "Satisfied", 3= "Neutral", 2= "Dissatisfied", 1= "Very Dissatisfied"

<sup>^</sup>Excludes those who marked "Not Applicable"

### University College and the First-Year Experience

University College exemplifies "Excellence through Collaboration and Innovation" in the environments for learning that it has cultivated. University College administrators, faculty, staff, and students are committed to developing systematic processes for collectively examining assessment information and taking actions designed to improve instruction, the curriculum, programs, student support services, and policies. University College leaders believe that fundamental institutional change and continuous improvement are more fully realized by sharing critical outcomes and actively discussing the processes that create the outcomes. As one example, the Bepko Learning Center is positioned in the center of University College, and serves as a hub for peer mentoring support and tutoring aligned with many gateway courses. Staffing is managed by University College employees, who oversee the training of 70-90 peer mentors per

semester. A variety of mentoring programs provide support to several thousand undergraduates each year, and the annual [IUPUI National Mentoring Symposium](#) hosted by the Bepko Learning Center permits the sharing of best practices in peer mentoring on a national stage. The Bepko Learning Center provides an [Annual Report](#) that summarizes its many activities. The following section highlights some critical data-driven first-year changes implemented based on assessment results.

*First Year Seminar Template and Instructional Teams.* First-year Seminars (FYS) are required of entering students by all undergraduate schools and may be taught either through University College or through specific departments. They facilitate student transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The courses are taught by an instructional team, including a faculty member who sets academic goals and is the team leader; a student mentor who serves as a role model and peer guide to the college experience; a librarian who introduces library resources and literacy information; and an academic advisor who provides information on academic policies and procedures and works with students to begin academic planning, major and career decision-making. University College has sponsored extensive qualitative assessment of its First-Year Seminar courses employing interviews with both faculty and students as well as quantitative investigations. Examples of recent analyses may be found on the [First Year Seminar website](#). A brief summary of student learning outcomes associated with the First Year Seminars is provided in Appendix I.

A unified curriculum and standard set of learning outcomes is supported across various types of first year seminars through the [First-Year Seminar Template](#), which specifies student learning objectives, curriculum components, and intended learning outcomes for instructional teams. The Template has been revised based on evaluation findings. Individualized feedback based on student anonymous end-of-course questionnaires is provided for instructors and used to make improvements in instruction and classroom activities. For example, a recent emphasis on the PUL corresponding to Critical Thinking was added to the Template and assessed through faculty ratings of student' level of mastery of critical thinking skills. Due to the positive assessment results indicating that seminar students have higher retention rates and academic performance levels compared to non-participants, the program has expanded substantially over the years. Approximately 91% of first-year students now participate in a First-Year Seminar.

*Themed Learning Communities.* [Themed Learning Communities](#) (or TLCs) are expanded learning communities that link a first year seminar together with two or more first-year courses and center on an integrative theme. TLCs provide a structured first-year semester learning environment where students can easily develop a strong sense of community and see connections across disciplines. Students in each TLC enroll as a cohort in the same linked courses selected by academic units. In TLCs, instructors collaborate in advance to choose a theme and develop coordinated learning experiences. Examples of themes may be found [here](#), and are limited only by the creativity of the faculty collaborators. TLCs connected with the helping professions or that pertain to issues of social justice frequently include a service learning component, which provides an additional 'high impact practice' to foster student success. It is particularly noteworthy that in the last several years, IUPUI has been recognized repeatedly by *US News and World Report* as a leader in learning communities and the first year experience. Student retention

outcomes associated with Themed Learning Communities have been quite positive, and are summarized [online](#) and briefly in Appendix I.

*The Role of Advising in the FYS and Beyond.* In addition to playing a critical role on the instructional team for first-year seminars, academic and career advisors enhance undergraduate student learning across all academic units at IUPUI and IUPUC. In the first-year seminar, advisors assist in course planning and lead class sessions on time management, stress management, learning styles, study skills, and selecting a major, typically using the ePDP (electronic Personal Development Planner) as a pedagogical support. Advisors also play a critical role in identifying and supporting students that exhibit high risk behaviors and they make referrals for students with specific concerns relating to financial aid, mentoring, academic skills (e.g., writing, mathematics), or mental health. Advisors meet individually with all students enrolled in the first year seminar to review progress and to engage in academic planning for subsequent semesters. Continuity of support is ensured as advisors remain the ‘assigned advisor’ for each student until the student moves from University College into a degree-granting program. Student learning outcomes associated with academic advising in the first-year seminar are listed in Appendix K.

Students generally find advising to be one of the most positive aspects of the first year seminar. Overall longitudinal findings show that students rate advising notably more positively than other aspects of the course. For example, at least 71% of respondents are very satisfied or satisfied with the overall process of registering for classes or getting information about major requirements. More detailed information can be found in the [2011 Campus Advising Survey Report](#).

At IUPUC, academic advisors are key partners in creating supportive learning environments for students. Whether advisors work within a professional program, within University College, or with students who will transfer to programs to be completed at IUPUI, the underlying mission is the same: to partner with students, faculty, staff, departments and administrators to empower students in developing and implementing individualized plans for academic success and personal and career development. In 2008, IUPUC academic advisors formed a professional group to regularly share information, to advocate for changes in policies and procedures for the benefit of students, and to function cohesively across campus. In 2011 the same group joined IUPUI’s Jaguar Academic Advising Association (JACADA), a division of the National Academic Advising Association (NACADA).

*Summer Academy Bridge Program.* The Summer Academy Bridge program was developed and implemented to address the transitional needs of incoming students and to help to support their academic and social integration as IUPUI students. “Summer Bridge” is held in August before fall classes begin. Students are divided into groups of 25 based on their interest in pursuing a particular major or in exploring various major options. Bridge is taught by an instructional team consisting of a faculty member, academic advisor, student mentor, and librarian. Participants establish networks for success with their instructional team; make friends with other freshmen; learn to handle college level expectations for reading and writing; receive individualized support for math; begin connecting with a school and major; become acquainted with the campus; and gain experience in using instructional technology. A summary of learning outcomes associated



with Summer Bridge is presented in Appendix J and evaluation reports associated with the program are located on the University College [Office of Research, Planning, and Evaluation website](#).

*Summer Success Academy.* The [IUPUI Summer Success Academy](#) was implemented in 2007 to address the academic and learning needs of at-risk conditionally admitted students. It began as a summer preparatory program in mathematics, as part of IUPUI's commitment to enhancing student success. The 2009-2010 Summer Success Academy (SSA) assessment results were used to make substantial improvements in the 2011 program to ensure that student work is academically integrated. The faculty members provided more rigorous math and writing instruction as well as more time-on-task in these areas. Writing was included for all students who participated to help prepare them for W130 or W131. University College provided a special project for all participants. The students learned about the Principles of Undergraduate Learning and the RISE challenge and presented posters that applied this learning at the final program. In 2012, the University College component will be adopted and led by staff associated with the Division of Student Life. As it enters its fifth year, the Summer Success Academy has been shown to provide students who completed the program with the support necessary to succeed during the first year. Evaluations of the Summer Success Academy are posted on the University College [Office of Research, Planning, and Evaluation website](#).

IUPUC began a similar program in 2010 (entitled, *Summer Bridge*) with elective student participation, moving to required participation for conditionally admitted students in 2011. The Sophomore Mentoring program was subsequently developed by the IUPUC Retention and Graduation Taskforce to supplement the Summer Bridge program. This program offers additional supports to sophomores with a cumulative GPA between 1.5 and 2.5. The program pairs mentees with a successful upper-class mentor as well as faculty/staff coaches, and represents a creative expansion of the Summer Success Academy model.

*Assessment and improvement of Learning Environments Associated with the First Year Experience.* In University College, assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services. Programs are monitored continuously and assessed through rigorous mixed-methods analyses. The [Office of Research, Planning, and Evaluation](#) traditionally had monitored retention and success metrics for the cohort of first-time full-time beginning students at IUPUI, but very recently has broadened its focus to analyze the performance of *all* beginning students at IUPUI – including transfer students and part-time students. This shift reflects IUPUI's increasing focus on supporting undergraduate students' timely degree completion against a backdrop of national and state-wide emphases on increasing the percentage of adults holding quality postsecondary degrees. Retention rates are tracked annually and calculated in discrete ways in order to support appropriate comparisons with peer institutions over time (see example, below).

#### One-Year Retention Rate (Fall-to-Fall) First-Time, Full-time Beginners

One-Year Retention Rate by Type	2009-2010	2010-2011
IUPUI* (includes all degree seeking – Bachelors, Associates, Certificates)	73.4%	71.3%
IUPUI* (includes only Bachelor degree seeking)	73.8%	71.8%
IUPUI Indianapolis (includes all degree seeking – Bachelors, Associates, Certificates)	75%	72.9%
IUPUI Indianapolis (includes only Bachelor degree seeking)	75%	74%

\* IUPUI official always includes Columbus

As an example of continuous improvement in the first year experience, the structure of Themed Learning Communities is routinely evaluated and adjusted in light of assessment findings. For example, several changes were implemented in math-focused learning community classes in 2010 based on research findings from a study conducted during 2007-2009. The math-focused learning community classes began to meet one day a week for one hour and fifty minutes in fall 2010, instead of the previous time span of one hour and 15 minutes. With this extended time of thirty-five minutes, the math faculty members can incorporate more mathematics problem solving (time on task) into the curriculum, along with collaborative learning.

### Creating Environments that Support the Success of All Students

IUPUI and IUPUC have invested considerable resources in the creation of learning environments that specifically target particular cohorts of students. We first provide an overview of campus diversity initiatives that relate to the support of student learning. We then describe specific examples of learning environments developed to align with a range of student cohorts.

*Institutional Commitment to Diversity.* IUPUI is committed to promoting an environment that respects and celebrates diversity. The IUPUI website features the [IUPUI Diversity Vision](#) and serves as a repository for documents associated with the campus diversity mission and goals. Every effort is made to recruit and retain a diverse student population and special emphasis has been placed on increasing the number of international students attending IUPUI. In first year seminars, students are required to have serious conversations with students who differ from them in terms of religious beliefs, political orientations, or personal values; to work with classmates on projects during class and outside class to prepare class assignments. Co-curricular activities (campus organizations, student government, intramural sports, campus events and activities, etc.) provide additional opportunities for students to interact meaningfully with others from diverse backgrounds. In a recent student survey, more than six of ten student respondents reported that they very effectively work with people of different races, ethnicities, and religions or respect the views of people who see differently than they do.

At IUPUI, the [Office of Diversity, Equity, and Inclusion](#) is overseen by an Assistant Chancellor for Diversity, Equity and inclusion and helps to coordinate activities associated with [Adaptive Educational Services](#) and the [Multicultural Success Center](#). The addition of an Office of Diversity, Equity, and Inclusion and a number of faculty and staff positions held by persons from multicultural backgrounds has contributed to the increasingly “warmer climate” that diverse students find on campus. The Multicultural Success Center is a relatively new entity at IUPUI,

with the formal space dedicated in fall 2010. It serves as a campus hub for academic and social supports for students from diverse groups.

The [2012 Diversity Report](#) provides an update on a variety of performance criteria related to the diversity of the student body. It is significant that the percent of underrepresented minority students in the fall 2011 incoming freshman class increased to 16%, which was higher than the percent of underrepresented minority college-going high school graduates in Indiana, and equal to the percent of underrepresented minority test takers in the service region. The percent of underrepresented minority transfer students in fall 2011 increased to 19% of all new transfer students, which constitutes an all-time high. While gains have been made in terms of diversity recruitment, we must continue to improve with regard to retaining and graduating students from diverse groups, as well as ensuring that diversity themes are reflected in the curriculum and the co-curriculum.

The IUPUC Strategic Plan recognizes the need to promote a welcoming campus that thrives on the diversity of faculty, staff, students, academic programs and experiences. Among the chief goals of this plan is to maintain “a sense of campus community that welcomes the personal and intellectual growth of its students, faculty, and staff by demanding critical thinking and creative expression, cross-disciplinary collaboration, civic engagement, student-directed leadership and creative development activities.” To meet this goal, the IUPUC Diversity Council encourages a campus environment supportive of all individuals and groups. Ongoing diversity initiatives include but are not limited to: the IUPUC Excellence in Diversity Award, Adaptive Education Services, and cultural immersion projects.

Instructional teams in First-Year Seminars at IUPUI have integrated diversity into the curriculum. During fall 2010, 451 students completed the University College first-year seminar end-of-course questionnaire and responded to questions designed to assess their perceptions of environmental diversity (encouragement of diverse perspectives and fostering a learning environment that supports diversity) and contextual diversity (all differences should be understood, respected, and valued). The statements below categorize students who responded at high levels on the Likert-type scales (4 or 5 out of a 5-point scale with 5 indicating a “great deal”):

- 54% of the students indicated that they developed a high appreciation of social and cultural diversity.
- 60% reported high levels of discussing ideas with students with different views than their own.
- 63% reported that instructional team members were highly committed to promoting an environment that respects and celebrates diversity.
- 66% reported that there was a high level of activities and classroom discussions that incorporated diversity awareness and appreciation.

As a representative example, there have been significant gains in resources made available through University College for African American student programming since 2002. Two programs resulted from those resources: The Young Gifted and Black Luncheon Series directed and supported by the Black Faculty and Staff Council was opened to the campus, but

designed to meet the academic, social, and cultural needs of African American students. In conjunction with the Communication Studies Department, one University College faculty member (Dr. Regina Turner) offered a course designed specifically to address diversity as a factor in the learning process. This course was opened to all students and was granted reimbursed tuition through University College. Later, the Student African-American Brotherhood (SAAB) and the Student African-American Sisterhood (SAAS) were created to address gender-specific issues that impact learning. A formal assessment was done for the Young Gay Brotherhood (YGB) Series by a graduate student. A number of co-curricular offerings have been available to students through University College and the Office of Diversity, Equity, and Inclusion. This took the form of a number of excursions, culture-specific orientations, and culture-specific graduation celebrations that (based on student reports), made considerable contributions to student learning. The Multicultural Success Center stores a repository of student essays that attest to the impact of these experiences.

At the same time, improvements are still needed in terms of the representation of diversity in the undergraduate curriculum beyond the first year. As depicted in the Table below, relatively few faculty report that they frequently ask students to engage in serious conversations with other students who are very different from them in terms of race, ethnicity, religion, or political beliefs. As will be discussed in Chapter 4, the Inter-group Dialogue project holds great promise for enhancing students' valuing and appreciation of diversity, as well as providing them with skills in engaging in transformative dialogue about different social identities.

**Faculty Survey 2009**  
**Frequency of Class Content and Activities**

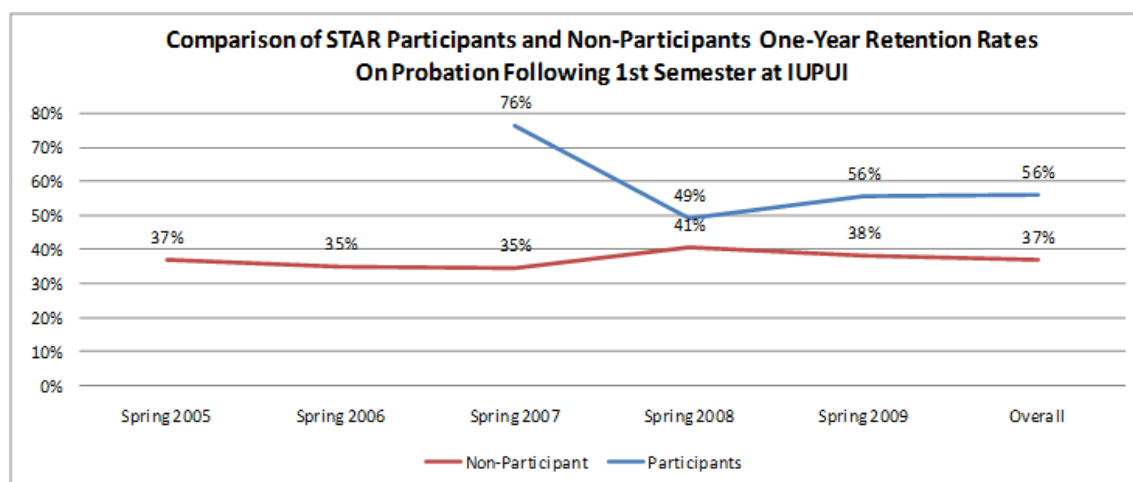
<i>In your class, how often do you:</i>	<b>N</b>	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean<sub>a</sub></b>
		<i>Percentages</i>				
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	278	38.8	28.8	18.3	14.0	2.92
Require students in your course to have serious conversations with students of a different race or ethnicity than their own	276	15.6	18.5	23.2	42.8	2.07
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	273	18.7	15.0	22.7	43.6	2.09

(Responses on 4 point scale with 1= never to 4= very often)

IUPUI has made a concerted effort to improve diversity within all graduate programs, but especially within the Ph.D. programs, because this pool of highly trained students will supply the next generation of faculty members and scholars who will bring their unique perspectives into graduate education. An example of these efforts is the [Bridges to the Doctorate](#) program, jointly sponsored by the Department of Microbiology & Immunology and the IUPUI Graduate Office. In place since 2003, the program has had an impact on diversity within the Ph.D. programs in the School of Medicine. A recent evaluation of guidelines for formative graduate assessment (Friedrich-Nel, MacKinnon, & Queener, 2011) provides a review of practice across doctoral programs at IUPUI. The study concluded that by combining programming for students at various levels, synergistic results seem to be obtained in that students gain mentoring from those just above their experience level and give mentoring to those just below. This multi-tiered mentoring, coupled with programming designed to enhance student success at each stage of progression, has had a positive impact on the number of enrolled minority Ph.D. students and on student success.

*Supporting At-risk Students.* Intrusive advising practices with high risk populations succeed at IUPUI. Interventions typically include: financial support, proactive and academically focused mentoring, meetings and workshops focused on academic success, career development and personal growth, community service and engagement. For example, the [Nina Mason Pulliam Legacy Scholars Program](#) currently has 36 scholars participating. Scholars must be from one of three at-risk groups: 1) low income students from the child welfare system; 2) students with physical disabilities, and 3) adult students with dependents. Currently the average GPA of Nina Scholars is 3.04. Over the last seven years, 94% of Nina Scholars have been retained through the 2<sup>nd</sup> year, and since its inception, 83% have graduated or are currently enrolled. Of the 36 graduates, 15 have advanced degrees, are in graduate school, or have been accepted to graduate school. One Nina Scholar is a doctoral student preparing for qualifying examinations. The distinguishing feature of this program is intrusive advising coupled with holistic support intended to foster resilience and motivate students to set and achieve ambitious academic goals.

Each semester the Office of Academic and Career Development requires students on first-time academic probation to participate in the [Students Taking Academic Responsibility \(STAR\)](#) Program—a free, once-a-week, 10-week intensive mentoring program for University College students in academic difficulty. STAR provides a mentor to support students as they work to get back to good academic standing. Mentors assist students with becoming more focused by working together to address challenges, improve strengths, and connect to the various resources on campus that can help them reach their academic and career goals. A combination of students and professional staff from across campus volunteer each semester to be mentors for the STAR Program. The figure below outlines the outcomes of this program for the 220 students who have participated to date. It is clear that students engaged in the STAR program consistently exhibit higher retention rates than students who do not engage in the program



*IU FLAGS (Fostering Learning, Graduation, and Success).* In support of campus efforts to increase student retention and 4-year graduation, all faculty teaching undergraduate students are asked to provide feedback early and often on student attendance and class performance. Beginning in fall 2011, this feedback from the faculty is being accomplished online via the IU FLAGS(Fostering Learning, Achievement, and Graduation) early alert system. Feedback from the faculty using these rosters allows for quick and intentional intervention with those students who may need assistance. Faculty feedback is then shared with advisors and with student support centers so that students may be contacted and directed to the relevant support center. Midway through the first semester of implementation, 969 undergraduates (enrolled primarily in gateway courses) had been flagged to seek mentoring or tutoring support through the Bepko Learning Center. The intent of the FLAG early alert system is for specific school officials to have valuable, timely data in hand so intervention may take place to assist our students toward the ultimate goal --- their graduation and continued future learning and success. IU FLAGS was broadened to include all undergraduate courses at IUPUI in spring, 2012. Success of this program will continue to be monitored centrally through Indiana University's Associate Vice President for University Planning, Institutional Research, and Accountability.

*International Students.* IUPUI continuously assesses the international student experience both internally and through externally conducted surveys and tracking of international student retention, graduation rates, and GPA performance. For example, the 2009 International Student Barometer survey conducted worldwide by the i-Graduate organization revealed room for more supportive welcome services for international students. These services have since been restructured, with particular attention to a coordinated communication stream, providing strategically timed information needed by international students to prepare for their transition and adjustment to a new living environment. Additionally, the International Peer Mentoring Program has been enhanced to facilitate stronger engagement between continuing and new students, enhancing the learning environment. The 2010 International Student Barometer results showed a strong increase in new international student satisfaction with their arrival experience and transition into the campus learning environment – reflecting an increase from 87% to 94% satisfaction with the arrival experience expressed by new students.



*Transfer Students from Ivy Tech Community College.* Facilitating the successful transfer of students from the Ivy Tech Community College system is an institutional priority at both IUPUI and IUPUC. At IUPUI, the [Passport Program](#) is a collaboration between Ivy Tech Community College and IUPUI that supports access to all levels of higher education for people in Central Indiana. The program encourages and assists faculty from both institutions in developing course and program articulation agreements. It currently includes 25 collaborative Associate-to- Bachelor degree options and articulations with eight liberal arts and social sciences degrees offered by Vincennes University (as part of the Community College of Indiana) at the Ivy Tech-Community College campus in Indianapolis.

As depicted in the Table below, the number of students entering IUPUI from Ivy Tech Central Indiana has increased dramatically over the past 10 years. In 2011-2012, the Passport Program is serving approximately 1,300 students. Passport works with student services offices to assure that students are informed of transfer opportunities and receive academic advising that helps them make a smooth transition between the community college and IUPUI. Passport also coordinates shared student-life activities, a deferral-referral program to help students build their academic skills, and academic excellence scholarships for associate-degree graduates who transfer to IUPUI.

From: Porter, R. (2011). *Ivy Tech Community College Transfers to IUPUI*. Passport Program Presentation.

	Total Students	Students with Transfer Credit			
		Number	Percent	Credits Transferred	Average Credits
1993	63	12	19%	59	4.9
1994	65	18	28%	153	8.5
1995	90	59	66%	460	7.8
1996	105	61	58%	537	8.8
1997	103	62	60%	595	9.6
1998	126	88	70%	822	9.3
1999	154	117	76%	2,059	17.6
2000	177	140	79%	2,316	16.5
2001	210	177	84%	3,275	18.5
2002	231	200	87%	2,862	14.3
2003	264	247	94%	3,419	13.8
2004	363	319	88%	3,983	12.5
2005	384	314	82%	5,105	16.0
2006	527	457	87%	10,733	22.8
2007	487	443	91%	12,445	27.4
2008	488	444	91%	14,658	32.1
2009	407	390	96%	13,484	34.1
2010	519	517	100%	19,414	37.4

Note: Includes all new students who previously attended Ivy Tech-Indpls. Some transfers may have attended additional institutions.

*IUPUI Honors College.* The [IUPUI Honors College](#) was founded in 2009 and is situated within state-of-the-art learning space within the University Library. It emerged from the IUPUI Honors Program which had been based in University College. With the support of competitive recruiting scholarships for high-ability students, enrollment in the Honors College has increased dramatically in the past 3 years from fewer than 200 students to 520 students, with the goal of enrolling a stable cohort of 800 students (200 per class) by 2014. The IUPUI Honors College provides students with excellent educational experiences and opportunities that supplement, integrate, enrich, and provide depth to students' regular degree programs. Students enrolled in the Honors College can earn an Honors Notation on their transcript by completing 24 hours of honors credit. Financial support for international study experiences and undergraduate research is also available to students enrolled in the Honors College.

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

#### Introduction:

#### 1. Planning for effective teaching and learning resources

○

- By definition, the acquisition of learning resources described in the first section of Component 3D implies that budgeting priorities reflect improvements in teaching and learning as a core value of IUPUI. We also list the following large-scale projects that reflect capital improvements or creation of new organizational structures – which would not have been possible without budgetary prioritization and buy-in from faculty and administrators
- Research laboratory space has increased dramatically within the last decade. Examples include the completion of two new laboratory buildings supporting Graduate School and clinical programs within the School of Medicine within the last decade.
- A new laboratory building is scheduled to be built to support research and teaching for the Schools of Engineering & Technology and Science.
- The IUPUI Honors College has been formed in prominent renovated space in University Library.
- In 2010 IUPUC developed the Office of Student Research and allocated \$10,000 annually for student research awards.
- The Graduate School has moved to prominent renovated space in University Library.
- [Fairbanks Hall Simulation Center](#) was built and equipped.
  - 30,000 square-foot, high-fidelity simulation center jointly operated by Clarian Health and the Indiana University School of Medicine and School of Nursing
  - Fairbanks Hall, 340 W. 10th St. Indianapolis, IN - Fourth Floor
  - Advanced clinical training for IU nursing, IU medical and allied health students (the center encourages curriculum that is interdisciplinary)
  - Simulation and skills education for Clarian health care personnel, staff physicians and residents
  - To increase decision-making skills and enhance clinical reasoning
  - Ten-bed Objective Structured Clinical Exam (OSCE) Center: Simulated

surgical suite, Emergency room, Transport room with ambulance, Five-bed virtual hospital unit, One obstetric room with newborn area, Intensive care unit suite, Two-bed vascular flex area, 1000 square-foot open classroom for skill set training, Twelve-seat computer lab

- Mannequins / Simulations available: TraumaMan, Eye/Ear Sim, arterial puncture, pneumothorax, pediatric and adult intubation, tracheostomy, central line, lumbar puncture, knee aspiration
  - Additional classrooms and debriefing room
- New classroom space - A partnership of Liberal Arts, campus administration, and UITs is exploring creation of 5,300 square feet of new classroom space in the former bookstore area of Cavanaugh Hall. Functional requirements and concept designs are currently being developed.
  - The Multicultural Success Center was created to provide learning support to students from diverse groups.
  - IUPUC created a part-time position in the Office of Admissions to coordinate the Passport Program, which supports the transition of students from Ivy Tech to IUPUC. IUPUC's Department of Career Services, located within the Office of Student Services, assists in providing internships to current students. IUPUC has now dedicated \$3000 per year to support Career Point software, which will enhance identification and tracking of student employment opportunities.
  - The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. Two examples are partnerships between Student Life and Academic Affairs focused on student learning and UITs' provision of cutting-edge technological supports for teaching and learning that are delivered through the Center for Teaching and Learning.

## 2. [Library resources](#)

- [University Library](#)

The IUPUI University Library is central Indiana's premier academic research library designed to serve the needs of the electronic age. In addition to holdings of more than 650,000 volumes, subscriptions to 4,000 plus periodicals and journals, and a full range of reference materials, the library hosts more than 250 public computer stations that provide access to campus electronic resources, the catalog systems of regional academic libraries, and the Internet. The library also houses 1,700 study spaces, group study rooms, computer and general classrooms, meeting rooms, and a 100-seat multimedia auditorium.

- [Ruth Lilly Medical Library](#)

The Ruth Lilly Medical Library is located at 975 West Walnut Street in the Medical Research building. The Library collection focuses on authoritative literature in biomedical research and clinical practice. Established in 1908, the Ruth Lilly Medical Library contains more than 245,000 volumes, with current subscriptions to approximately 1900 journals.

The newly renovated space includes four computer classrooms on the second floor. Each of these rooms houses 40 computers with wireless access and video projection equipment. Study facilities open to School of Medicine

patrons are accessible 24 hours a day for the entire year. The newly renovated third floor houses the School of Medicine's team-based learning (TBL) facilities. The TBL room includes 16 student clusters each with its own computer station and flat-screen monitor. Seating for 8 is available at each cluster. ([Floor plans](#))

- [Ruth Lilly Law Library](#)

Located in Inlow Hall at the corner of New York and West streets, the Ruth Lilly Law Library is one of the largest legal research libraries in the United States, housing a collection of over 475,000 volumes (in hard copy, microform, cassettes, and other non-book media). Library holdings emphasize Anglo-American and international law materials, with modest collections for comparative law and some foreign jurisdictions. The library collection includes virtually complete holdings of federal statutory and case materials; attorney general reports and opinions; federal, regional, and state digests; all published state encyclopedias; bar association reports and proceedings; and the standard sets of encyclopedias, annotated cases, and citators. Extensive collections of legal periodicals, law and law-related treatises and textbooks, specialized law report sets, multivolume practice sets, and jury instructions complement the primary holdings.

- [Philanthropic Studies Library](#)

The programs in Philanthropic Studies are supported by the internationally acclaimed resources of the Joseph and Matthew Payton Library collection.

- [School of Dentistry Library](#)

Located in the Dental School at 1121 West Michigan Street, the IU School of Dentistry library serves as a source of dental health information for IU School of Dentistry alumni, Indiana citizens and other dental health professionals. The library holds over 57,000 volumes on dentistry, as well as, the basic sciences and selected medical specialties. It has subscriptions to nearly 600 current print journal titles. Its collection of over 26,000 books and 31,000 bound journal volumes date back to the mid-1800s and are international in scope.

- [IUPUC Library](#)

The University Library of Columbus is located in the Columbus Learning Center. The library is open an average of 13 hours Monday through Thursday, nine hours Friday and seven hours Saturday. The library contains 36,000 volumes consisting of a browsing collection, reference collection, and teaching collection. IUPUC students, staff and faculty also benefit from a wide range of electronic resources including: 85,471 e-journals and 226,846 e-books. Bibliographic access to electronic resources is attained through the library [website](#). The University Library of Columbus is foremost a teaching library and offers services supporting information retrieval, library instruction, and information literacy. Usage data of the student information commons (computer work stations within the library/CTL envelope) show that logins increased 9.4% between 2010 and 2011, with general reference queries increasing 1% per year since 2005. IUPUC budgets \$50,000 annually for acquisition of library materials to support curricula.

### 3. Technology resources

- Student Technology Center (IT 131)

The 24x7 Student Technology Center at IUPUI (IT 131) was redesigned to provide an open design with increased group collaboration space, configurable individual seating, as well as space to support mobile technology users. Sixteen new individual soft seats with laptop surfaces have been added, along with group collaboration tables with sharable flat screen displays. Three additional rooms located in the rear of IT 131 have also been redesigned and serve as reserveable group study and presentation practice rooms for students.
- Testing Center

Through a partnership with several schools, campus administration, and the IUPUI Testing Center, a comprehensive computer-based Testing Center was developed to fill the placement testing, classroom assessment, and high-stakes testing needs of the IUPUI community. The Testing Center relocated from the Union Building to a more central campus presence in BS 3000 with a fall, 2011 opening. The overall Testing Center vision includes future expansion to other locations in times of high demand and offers the potential to return significant classroom time to faculty for instruction.
- Accomplishments related to transfer of Student Technology Fee (STF) management to UITS:
  - Central management of STF funding has allowed the application of the pooled resources in ways not possible under the previous model. Several initiatives are in progress that will result in new Student Technology Centers, classroom space, and an expanded computer based testing center.
  - Significant progress has been made in updating obsolete technology and creating a larger pool of resources from which students can draw. Some of the key benefits resulting from the transition include:
  - Print management – Since the STF transition, UITS has simplified printing at IUPUI and implemented a print allocation for both undergraduates and faculty, with an allocation of 650 black and white pages per semester for undergraduates and 300 pages for faculty.
  - Removing barriers to student access to technology - Resources that were restricted to a particular discipline are now open to all students, making access more convenient and increasing utilization. IUPUI now has 54 STC locations with 917 seats that UITS manages directly. 528 workstations have been replaced. UITS also developed the “Seat Finder” application for IU Mobile (m.iu.edu) to help students find computers and open seats.
  - Homogeneous user desktop environment – Standardization of desktop environment and start menu program structure across public info-stations, instructor stations in general inventory classrooms, computer labs, and computer classroom machines provides a consistent end-user experience.
  - Broad availability of applications – Central management of instructor software requests and application licensing allows more efficient pooling of application licenses and broader availability of most applications across the campus.
  - Registrar control of scheduling – IUPUI’s Registrar now schedules 18

computer classrooms, including 14 PC classrooms and 4 Mac classrooms. Schools continue to receive priority scheduling, while opening these scarce resources to other schools, thus increasing overall utilization.

- Leveraged hardware and software purchases – Centralized purchasing of hardware and software provides increased leverage in negotiating volume pricing with discounts above the standard EDU pricing available to IU students and faculty.
- Partnered with University Library to create a Rich Media area on the 4th floor of the Library.

#### 4. Supporting effective use of technology

- The Center for Teaching and Learning provides broad support for using technology effectively in support of teaching and learning. CTL also provides grants for including technology in the classroom with the goal of improving learning. Graduate faculty have access to the same development grants and resources as do undergraduate faculty. These resources are used to convert lecture format courses to hybrid or all-online formats, among other uses. The staffing in the CTL includes 16 FTE comprising of instructional design, IT, and librarian experts.
  - There is 24/7 access to IT support through UITS HELP line (274-HELP).
  - The Oncourse course management platform is supported through an extensive system of tutorials, help menus, and technician support.
  - UITS provides a comprehensive Knowledge Base for faculty and students to explore answers to their questions.
- Columbus CTL (again, perhaps just refer to 3b), Learning Center, and Office of Information Technology
- Project [Lynda.com](http://Lynda.com)

In support of Empowering People (ITSP2) Action 26, Indiana University has established a pilot agreement with lynda.com. This agreement enables students, faculty, and staff on IU campuses to access all of lynda.com's eLearning content from August 20, 2009 to June 30, 2010. Lynda.com offers more than 730 video-based eLearning courses with a primary focus on Adobe and open source applications and technologies, multimedia and web development, and programming; courses are offered on Macintosh-specific applications as well.
- STEPS (Simplifying Technology, Enhancing Productivity and Skills) workshops are offered regularly on a wide variety of topics to enhance teaching and learning. Workshops are free for IUPUI students and offered to everyone else for a nominal fee. Ancillary training materials are available as free downloads through the UITS website.
- The Columbus Learning Center maintains classrooms, laboratories, and support services for the students of IUPUC. Opened in 2005, the CLC is the technological hub for IUPUC. The Office of Information Technology provides central access and support to all technical resources at IUPUC. New Center for Teaching and Learning staff are dedicated to promoting the innovative use of technology in student learning strategies.
- At IUPUC professional development workshops are offered at no additional cost



to students, staff and faculty through the Center for Teaching and Learning. Standard sessions include use of Illustrator and Photoshop software, workshops on efficient use of course management software, and library/bibliographic instruction sessions given by librarians. The library/CTL space includes a reserved faculty workroom for part time instructors, an innovation classroom, an electronic classroom/lab, a curriculum resource lab, 40 computer stations, 3 printers, 8 scanners, and workstations with a variety of adaptive technologies.

5. Special classroom resources

- Classroom database (currently referenced at the beginning of #1, but needs to be explained)
- Faculty can select [classroom resources](#) based on parameters that meet their preferences and needs.
- Experimental classroom space (IT 121) so faculty can experiment with learning environments designed to immerse students in a technology-rich collaborative learning environment. This new classroom features:
  - Five group collaboration tables with 5 seats per group
  - 40" Flat Panel display for each group
  - 25 laptop computers
  - Collaborative software enabling each group to share the flat panel display
  - Collaborative software enabling the instructor to display any single laptop on the public display
  - Portable whiteboards for group work
  - CopyCam System to capture/save whiteboard images
  -

6. Academic support resources

- Writing Center

The IUPUI Writing Center is based in both the University Library and in [Cavanaugh Hall](#). It is a place where students can go for help with writing assignments and projects. The UWC offers students the opportunity to work one-on-one with experienced readers and writers.
- Academic Support Centers

The Math Assistance Center (MAC), Biology Resource Center (BRC), Chemistry Resource Center (CRC), Computer Science Tutoring Center and Psychology Resource Center were developed to provide peer mentoring and tutoring to undergraduates, with particular attention paid to first-and-second year students.
- Bepko Learning Center

The [Bepko](#) Learning Center currently has 4 full-time staff (Directors), 2 shared staff, 2 graduate assistants and 158 scholars (fall and spring). As part of University College, the Bepko Learning Center's programs are based on a belief that highly successful students can play an integral role in the academic development of their peers. Collaborative learning, role modeling, peer interaction, and peer support are all components of this process. Mentoring is different from tutoring in that students are not provided with the answers to their questions but are guided in the right direction by their mentor and by collaborative interaction with other students. Through this process, students

learn valuable skills that will be beneficial to them throughout their academic careers. The Bepko Learning Center provides help to students through three different components: Academic Enrichment, Academic Mentoring, and Tutorial Support. [View](#) what goes on at the Bepko Learning Center, which is staffed by students or staff 40+ hours/week.

- Center for Adult and Lifelong Learning ([CALL](#)) serves as an integrated hub for supporting adult students, linking the Division of Continuing Studies with academic and student support units. CALL draws upon experienced staff throughout the IUPUI campus who have expertise in working successfully with adult students to revolutionize the adult education experience.
- 7. Research resources for learning
  - **There's very little on this topic now, but the Core Component seems to ask for some information.**
- 8. Clinical resources for learning
  - **There's very little on this topic now, but the Core Component seems to ask for some information.**
- 9. Evaluating and assessing effectiveness of learning resources
  - Evaluating and assessing resources for students: systematic collection of usage data and implementation of needed adjustments; undergraduate student satisfaction survey and focus groups, including plan to use 2010 survey data for future benchmarking, but explain what “transition” you’re referring to; consider adding the graduate student [survey](#) conducted in 2008. UITS survey, focus groups, and IT Ambassador Program. Discuss results; don’t refer reviewers to a web site for this important information.
  - Evaluation and assessment of resources for effective teaching: data collected by CTL; Faculty Satisfaction Survey; and anything else that’s relevant.
  - Library Resources are [reviewed](#) for utilization.
  - Utilization patterns/traffic in Bepko Learning Center are [monitored annually](#).
  - The Bepko Learning Center has been [assessed](#).
  - Resources devoted to peer tutoring, mentoring, and academic success (e.g. MAC, Writing Center, ARC at IUPUC) are regularly assessed in terms of their effectiveness.
  - Assessment of IUPUI technology environment
    - Undergraduate student satisfaction with the IUPUI technology environment is evaluated principally through satisfaction surveys and focus group discussions. The [UITS survey](#) includes a random sample of 800 undergraduates, 400 graduate students, 400 faculty, and 400 staff. These results are posted on the Web at: .
    - Undergraduate satisfaction rating from the 2010 survey will serve as the benchmark for observing trend data in the coming years. Satisfaction scores in four categories will be tracked: Student Technology Centers (STCs), software, printing, and consulting. Undergraduate rating in these categories have been generally increasing since 2007. Rating on the 2010 survey, measured on a five-point scale, with five being the most favorable, are as follows:
    - STCs: 4.30      Printing: 4.28      Software: 4.31      Consulting: 4.15

- As the 2010 survey was conducted early in the transition process, these scores do not reflect the full impact of the transition.
- Comments and anecdotal data also provide useful information. Several hundred comments and suggestions are received through the UITs survey. Additionally, in April and May 2010 the IUPUI Office of Information Management and Institutional Research interviewed students about IT resources for students. Additional feedback is received through the Student IT Ambassador Program, student liaison groups recently established at IUPUI and IUB.

### Criterion 3 Summary

IUPUI clearly provides ample evidence in support of student learning and teaching effectiveness that demonstrates that it is fulfilling its educational mission. In this final section, we summarize current strengths as well as opportunities for further growth. We are committed to employing collaboration in the future to continue our quest for excellence through innovation.

#### Current Strengths:

- IUPUI reached a major milestone in 2009-10 with the launch of a synchronized approach to campus-wide assessment of the Principles of Undergraduate Learning (PULs). This approach represents one outcome of steadily increasing attention to assessment of student learning since the 1980s. These extensive efforts have helped us to understand, not only what students are learning, but what instructional methods and interventions support student success. When we identify an opportunity for improvement, we make adjustments, such as revising the curriculum and restructuring courses. Some assessment findings have led to new or expanded student services, resulting in improved effectiveness in the ways services are provided. Promising work begun in 2009-10 will help us document student learning from co-curricular experiences as well.
- IUPUI is recognized nationally as an institution that values assessment and uses results to improve teaching, learning, student services, and institutional effectiveness. We are proud to have received the following awards:

*2008: National Consortium for Continuous Improvement in Higher Education* inaugural recognition for building a culture of evidence to improve learning at IUPUI.

*2006: Council on Higher Education Accreditation (CHEA)* award for Institutional Progress in Student Learning Outcomes ~ Implementing the Principles of Undergraduate Learning at Indiana University-Purdue University Indianapolis.

A number of graduate programs also have received noteworthy national rankings:

See - <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/>

U.S. News and World Report editors have conferred the following national rankings of professional programs.

- School of Law #79/200+
- Legal Writing # 8

#### Kelley School of Business

- Part-time MBA #11/192
- School of Nursing #12/442
- School of Social Work #26/208

#### School of Medicine

- Research #51/91

#### School of Health & Rehabilitation Science

- Occupational Therapy #39/149
- Physical Therapy #52/158

US News and World Report "Programs to Look For" includes the following rankings for IUPUI programs:

- *2011: First-Year Experience, Learning Communities, Service Learning* ([article](#))
- *2010: First-Year Experience, Learning Communities, Service Learning* ([article](#))
- 2009: First-Year Experience, Learning Communities, Service Learning, Undergraduate Research and Creative Projects ([article](#))
- 2008: First-Year Experience, Learning Communities, and Service Learning ([article](#))
- 2008: Up-and-Coming National Universities ([article](#))
- 2009: "Outstanding Student Retention Program", Educational Policy Institute ([article](#))
- Information on institutional effectiveness is shared and disseminated widely (through the Institutional Dashboard, Quick Facts, IMIR, PAII, UC, and URR). We are transparent internally and externally. <http://www.learningoutcomeassessment.org/TransparencyFramework.htm>). We have developed a site that contains all of our evidence related to the assessment of student learning and are using the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework that is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences. <http://www.planning.iupui.edu/assessment/>
- The clear delineation of milestones of progress for graduate programs is a strength, especially in that students receive formal feedback on their performance at several points along the degree path. Programs collect information on the success of students at these milestone points, review it as a faculty, and modify the programs to improve student success. Students contribute to this review and improvement process.

- The institution provides exceptional academic resources and support for enhancing student learning (e.g., CTL, technology, libraries, Bepko Learning Center, Advising, New Student Orientation, Math Assistance Center, Writing Center and University College).
- IUPUI supports professional development of faculty through several award-winning university-supported centers such as the Center for Teaching and Learning (CTL), Center for Research and Learning (CRL), Center for Service Learning (CSL), International Affairs, Faculty Appointments and Advancement (FAA), and the Office of Faculty Affairs and Professional Development (OFAPD) in the IU School of Medicine. These centers provide programming that has broad appeal such as inviting prominent speakers in a variety of fields, grants for changing courses, confidential consultations, classroom observations, administering student focus groups, promotion and tenure workshops, leadership development, etc. Speakers the CTL has recently brought to the campus include Nobel Laureates Carl Wieman and Harry Kroto; Eric Mazur of Harvard University; and James Cuno, then president of the Art Institute of Chicago and now President of the Getty Trust Fund and Museum. In 2011 Darrel Kirch, President of the American Association of Medical Colleges, visited IUPUI. CSL, CRL and OFAPD similarly have a variety of programs and services that assist the faculty to include service learning, to engage students in undergraduate research, and to engage in extensive curriculum reform. In addition, all of the centers are conveniently located for faculty to gain easy access.
- To address the needs of the Science, Technology, Engineering, and Mathematics (STEM) faculty, CTL recently hired a STEM specialist dedicated to working with departments and faculty in these fields. The Executive Director of the CTL was a program director at the National Science Foundation (NSF) before joining IUPUI in 2008 and has extensive experience in writing proposals for education grants. As a result, CTL is able to offer consultations in preparing CAREER proposals as well as proposals related to transformation of undergraduate education.
- By awarding small grants, the CTL staff support the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students.
- Assessment results inform improvements in curriculum, pedagogy, and student services at IUPUI, particularly in the variety of programs available to assist matriculating students. University College faculty and staff who administer many of those programs, have committed to the systematic evaluation of UC operations and infrastructure. There are many examples of initiatives for first-year students in which assessment feedback has been used to improve programs, including first-year seminars, gateway classes, the Summer Bridge program, the Summer Success Academy, learning communities, and themed learning communities. These programs create a supportive learning environment for the many kinds of students who matriculate at IUPUI.
- Another area of strength in the IUPUI learning environment is its support for diversity of people and opinions at the undergraduate, masters, and Ph.D. levels (2008 Graduate and Professional Student Survey, see Appendix). IUPUI opened its Office of Diversity, Equity, and Inclusion in 2008 and recruited a new Assistant Vice-Chancellor to direct it. The

Multicultural Success Center opened in 2010 in a prominent area of campus. Survey data from several areas provide evidence that IUPUI is committed to and, indeed, proud of its diverse learning environment. That commitment to diversity is further embedded and elaborated in a culture of service learning. The campus has made a strong commitment to the promotion and systematic assessment of classes designated as part of the RISE initiative.

- Many kinds of learning environments exist within IUPUI, from traditional face-to-face classrooms to simulation centers. IUPUI faculty members perceive that they have adequate technology support. IUPUI's robust information infrastructure makes available and encourages standardized assessment tools inside its Oncourse learning environment. Oncourse is used for face-to-face and online classes. UITS has won numerous awards for its educational endeavors, and the IUPUI University Library is one of the most technologically sophisticated libraries/high technology centers in North America.
- The Center for Teaching and Learning supports the production and assessment of online classes, which expand the university's offerings to individuals who, by virtue of location, work, or parental responsibilities, might not otherwise be able to participate in campus life. Simulation centers, exciting new learning environments, are valuable resources that will be assessed closely over time.
- The Division of Student Life has adopted the PULs in its co-curricular programs, services, and activities. The Division of Student Life encompasses such diverse departments as Student Rights, Responsibilities, & Conduct; Student Life and Global Engagement; Counseling & Psychological Services; Campus and Community Life; Campus Center; Housing & Residence Life; and Intramural & Recreational Sports.
- Currently we have identified intended SLOs at the end-of -program level. We have made enormous progress as we have completed curriculum mapping; schools have identified SLOs at course, department, and program levels; and we have developed a process for directly assessing the PULs. However, our next step is to develop effective methods to ensure that students are making intended gains in learning as they experience the curriculum. Although SLOs have been articulated for all programs, there is tremendous variation across schools and departments regarding the methods used to assess the SLOs as well as the development of structures and processes for communicating indirect and direct assessment results and using the results to make specific improvements in teaching and learning.
- Physical space for learning environments is limited on the IUPUI campus. Informal and formal learning spaces exist throughout campus, including the Campus Center Informal Learning Environments, the new Honors College, Democracy Plaza, and learning spaces in residence halls. These face-to-face collaborations are important and more space is needed for this purpose. The Learning Environments Committee awards several grants each year to support expansion of these spaces – see <http://ctl.iupui.edu/programs/lec.asp>



- A wealth of technological resources is available in support of teaching and learning, as well as supports for helping to ensure that they are used effectively. Additional efforts might be directed toward urging faculty and students to make full use of the suite of resources afforded through UITs, perhaps with a particular focus on orienting newer faculty, lecturers, and associate faculty. The centralization of Student Technology Fees within UITs has created stronger technological infrastructure throughout Indiana University, even though it has reduced IUPUI's ability to flexibly allocate resources in support of teaching and learning (e.g., through the development and staffing of school-based testing centers that support testing in large gateway courses and support of discipline-based technology needs).

### **Significant Challenges:**

- The PULs allow us to generate a more flexible approach to distributing general education transfer credits. However, given our institutional priority of increasing timely graduation and the threat of legislative intervention, it is paramount that IUPUI create a broad, standard process of distributing transfer credits that is respectful of disciplinary cultures while allowing as much flexibility in utilizing transfer credits as possible. Currently transfer credits are distributed at admission according to existing statewide articulation agreements (<http://www.transferin.net/index.aspx>) or handled in a case-by-case fashion in the student's school or department. A task force has begun work on this project, chaired by the Associate Vice Chancellor for Undergraduate Education/Dean of University College. It is anticipated that by Summer 2012, a revision of general education requirements that integrates the PULs into the courses will have been proposed to the IUPUI Faculty Council.
- To the extent feasible, resources have been directed to support teaching and learning within existing physical spaces. Yet the IUPUI campus is approaching a critical shortage of physical classroom and teaching laboratory space due to record enrollments and new program development. Additional classroom space, particularly large spaces (lecture halls and SCALE-UP classrooms supporting collaborative learning) is urgently needed and has been delayed by University administration. In response to these challenges, the campus is emphasizing the importance of engaging in flexible course scheduling (particularly on Fridays and in Summer), and utilizing off-campus sites and online learning options.

### **Moderate Challenges:**

- Currently, a campus-wide e-portfolio system has not been implemented. Although almost two dozen departments and faculty members use the e-portfolio system, this system has not been widely adopted. A campus-wide e-portfolio system would allow us to store, analyze, and reflect on student work over time. As such, it would enhance our ability to understand student learning gains as well as make recommendations for improvements in teaching and learning as an institution and at the school/department levels. Additionally, an e-portfolio system would provide opportunities for students to reflect on their learning in relation to the PULs as they experience the curriculum. A current project to use e-portfolio for the PDP will further enhance our understanding of the Sakai platform's appropriateness for the future, particularly as we evolve toward using Sakai's Open Academic Environment (OAE) as a

platform. It is particularly critical that we be mindful of faculty professional development needs as we take steps towards institutionalization.

- We have an increasing reliance on associate faculty, with insufficient support and resources for them. Based on results from the most recent faculty survey (2009), only 23% of survey respondents were satisfied or very satisfied with the “adequacy of support for part-time faculty.” Associate faculty are being supported by the CTL and the Academic Affairs office with special programming and modest support for travel to conferences. More needs to be done in this area in terms of compensation and additional programming targeted at this group. In addition, deans need to pay more attention to the development of part time faculty within their fields, supervision of their teaching by full time faculty, and evaluation of their performance.
- While there is extensive support for faculty to teach effectively, good teaching is not valued to the same extent as doing research in the disciplines as we move as a campus to a research extensive level. Junior faculty are sometimes advised by senior faculty to avoid being distracted from research by devoting too much time to teaching. This attitude may also be reflected in the evaluation of tenure documents as faculty choose excellence in research over excellence in teaching as a focus. As a result, the teaching support services offered by IUPUI are not utilized by faculty to the extent that they could be. Clearly the reward structure needs to be reexamined in order to increase the value of teaching on this campus. However, this concern is not uniform across the disciplines, departments, and schools. Some departments are much more supportive of taking on curricular and teaching reform than others. Even in the departments that are supportive, most of the burden of teaching reform seems to fall on clinical faculty, lecturers and associate faculty.
- While IUPUI supports creation of innovative informal and formal learning environments centrally through CTL awards, the grants that the CTL awards for improvement of learning environments are inadequate for needs anticipated as the campus ages. There should be funding specific to replacement of classroom furniture, and in a separate fund, learning environments funding that is meant for pedagogical improvements. An annual fund to support classroom renovations is now being considered by IUPUI’s CFO.

#### **Minor Challenges:**

- Although faculty introduce students to the PULs and SLOs in First-year Seminars, Summer Bridge, the Summer Success Academy, Themed Learning Communities, course syllabi, the course bulletin, etc, we are not very transparent in terms of communicating assessment results to families and students. The IUPUI Student PULSE survey initiative is one example of involving students in assessment that could be emulated in terms of sharing assessment results with students and families. More needs to be done.
- While there is an important and sustained effort to assess initiatives affecting matriculating (freshman) students and retaining sophomore students, it is more difficult to assess efforts at the junior and senior levels across 22 educational units. The yearly Program Review and Assessment Committee (PRAC) report, required of each unit, is available and that report is itself now being assessed for quality, with feedback going back to each unit to improve its practices. Still, it is difficult for one unit to learn of or learn from the best practices of

another. It is essential for the Council on Retention and Graduation to continue to be involved in sharing best practices related to retention across schools.

- Transfer students represent a growing number of our students. We need further assessment of the attainment of this segment of our student population and their programing needs. A task force has begun this work.

### **Appendix: Evidence that Needs to be Included for Criterion 3**

The writing team will have to work directly with IMIR to obtain originals of the reports listed below. IMIR supplied PDFs. Hence, the format could not be easily be integrated into the outline for Criterion 3.

- 1) Direct Assessment of Student Learning Reports. The most recent aggregate report on the PUL evaluation. Gary Pike presented these reports during the PRAC meeting on August 24. Please work directly with IMIR to obtain the originals of these reports so that they can be included in the self-study: ([http://www.planning.iupui.edu/assessment/SLO/PUL\\_report\\_400-level\\_all\\_schools\\_combined.pdf](http://www.planning.iupui.edu/assessment/SLO/PUL_report_400-level_all_schools_combined.pdf))
- 2) Indirect Assessment of Student Learning Reports: Continuing Student Satisfaction and Priorities Survey , NSSE, and Faculty Survey items mapped to PULs and measured over time: ([http://www.planning.iupui.edu/assessment/SLO/Indirect\\_PUL\\_Assessment\\_%28Undergraduate%20Student%20Ratings%29.pdf](http://www.planning.iupui.edu/assessment/SLO/Indirect_PUL_Assessment_%28Undergraduate%20Student%20Ratings%29.pdf)) (IUPUI Graduate and Professional Survey, 2008)
- 3) Transparency of Assessment Findings. It is important for the review team to see how we are making our assessment of student learning transparent to internal and external stakeholders. (<http://www.learningoutcomeassessment.org/TransparencyFramework.htm>).  
<http://www.planning.iupui.edu/assessment/>
- 4) Indirect evidence of effective partnerships between academic advising support units and academic units in supporting student learning - 2011 Advising Survey Summary Report and departmental reports:  
[http://imir.iupui.edu/surveys/reports/default.aspx/STU/STU\\_ADV/67/3/2011](http://imir.iupui.edu/surveys/reports/default.aspx/STU/STU_ADV/67/3/2011)

## Appendix A

### Summary Table of Faculty Ratings of Student Performance on the PULs of Major Emphasis in 400-level Courses

IUPUI Faculty Ratings of Student Performance on PULs with Major Emphasis (400 Level Courses) <sup>1</sup>

PUL – Major Emphasis	Mean <sup>3</sup>	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	783 3.24	38 4.9%	89 11.4%	302 38.6%	354 45.2%	783 100%
1B. Quantitative Skills	454 3.38	13 2.9%	50 11.0%	141 31.1%	250 55.1%	454 100%
1C. Information Resource Skills	104 3.16	7 6.7%	16 15.4%	34 32.7%	47 45.2%	104 100%
2. Critical Thinking	942 3.23	49 5.2%	94 10.0%	389 41.3%	410 43.5%	942 100%
3. Integration and Application of Knowledge	2911 3.42	79 2.7%	161 5.5%	1134 39.0%	1537 52.8%	2911 100%
4. Intellectual Depth, Breadth, and Adaptiveness	1203 3.46	24 2.0%	100 8.3%	374 31.1%	705 58.6%	1203 100%
5. Understanding Society and Culture	784 3.43	34 4.3%	77 9.8%	187 23.9%	486 62.0%	784 100%
6. Values and Ethics	445 3.44	8 1.8%	25 5.6%	175 39.3%	237 53.3%	445 100%
Total <sup>2</sup>	7626 3.38	252 3.3%	612 8.0%	2736 35.9%	4026 52.8%	7626 100%

<sup>1</sup> Includes Columbus

<sup>2</sup> Combined number of student ratings in all 400-level courses sampled in Spring 2010, Fall 2010, and Spring 2011. A student may be evaluated more than once if he or she is taking more than one 400-level course.

<sup>3</sup> Scale: 1 = "Not Effective", 2 = "Somewhat Effective", 3 = "Effective", 4 = "Very Effective"

## Appendix B

### IUPUC and IUPUI Undergraduate Student Self Ratings of Effectiveness on the Principles of Undergraduate Learning Scales.

**IUPUC Undergraduate Student Self Ratings of Effectiveness  
on the Principles of Undergraduate Learning Scales**

School	Written, Oral & Visual Skills	Quantitative Skills	Information Resources and Technology Skills	Critical Thinking	Integration and Application of Knowledge	Intellectual Depth, Breadth, and Adaptiveness	Understanding Society and Culture	Values and Ethics
IUPUC	3.44	3.35	3.21	3.35	3.34	3.41	3.41	3.44
School of Business	3.38	3.26	3.16	3.40	3.32	3.33	3.35	3.38
School of Education	3.39	3.34	3.14	3.32	3.26	3.28 *	3.35	3.41
School of Nursing	3.68 *	3.63 *	3.34 *	3.50 *	3.50 *	3.70 *	3.62 *	3.60 *

<sup>1</sup> Mean combined student self ratings of effectiveness from Spring 2011 IUPUC Continuing Student Satisfaction and Priorities Survey.

<sup>2</sup> Students were asked, "choose a number from 1 to 5 to rate your current ability level for each item" using a 5-point scale in which 1 = low, 3 = medium, 5 = high; recalibrated to 4 point scale.

\* Effect Size between mean for this school and IUPUC is greater than or equal to 0.2.

**IUPUI Undergraduate Student Self Ratings of Effectiveness  
on the Principles of Undergraduate Learning Scales**

School	Written, Oral & Visual Skills	Quantitative Skills	Information Resources and Technology Skills	Critical Thinking	Integration and Application of Knowledge	Intellectual Depth, Breadth, and Adaptiveness	Understanding Society and Culture	Values and Ethics
IUPUI	3.41	2.98	3.40	3.34	3.25	3.26	3.43	3.42
Kelley School of Business	3.37	3.20 *	3.41	3.36	3.24	3.20	3.46	3.35
School of Education	3.32	2.76 *	3.36	3.27	3.29	3.21	3.41	3.43
School of Engineering and Technology	3.36	3.18 *	3.33	3.31	3.15	3.16	3.28 *	3.29 *
Herron School of Art	3.45	2.55 *	3.44	3.49 *	3.26	3.33	3.47	3.61 *
School of Informatics	3.40	2.90	3.52 *	3.36	3.12 *	3.21	3.41	3.55 *
School of Liberal Arts	3.49	2.79 *	3.47	3.38	3.26	3.28	3.47	3.53
School of Medicine	3.46	3.24 *	3.40	3.24	3.40 *	3.35	3.50	3.48
School of Nursing	3.60 *	3.28 *	3.47	3.45	3.45 *	3.40 *	3.49	3.48
School of Physical Education and Tourism Management	3.31	2.81 *	3.28 *	3.31	3.26	3.23	3.41	3.26 *
School of Science	3.34	3.08	3.41	3.27	3.20	3.27	3.42	3.33
School of Continuing Studies	3.45	2.82 *	3.35	3.36	3.28	3.33	3.47	3.57 *
School of Public and Environmental Affairs	3.25 *	2.88	3.40	3.26	3.23	3.21	3.32 *	3.37
School of Social Work	3.53 *	2.79 *	3.43	3.40	3.33	3.29	3.54 *	3.59 *

<sup>1</sup> Mean combined student self ratings of effectiveness from Spring 2010 and Spring 2011 IUPUI Continuing Student Satisfaction and Priorities Survey.

<sup>2</sup> Students were asked, "indicate how effectively you can perform each of these skills" using the scale 1 = Not at all effective, 2=Somewhat effective, 3=Effective, 4=Very effective.

\* Effect Size between mean for this school and IUPUI mean is equal to or greater than 0.2.



## Appendix C

### Summary of Activities of IUPUI Center for Teaching and Learning that Promote Effective Teaching

The Center for Teaching and Learning, as an innovative and creative unit charged with supporting faculty use of teaching and learning best practices, offers many important resources to faculty:

- 1) CTL Winter Lecture Series
  - 2011 CTL Winter Lecture: <http://ctl.iupui.edu/winterSeries/2011/>
  - 2010 CTL Winter Lecture: <http://ctl.iupui.edu/winterSeries/2010/>
  - 2009 CTL Winter Lecture: <http://ctl.iupui.edu/winterSeries/2009/>
- 2) CTL Bepko library
- 3) CTL website resources <http://ctl.iupui.edu/resources/main.asp>
- 4) Curriculum Enhancement Grants (CEG) (<http://ctl.iupui.edu/Programs/CEG.asp>). Begun in 2010, the purpose of the CEG is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPUC. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning. Grants are awarded through a competitive proposal process.

Examples of 2010 and 2011 CEGs awarded:

- *Development and Enhancement of a Haptic Training Program for the Dental School Curriculum*, Judith R. Chin, Ahmed Ghoneima, and LaQuia Walker, School of Dentistry; Eric Wernert and Michael Boyles, University Information Technology Services, \$15,000
- *Sustainable Technology Certificate*, David Goodman, Patricia Fox, and David Jan Cowan, School of Engineering and Technology, \$15,000
- *Interdisciplinary Advancement – Bringing Law and Social Work Together Experientially in a Law Clinic and Classroom Setting*, Carrie Hagan, School of Law; Stephanie Boys, School of Social Work, School of Law, \$5,000
- *Experiential Learning in Motorsports Operations*, Peter Hylton, School of Engineering and Technology, \$3,750
- *Liberal Arts Education as a Spider Web: Developing an Interdisciplinary Course in Native American Literature*, Megan Musgrave, School of Liberal Arts, \$5,000
- *Making Learning Fun: Enhancing Introduction to Informatics Using Instructive Media*, Jennifer Stewart and William Ryan, School of Informatics, \$5,000

Examples of sixteen 2010 CEGs Awarded:

- *Developing a New Online Interdisciplinary Course - Fundamentals of Clinical Care for Health Informaticians*, Hadi Kharrazi, School of Informatics, \$2,500

- *The IU School of Liberal Arts at IUPUI Meets the 21st Century: A Proposal For Teaching and Learning in the Digital Age*, Jennifer Cochrane, School of Liberal Arts, \$15,000
- *Enhancing International Student Preparedness, Enrollment and Retention at IUPUI through Online English for Academic Purposes Coursework*, Estela Ene, School of Liberal Arts, \$5,000
- *New Interdisciplinary Survey Course on Western Medicine and Healthcare, MHHS M201*, Judi Izuka-Campbell and Emily Beckman, School of Liberal Arts, \$5,000
- *Setting the Stage for Practicing in a Complex Environment: Re-creating Foundational Nursing Courses to Meet the Challenges of the Future*, Susan McLennon and Barbara Friesth, School of Nursing, \$4,268
- *Interactive, User-Based Experiments in Introductory Physics Labs*, Lynn Duggan, Marquita Walker, and Joseph Varga, School of Social Work, \$6,403

**Students impacted by 2010 Curriculum Enhancement Grants by Delivery Mode:**

<b>Project Totals</b>	<b>Curriculum Enhancement Grant (CEG) Project Classification Type</b>	<b>Number of Students</b>	
4	Face-to-face	560	
6	Online	859	
1	Hybrid	20-30 [25]	
1	Web-enhanced	641	
1	Equipment	360	
1	Technique	300	
		<b>Total:</b>	2,745

The IUPUI CTL developed a wide variety of programs and resources to assist faculty in developing instructional activities and assessments for the Principles of Undergraduate Learning (PULs) and program learning outcomes. For the 2010-11 academic year, these included:

- Introduction to PUL workshops, one on each PUL, addressing instructional strategies and assessment options
- Online webinar on PULs, targeting new faculty
- PUL Symposium with faculty presentations on how they are incorporating PULs into courses
- PUL tip sheets on teaching and assessing PULs
- Writing and Assessing Learning Outcomes Workshop

In addition, a new series of webinars on teaching was begun in 2011. A listing of webinars and attendance data is provided below:

Webinar	Date	Registered live	Viewed live	Registered Recording	Viewed Recording*	Total Viewed	% Viewed (total viewed + total registered)
Navigating IUPUI	08/09/11	42	25 (59.5%)	5	8	33	70.2%
Syllabus and 1 <sup>st</sup> Day of Class	08/11/11	40	30 (75.0%)	10	10	40	80.0%
Setting Expectations with Goals and Objectives	08/16/11	21	9 (42.9%)	4	4	13	52.0%
Planning a Class or Learning Session	08/18/11	25	14 (56.0%)	5	4	18	60.0%
Engaging Learners during Lecture	09/01/11	52	32 (61.5%)	9	33	65	106.6%
Getting Students to Prepare	09/08/11	36	23 (63.9%)	1	5	28	75.7%
Assessing Learning Efficiently	09/15/11	37	22 (59.5%)	2	4	26	66.7%
The Challenging Student	09/22/11	20	10 (50.0%)	2	7	17	77.3%
The Give and Take of Meaningful Feedback	09/29/11	27	16 (59.3%)	2	8	24	82.8%
Introduction to Service Learning	10/06/11	9	4 (44.4%)	1	8	12	120.0%
Introduction to Online Teaching	10/13/11	17	7 (41.2%)	2	10	17	89.5%
Total		326	192 (58.9%)	43	101	293	79.4%

## Appendix D

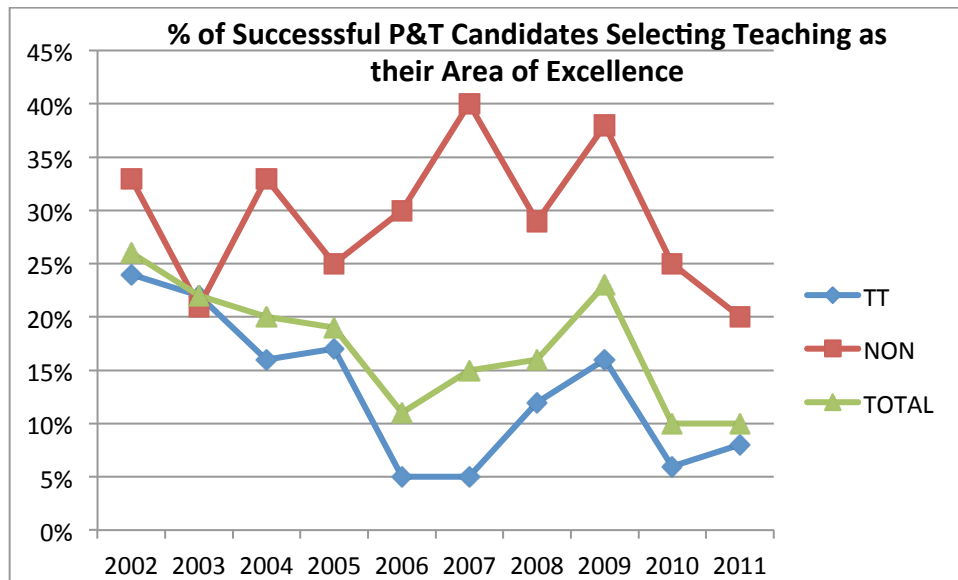
### IUPUI Faculty Publications Related to Teaching and Learning

NOTE: ADD examples from Change, Liberal Education, Peer Review, and About Campus

- Baker, C.M., McDaniel, A.M., Pesut, D.J. and Fisher, M.L. (2007). Evaluating the Impact of Problem-Based Learning on Learning Styles of Masters Students in Nursing Administration. *Journal of Professional Nursing*. 23(4), 214-219.
- Banta, T.W., Jones, E.A., and Black, K.E. (2009). *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco: Jossey-Bass.
- A. Gavrin, Jeffrey X. Watt, Kathleen Marrs, Robert E. Blake, Jr. “Just-in-Time Teaching (JiTT): Using the Web to Enhance Classroom Learning”, *Computers in Education Journal*, **14** (2), 51 (2004).
- Ironsides, P. M. (2006). Reforming nursing education using Narrative Pedagogy: Learning and practicing interpretive thinking. *Journal of Advanced Nursing*, 55, 478-486.
- Mausser, K., Sours, J., Banks, J., Newbrough, R., Janke, T., Shuck, L., Zhu, L. Ammerman, G., & Varma-Nelson, P. (2011). Cyber Peer-Led Team Learning (cPLTL): Development and Implementation. *Educause Quarterly*, Vol. 34, No. 4.
- McNelis, A., & Horton-Deutsch, S. (2008, August/September). Access and creativity in psychiatric nursing education at a distance. *Journal of the American Psychiatric Nurses Association*.
- Urtel, M. (2007), Assessing student academic indicators between traditional and distance education course formats, *Educational Technology and Society*, 11(1), 322-330.

## Appendix E

### Percentage of Successful Candidates Who Achieved Tenure and/or Promotion Based on Selecting Teaching Excellence Since 2002



TT= Tenure Track, NON= Non-tenure track

## Appendix F

### Examples of PEAR Award Winners (acknowledge faculty who receive Prestigious External Awards)

School	Faculty	Award
IUPUC	<b>Christopher D. Brandon</b> , <i>Clinical Assistant Professor of Accounting</i>	Named co-recipient of the Bea Sanders/AICPA Teaching Innovation Award from the American Accounting Association.
	<b>Larita J. Killian</b> , <i>Assistant Professor of Accounting</i>	Named co-recipient of the Bea Sanders/AICPA Teaching Innovation Award from the American Accounting Association
Education	<b>Jacqueline Blackwell</b> , <i>Associate Professor</i>	Received the Patty Smith Hill Award from The Association for Childhood Education International
	<b>Brendan Maxcy</b> , <i>Associate Professor of Educational Leadership</i>	Received the University Council for Educational Administration's Jack A. Culbertson Award.
	<b>Gary R. Pike</b> , <i>Associate Professor</i>	Received the 2010 Sidney Suslow Award from the national Association for Institutional Research
Law	<b>Lloyd T. Wilson, Jr.</b> , <i>Professor</i>	Named a Neil MacCormick Fellow at the University of Edinburgh School of Law.
Liberal Arts	<b>Timothy S. Brothers</b> , <i>Associate Professor of Geology</i>	Named a 2010-2011 Fulbright Scholar.
	<b>John McCormick</b> , <i>Professor of Political Science</i>	Named a Jean Monnet Chair by the European Commission.
Nursing	<b>Janet S. Fulton</b> , <i>Associate Professor of Adult Health</i>	Inducted into the American Academy of Nursing as a fellow.
	<b>Janet L. Welch</b> , <i>Professor of Adult Health</i>	Inducted into the American Academy of Nursing as a fellow
Science	<b>Jeffrey X. Watt</b> , <i>Associate Professor of Mathematical Sciences</i>	Received the U.S. Professors of the Year award from The Carnegie Foundation for the Advancement of Teaching



## **Appendix G**

### **Recent Learning Environment Grant Projects**

#### **Completed in 2008-2009**

Psychology Resource Center (\$20,875)

University Library International Newsroom/University Library Reference Area (\$20,000)

#### **Completed in 2009-2010**

PETM Multipurpose Learning Lab (\$21,700)

Biology Resource Center (\$25,000)

University Library International Newsroom (\$25,000)

E&T Student Council (\$16,212.45)

Spanish Resource Center (\$19,000)

Informatics MARLA Lab (\$25,000)

#### **Completed in 2010-2011**

Classroom Furniture - ET 302, 304 (\$25,000)

Classroom Furniture - ET 308 (\$10,470.68)

SHRS Student Learning and Research Facilitation Lab (\$24,991.50)

ES 2101 Classroom redesign and technology upgrade (\$25,000)

CSL & OSE Enhanced Learning Space - BS 2010A (\$25,000)

Cavanaugh 435 - An environment for global and civically engaged learning (\$25,000)

School of Liberal Arts and Science Multipurpose/Performance Auditorium (\$25,000)

Community Learning Network/Union Building Learning Spaces (\$22,000)

New furnishings for room BS 3006 (\$23,315)

New furnishings for room LD020 (\$18,333)

#### **Budgeted for 2011 -2012: \$156,912**

## Appendix H

### Cumulative GPAs of First-Time Freshmen Living On and Off Campus

The Fall 2008 first-time, full-time students living on-campus had significantly higher cumulative first-year GPAs (2.78) compared to students living off-campus (2.55), after accounting for academic preparation (SAT/converted ACT and high school GPA) and gender.

#### *Fall 2008 First-Time, Full-Time Students' Campus Housing and Cumulative First-Year Grade Point Average*

	N	Average Fall GPA	Adjusted Fall GPA
On-Campus	544	2.91	<b>2.78</b>
Off-Campus	1711	2.51	<b>2.55</b>
Overall	2255	2.61	

Note 1: Missing cases were excluded from the analysis.

Note 2: ANCOVA results suggested that students living on-campus had significantly higher cumulative first-year GPAs compared to students living off-campus, even after High School GPAs, SAT scores, and Gender (Female) were entered as covariates ( $p < .001$ ).

Students self-select into campus housing and the possibility of selection bias prevents us from concluding that living on campus *caused* students to have higher GPAs. It is possible that the students who lived on campus would have had higher grades irrespective of whether they lived on campus or not. Including gender and ability indicators in the analyses cannot completely account for self-selection effects.

## Appendix I

### Learning Outcomes Associated with the First Year Seminars and Themed Learning Communities **[convert information below to table or graph]**

#### First Year Seminars:

- In fall 2005, 81 percent of all entering freshmen enrolled in a First Year Seminar (FYS) and these participants were retained from first to second year at a higher rate (66%) than non-participants (56%),
- African-American students participating in fall 2005 FYS were retained at notably higher rates compared to non-participating African-American students (57% and 46%, respectively),
- In fall 2006, 89 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (67%) than non-participants (52%),
- In fall 2007, 88 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (70%) than non-participants (65%),
- In fall 2008, 89 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (62%) than non-participants (57%),
- African-American students participating had a significantly lower DFW rate compared to the rate of non-participating African-American students (28.94% and 51.08%, respectively),
- In fall 2009, 90 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (77%) than non-participants (68%).

#### Themed Learning Communities:

- Fall 2005 participants were retained at a higher rate than non-participants (70% and 65%, respectively)
- Fall 2006 participants were retained at a higher rate than non participants (69% and 66%, respectively),
- Fall 2007 participants in TLCs had higher first semester GPAs than non-participants (2.78 and 2.55, respectively),
- In fall 2008, based on spring 2009 NSSE results, TLC students were more engaged compared to other IUPUI students and IUPUI's peer institutions in the following areas:
  - Active and Collaborative Learning (NSSE Benchmark)
  - Enriching Academic Experiences (NSSE Benchmark)
  - Made class presentations
  - Worked on paper or project that required integrating ideas or information from various sources
  - Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
  - Put together ideas or concepts from different courses when completing assignments or during class discussions

- Worked with classmates OUTSIDE OF CLASS to prepare class assignments
  - Participated in community-based project (e.g., service learning) as part of regular course
  - Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
  - Community service or volunteer work
  - Worked harder than you thought you could to meet an instructor's standards or expectations
  - Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
  - Learned something that changed the way you understand an issue or concept
- In fall 2009, participants in TLCs had higher first semester GPAs than non-participants (2.86 and 2.63, respectively).

## **Appendix J**

### **Outcomes Associated With Summer Programs**

#### **Summer Academy Bridge Program:**

- In fall 2005, participants had higher one year retention rates than non-participants (73% and 65%, respectively),
- In fall 2008, participants had higher retention rates than non-participants (76% and 73%, respectively),
- African-American students participating had higher retention rates than non-participants (86% and 70%, respectively),
- In fall 2009, participants had higher fall GPAs (2.96) compared to non-participants (2.78). African-Americans and Twenty First Century Scholars were retained at substantially higher rates than non-participants (86 versus 69 percent and 74 versus 60 percent, respectively).

#### **Summer Success Academy:**

## **Appendix J**

### **Academic Advising at IUPUI: Statement on Vision, Mission, Goals, and Learning Outcomes**

#### **INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS**

##### **ACADEMIC ADVISING VISION, MISSION AND VALUES**

###### **VISION**

The vision for academic advising at IUPUI is to become the model for excellence in advising.

###### **MISSION**

The mission of academic advising at IUPUI, whether provided by professional, faculty, or peer advisors, is to help students identify, clarify, and achieve their goals for education through shared responsibility between advisors and students in a supportive environment that promotes student development and success.

Shared responsibility means that IUPUI's academic advisors are expected to be ethical, caring, and knowledgeable experts and educators who treat students with respect. IUPUI's students are responsible for planning and fulfilling requirements for their selected program of study, and they are expected to be respectful of others involved in this process.

Advising at IUPUI creates conditions for students to learn about the full range of curricular and co-curricular resources and opportunities to facilitate their intellectual and personal growth and ensure the retention and success of all of our students.

The IUPUI Student Code of Rights, Responsibilities and Conduct provides the framework for advising expectations and student responsibilities.<sup>1</sup> Students have the right to "have access to academic advising and clear expectations for degree and graduation requirements" (Part I. A.). Further, IUPUI seeks to provide high quality advising experiences for students by subscribing to the Council for the Advancement of Standards in Higher Education (CAS) standards and guidelines for academic advising programs.

At IUPUI, academic advising is the responsibility of each academic unit and:

- Promotes student growth and development

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<sup>1</sup> *IUPUI Student Code of Rights, Responsibilities and Conduct*. Available at <http://www.iupui.edu/code/#page>. Accessed August 13, 2008.

- Assists students in assessing their interests and abilities, examining their goals for education, making decisions and developing short-term and long-term plans to meet their objectives
- Discusses and clarifies goals for education
- Provides accurate and timely information and interprets institutional, general education, and major goals
- Advises students on the selection of appropriate courses and other educational experiences
- Clarifies institutional policies and procedures
- Evaluates and monitors student academic progress and the impact on achievement of goals
- Reinforces student self-direction and self-sufficiency
- Discerns when students require additional resources
- Directs students with educational, career or personal concerns, or skill/learning deficiencies to other resources and programs on the campus when necessary
- Makes students aware of and refers them to educational, institutional, and community learning resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities)
- Collects and distributes relevant data about student needs, preferences, and performance for use in institutional decisions and policy

## **VALUES**

Our advising partnerships are guided by a commitment to:

- Diversity and an appreciation for individuality
- Respectful interactions
- Holistic learning and development
- Shared responsibility and active engagement
- Balance between support and empowerment to foster growth
- Highest ethical standards

Approved by the Campus Advising Council (November 2008)

## **Student Learning Outcomes for Academic Advising**

### **1. Intellectual and Personal Growth**

*Students will be able to...*

- Recognize their personal responsibility for their behavior, their actions, and their role in their own learning process. PUL 6, 5
- Demonstrate an ability to create balance between work, school, family, and personal health and determine priorities between these four areas. PUL 6



- Recognize road blocks to success, determine strategies to navigate these road blocks, and understand when outside resources are needed. PUL 2, 4
- Articulate their responsibilities as citizens of the IUPUI community, the city, the state, the country, and the world. PUL 5, 6

## 2. Engagement

*Students will be able to...*

- Decide upon the appropriate level of co-curricular involvement. PUL 2, 3
- Locate student organizations related to their interests. PUL1, 3
- Locate information about campus community events. PUL 3
- Identify RISE (Research, International, Service, and Experiential) opportunities. PUL 3
- Recognize opportunities to engage in campus-level decision making. PUL 5

## 3. Career Planning

*Students will be able to...*

- Assess their needs for career planning resources. PUL 2
- Use appropriate campus resources related to career planning. PUL 1
- Find mentoring opportunities. PUL 3
- Contact professional organizations within their field. PUL 3
- Interpret appropriate benchmarks for professionalism within their field. PUL 1
- Utilize career planning tools. PUL 3
- Locate career building opportunities while in school. PUL 3

## 4. Academic Planning and Progress

*Students will be able to...*

- Analyze their need for assistance when planning for degree completion. PUL 2
- Use the AAR, Shopping Cart, Planner and other technical tools (both in SIS and otherwise) to plan, register, drop/add and schedule for courses. PUL 1, 2, 3
- Understand the requirements of their degree, including prerequisites, difficulty, course availability, and RISE opportunities. PUL 4
- Develop a realistic plan to graduate in 4 years, if possible. PUL 2
- Set realistic goals for academic success. PUL 2, 4

## 5. Resources

*Students will be able to...*

- Locate campus services based on individualized needs. PUL 1

- Effectively use individualized campus resources to meet academic, financial and personal needs. PUL 1

## 6. Policies and Procedures

*Students will be able to...*

- Identify relevant dates and meet deadlines. PUL 1
- Respond to and resolve service indicators. PUL 1
- Identify and interpret policies regarding incompletes, academic forgiveness, grade changes, grade replacement, reinstatement, good standing, student code of conduct, and school admission criteria. PUL 1, 2
- Locate and identify responsibilities in accordance with FERPA regulations. PUL 1
- Identify school specific policies and procedures when appropriate. PUL 1

Approved by the Campus Advising Council (November 2011)

IUPUI libraries support graduate education and research with expert librarian assistance and carefully managed specialized collections. Programs in Philanthropic Studies are supported by the internationally acclaimed resources of the Joseph and Matthew Payton Library collection. The health professions are supported by the Ruth Lilly Medical Library and the century-old Indiana University Dental Library. As the main campus library, the IUPUI University Library was designed by renowned architect Edward Larrabee Barnes and is one of the most technologically sophisticated libraries in America hosting over 300 scholar's computer workstations. University Library has 30 full-time faculty librarians representing a wide variety of programs and fields to support graduate study through individual consultation and research assistance. With over 80,000 electronic serial titles and thousands of databases and e-books available online, outstanding scholarly resources are always accessible to students and researchers at IUPUI.

## **Appendix K**

### **Student Learning Outcomes Associated with Academic Advising in the First-year Seminar and Themed Learning Community**

University College student learning outcomes (SLOs) for individual advising are:

- Students are aware of their academic progress and challenges and discuss these with advisors.
- Students gain an understanding of their major and career decision-making process.
- Students are aware of the requirements for their program of study.
- Students know the process of getting into their school of choice.
- Students develop and register for a schedule of courses to suit their needs.
- Students know campus services relevant to their needs.
- Students are aware of engagement opportunities that enhance their academic plan.

University College SLOs for Learning Communities (Academic Advising) are:

- Students apply academic success strategies in a variety of ways.
- Students are familiar with appropriate campus resources.
- Students accept responsibility for their college success.
- Students are engaged in academic planning.
- Students are involved in the career decision making process.
- Students are knowledgeable about academic policies and procedures.
- Students identify engagement opportunities.
- Students use appropriate academic technology resources.
- Students feel confident about their ability to accept responsibility for achieving academic goals and complete their degrees
- Students have a good understanding of their academic goals and amount of time needed to devote to studying.