

**Survey Evidence for NCA Accreditation**  
**~Report for Criterion 4~**

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## **Introduction**

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

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

The following is a report of survey items that may serve as Examples of Evidence for Criterion 4. The report is divided into four sections, one for each core component for which there is survey evidence. Survey items are organized by the Examples of Evidence to which each corresponds. Because of the multitude of different scales, all means have been converted to standardized mean scale scores. The scale is designed to place each mean on the same scale from 0 to 100, with 50 representing a score halfway between the bottom and top range of each scale. A score of 100 would indicate that all respondents selected the most positive response to the question.

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

## Core Component 4A:

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

### IUPUI Staff Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.	Fee courtesy benefits.	2003	73.25
		2006	75.50
		2009	73.25

## IUPUI Staff Survey (cont.)

Example of Evidence	Item Text	Year	Scaled Mean
The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.	Training and career development opportunities are allocated fairly.	2003	59.25
		2006	61.75
		2009	61.00
	I am satisfied with the kinds of training currently available to me.	2003	61.75
		2006	64.25
		2009	64.00
	My supervisor lets me adjust my schedule so that I can participate in training opportunities.	2003	75.25
		2006	76.50
		2009	77.25
	Overall, the training I have attended for my present job has helped me perform my job better.	2003	70.25
		2006	71.75
		2009	72.25
	Overall, the training I have attended for my present job has contributed to my personal development.	2003	67.00
		2006	68.50
		2009	70.50
I have training opportunities available to me that are useful for my future career.	2003	64.00	
	2006	67.25	
	2009	65.00	
Staff development opportunities in my unit.	2003	58.00	
	2006	61.75	
	2009	63.25	
Staff development opportunities at IUPUI.	2003	64.00	
	2006	68.50	
	2009	68.75	

## IUPUI Staff Survey (cont.)

Example of Evidence	Item Text	Year	Scaled Mean
The organization and its units use scholarship and research to stimulate organizational and educational improvements.	Staff members in my unit who generate new ideas or who create innovations that lead to improvements are recognized or rewarded.	2003	44.00
		2006	45.75
		2009	47.25
	My supervisor bases decisions primarily on facts and data rather than opinions or feelings.	2003	62.25
		2006	65.00
		2009	64.50

## IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.	Faculty development opportunities through my school.	2002	65.25
		2005	66.75
		2009	58.50
	Faculty development opportunities at IUPUI.	2002	70.75
		2005	65.75
		2009	66.00
	Faculty development opportunities for research and scholarship.	2002	N/A
		2005	57.00
		2009	51.00
The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.	Rewards and recognition for research and scholarly activity.	2002	62.25
		2005	65.25
		2009	61.75
The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.	The quality of research in my department/program.	2002	64.67
		2005	62.33
		2009	66.00
	Time available for developing research and scholarly activities.	2002	N/A
		2005	52.75
		2009	42.25
	Institutional funding resources for research and scholarship development.	2002	N/A
		2005	52.75
		2009	48.00

## Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	Scaled Mean
The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.	Satisfaction: Opportunities to participate in faculty members' research.	2003	53.50
		2005	54.75
		2007	N/A
		2008	54.75
		2010	54.50
	Importance: Opportunities to participate in faculty members' research.	2003	59.25
		2005	60.75
		2007	N/A
		2008	62.75
		2010	63.75

## NSSE & Student Satisfaction and Priorities Survey

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Example of Evidence	Item Text	Year	First-year Students Percentage Indicating "Done"	Seniors Percentage Indicating "Done"
The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.	Work on a research project with a faculty member outside of course or program requirements.	2004	3.0%	12.0%
		2006	7.0%	16.0%
		2009	7.0%	18.0%
		2010	6.3%	13.7%

# Alumni Survey

Example of Evidence	Item Text	Year*	Scaled Mean^
The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.	Satisfaction: Opportunities to participate in faculty members' research.	2004	52.25
		2005	51.75
		2006	51.25
		2007	51.50
	Importance: Opportunities to participate in faculty members' research.	2004	58.50
		2005	59.50
		2006	59.00
		2007	58.50

\* Indicates year survey was administered. Graduates who completed the survey graduated the prior academic year. For example, respondents to the 2007 alumni survey completed their Bachelor's degree during the 2005-2006 academic year.

^ Bachelor's degree recipients only.

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

**IUPUI Faculty Survey**

Example of Evidence	Item Text	Year	Scaled Mean
Assessment of student learning provides evidence at multiple levels: course, program, and institutional.	To what extent have you incorporated the PUL's in the undergraduate classes you teach?	2002	N/A
		2005	N/A
		2009	50.75
	To what extent has your department incorporated the PUL's in the undergraduate curriculum?	2002	N/A
		2005	N/A
		2009	49.75
	To what extent do you evaluate student learning of the PUL's in the undergraduate classes you teach?	2002	N/A
		2005	N/A
		2009	46.75
	The university should facilitate student involvement in community service as part of the undergraduate learning experience.	2002	N/A
		2005	76.25
		2009	75.25
Preparing students for responsible citizenship should be an integral part of the undergraduate experience.	2002	N/A	
	2005	82.50	
	2009	79.25	



## NSSE

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Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.	Institutional contribution to knowledge, skills, and personal development: acquiring a broad general education.	2002	62.67	71.67
		2004	67.33	72.33
		2006	65.00	73.00
		2009	69.33	70.33

## NSSE & Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	First-year Students Percentage Indicating "Done"	Seniors Percentage Indicating "Done"
The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.	Practicum, internship, co-op experience, or clinical assignment.	2004	2.0%	37.0%
		2006	9.0%	42.0%
		2009	6.0%	46.0%
		2010	6.3%	41.3%
	Community service or volunteer work.	2004	39.0%	43.0%
		2006	47.0%	52.0%
		2009	44.0%	59.0%
		2010	55.8%	63.7%
	Participate in a learning community or some other formal program where groups of students take two or more classes together.	2004	38.0%	26.0%
		2006	36.0%	32.0%
		2009	47.0%	34.0%
		2010	52.9%	37.5%
	Work on a research project with a faculty member outside of course or program requirements.	2004	3.0%	12.0%
		2006	7.0%	16.0%
		2009	7.0%	18.0%
		2010	6.3%	13.7%

## NSSE & Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	First-year Students Percentage Indicating "Done"	Seniors Percentage Indicating "Done"
The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. (cont.)	Foreign language coursework.	2004	10.0%	37.0%
		2006	14.0%	34.0%
		2009	18.0%	37.0%
		2010	20.5%	39.8%
	Study abroad.	2004	3.0%	6.0%
		2006	3.0%	8.0%
		2009	3.0%	10.0%
		2010	0.5%	7.2%
	Independent study or self-designed major.	2004	3.0%	11.0%
		2006	5.0%	15.0%
		2009	4.0%	16.0%
		2010	3.7%	13.2%
	Culminating senior experience (capstone course, senior project or thesis, or comprehensive exam, etc.).	2004	2.0%	23.0%
		2006	1.0%	34.0%
		2009	3.0%	38.0%
		2010	2.1%	25.7%

# Alumni Survey

Example of Evidence	Item Text	Year*	Percentages^
Learning outcomes demonstrate effective preparation for continued learning.	Best describes current educational status: Enrolled in a <u>full-time</u> program leading to another degree.	2004	10%
		2005	12%
		2006	10%
		2007	10%
	Best describes current educational status: Enrolled in a <u>part-time</u> program leading to another degree.	2004	8%
		2005	7%
		2006	9%
		2007	6%
	Best describes current educational status: Enrolled in classes not leading to another degree.	2004	3%
		2005	3%
		2006	2%
		2007	2%

\* Indicates year survey was administered. Graduates who completed the survey graduated the prior academic year. For example, respondents to the 2007 alumni survey completed their Bachelor's degree during the 2005-2006 academic year.

^ Bachelor's degree recipients only.

# Alumni Survey

Example of Evidence	Item Text	Year*	Scaled Mean^
Learning outcomes demonstrate that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.	Ability: Having a general understanding of subjects other than the one in which I majored.	2004	74.75
		2005	77.50
		2006	76.75
		2007	78.00
	Importance: Having a general understanding of subjects other than the one in which I majored.	2004	77.25
		2005	78.25
		2006	78.50
		2007	77.50
	Ability: Learning new approaches to my work or to advanced studies.	2004	76.00
		2005	76.00
		2006	77.75
		2007	78.25
	Importance: Learning new approaches to my work or to advanced studies.	2004	81.25
		2005	82.50
		2006	83.25
		2007	82.75

\* Indicates year survey was administered. Graduates who completed the survey graduated the prior academic year. For example, respondents to the 2007 alumni survey completed their Bachelor's degree during the 2005-2006 academic year.

^ Bachelor's degree recipients only.

**Core Component 4C:**  
**The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

**Student Satisfaction and Priorities Survey**

Example of Evidence	Item Text	Year	Scaled Mean
In keeping with its mission, learning goals and outcomes include skills and professional competencies essential to a diverse workforce.	My experiences at IUPUI have prepared me to live and work in a diverse and complex society.	2003	63.25
		2005	64.25
		2007	65.75
		2008	65.25
		2010	67.50
	Work effectively with people of different races, ethnicities, and religions.	2003	N/A
		2005	N/A
		2007	N/A
		2008	N/A
		2010	64.00

## Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization provides curricular and cocurricular opportunities that promote social responsibility.	Satisfaction: Opportunities to develop appreciation for diversity (outside speakers, programs, films, book discussions, etc.).	2003	58.75
		2005	59.75
		2007	64.00
		2008	62.75
		2010	65.25
	Satisfaction: Opportunities to participate in community service.	2003	59.25
		2005	58.50
		2007	64.75
		2008	62.50
	Importance: Opportunities to develop appreciation for diversity (outside speakers, programs, films, book discussions, etc.).	2010	66.75
		2003	65.25
		2005	67.50
		2007	69.50
	Importance: Opportunities to participate in community service.	2008	67.50
		2010	69.75
		2003	61.75
		2005	64.50
		2007	69.25
		2008	67.50
		2010	71.00

## Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization provides curricular and cocurricular opportunities that promote social responsibility. (cont.)	Exercise my responsibilities as a citizen (voting, staying current with important issues, etc.).	2003	N/A
		2005	N/A
		2007	N/A
		2008	N/A
		2010	57.50
	Make informed judgments when faced with ethical dilemmas.	2003	N/A
		2005	N/A
		2007	N/A
		2008	N/A
		2010	61.00
	Recognize the consequences of my actions when facing a conflict.	2003	N/A
		2005	N/A
		2007	N/A
		2008	N/A
		2010	62.25

## NSSE

Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
In keeping with its mission, learning goals and outcomes include skills and professional competencies essential to a diverse workforce.	Institutional emphasis: encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	2002	49.67	44.67
		2004	54.00	45.33
		2006	51.00	45.33
		2009	58.33	48.67
	Institutional contribution to knowledge, skills, and personal development: understanding people of other racial and ethnic backgrounds.	2002	51.67	53.33
		2004	50.67	49.67
		2006	49.33	51.67
		2009	56.00	52.00

# NSSE

Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
The organization supports creation and use of scholarship by students in keeping with its mission.	Made a class presentation.	2002	43.00	58.00
		2004	41.33	58.67
		2006	45.33	59.00
		2009	47.33	59.00
	Worked on a paper or project that required integrating ideas or information from various sources.	2002	71.67	78.33
		2004	68.33	78.00
		2006	69.67	76.67
		2009	69.33	76.67
	Discussed ideas from your readings or classes with faculty members outside of class.	2002	23.67	33.00
		2004	23.67	31.00
		2006	26.67	31.67
		2009	28.00	33.33
	Worked with faculty members on activities other than coursework (committees, orientation, students life activities, etc.).	2002	11.00	18.33
		2004	13.33	21.00
		2006	17.33	22.67
		2009	20.00	23.00
	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).	2002	53.33	61.00
		2004	55.33	62.33
		2006	53.33	60.67
		2009	60.00	64.00
Number of written papers or reports of <b>20 pages or more.</b>	2002	6.25	15.00	
	2004	7.00	14.25	
	2006	7.25	14.75	
	2009	6.75	16.50	
Number of written papers or reports <b>between 5 and 19 pages.</b>	2002	35.25	38.00	
	2004	32.75	36.25	
	2006	31.75	37.75	
	2009	31.75	38.25	
Number of written papers or reports of <b>fewer than 5 pages.</b>	2002	47.25	46.75	
	2004	46.50	46.75	
	2006	48.50	48.25	
	2009	47.25	49.50	

## NSSE

Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.	Institutional contribution to knowledge, skills, and personal development: learning effectively on your own.	2002	60.00	68.00
		2004	64.00	66.67
		2006	59.33	64.67
		2009	64.67	64.00
The organization provides curricular and cocurricular opportunities that promote social responsibility.	Institutional contribution to knowledge, skills, and personal development: solving complex real-world problems.	2002	43.00	53.67
		2004	47.67	53.00
		2006	48.00	57.00
		2009	54.67	57.33
	Institutional contribution to knowledge, skills, and personal development: developing a personal code of values and ethics.	2002	44.33	49.00
		2004	44.00	47.33
		2006	45.67	50.00
		2009	53.67	49.67
Institutional contribution to knowledge, skills, and personal development: contributing to the welfare of your community.	2002	28.33	38.00	
	2004	37.00	37.67	
	2006	42.33	42.33	
	2009	48.00	45.00	

## NSSE & Student Satisfaction and Priorities Survey

Example of Evidence	Item Text	Year	First-year Students Percentage Indicating "Done"	Seniors Percentage Indicating "Done"
The organization supports creation and use of scholarship by students in keeping with its mission.	Work on a research project with a faculty member outside of course or program requirements.	2004	3.0%	12.0%
		2006	7.0%	16.0%
		2009	7.0%	18.0%
		2010	6.3%	13.7%

## Alumni Survey

Example of Evidence	Item Text	Year*	Scaled Mean^
In keeping with its mission, learning goals and outcomes include skills and professional competencies essential to a diverse workforce.	<u>How well did your IUPUI education prepare you for this job?</u>	2004	61.85
		2005	62.25
		2006	64.39
		2007	63.97
	<u>How well do you think your IUPUI education has enhanced your prospects for future advancement?</u>	2004	69.81
		2005	72.80
		2006	73.82
		2007	71.76
Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.	Ability: Working effectively with people of different races, ethnicities, and religions.	2004	86.25
		2005	87.75
		2006	87.00
		2007	89.00

\* Indicates year survey was administered. Graduates who completed the survey graduated the prior academic year. For example, respondents to the 2007 alumni survey completed their Bachelor's degree during the 2005-2006 academic year.

^ Bachelor's degree recipients only.

## **Core Component 4D:**

**The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

### **IUPUI Staff Survey**

<b>Example of Evidence</b>	<b>Item Text</b>	<b>Year</b>	<b>Scaled Mean</b>
The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.	Staff members in my unit are honest and ethical.	2003	69.00
		2006	69.50
		2009	70.50

## IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization encourages curricular and cocurricular activities that relate responsible use of knowledge to practicing social responsibility.	Faculty in my discipline have a professional obligation to apply their knowledge to problems in society.	2002	N/A
		2005	82.50
		2009	77.25
	The university should facilitate student involvement in community service as part of the undergraduate learning experience.	2002	N/A
		2005	76.25
		2009	75.25
	The goal of a scholar is to advance knowledge without regard to the possible implications for society.	2002	N/A
		2005	40.75
		2009	57.25
	Preparing students for responsible citizenship should be an integral part of the undergraduate experience.	2002	N/A
		2005	82.50
		2009	79.25
	Devoting professional or academic expertise to the community is valued highly in my department/program.	2002	N/A
		2005	65.25
		2009	70.00
Attention to civic engagement detracts from the more important work of teaching and scholarship.	2002	N/A	
	2005	38.50	
	2009	52.50	
There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture.	2002	N/A	
	2005	64.25	
	2009	74.00	
There is a high level of commitment in my department/program to promoting the civic engagement of faculty.	2002	N/A	
	2005	55.75	
	2009	67.75	

## IUPUI Faculty Survey

Example of Evidence	Item Text	Year	Scaled Mean
The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.	The quality of research in my department/program.	2002	64.67
		2005	62.33
		2009	66.00
	Effectiveness of support services for faculty research and scholarship.	2002	N/A
		2005	56.00
		2009	50.00

# NSSE

Example of Evidence	Item Text	Year	First-year Students Scaled Mean	Seniors Scaled Mean
The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.	Institutional emphasis: providing the support you need to help you succeed academically.	2002	57.67	57.67
		2004	68.33	60.33
		2006	64.33	59.00
		2009	69.67	60.33
	Institutional emphasis: providing the support you need to thrive socially.	2002	32.00	24.67
		2004	37.00	27.33
		2006	39.67	32.00
		2009	46.33	30.67
	Institutional contribution to knowledge, skills, and personal development: solving complex real-world problems.	2002	43.00	53.67
		2004	47.67	53.00
		2006	48.00	57.00
		2009	54.67	57.33
Institutional contribution to knowledge, skills, and personal development: developing a personal code of ethics.	2002	44.33	49.00	
	2004	44.00	47.33	
	2006	45.67	50.00	
	2009	53.67	49.67	
The organization encourages curricular and cocurricular activities that relate responsible use of knowledge to practicing social responsibility.	Institutional contribution to knowledge, skills, and personal development: contributing to the welfare of your community.	2002	28.33	38.00
		2004	37.00	37.67
		2006	42.33	42.33
		2009	48.00	45.00