

Program Review and Assessment Committee

Thursday, August 29, 2002

1:30-3:00 p.m. UL 1126

Ingrid Ritchie, Chair

Linda Durr, Recorder

AGENDA -

1. Welcome and Introductions.....I. Ritchie
2. Review of May MinutesI. Ritchie
3. Update on Student Portfolio S. Hamilton
4. Review of Self-Study on Teaching and Learning for NCA..... S. Kahn

MINUTES -

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, K. Black, D. Boland, C. Dobbs, K. Duckworth, C. Guba, R. Halverson for P. Boruff-Jones, L. Haas, S. Hamilton, S. Kahn, L. Kasper, J. Kuczkowski, R. Lehnen, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, J. Orr, C. Pike, I. Queiro-Tajalli, I. Ritchie, E. Sener, C. Souch, K. Stanton, R. Vertner, A. Wilson, C. Yokomoto, N. Young

Note: Lisa Angermeier, Chair of the Assessment Committee in the School of Physical Education and Tourism Management, arrived a little late and, therefore, was not introduced to the group. She will represent the school in addition to Katie Stanton and Sotiris Avgoustis.

Introductions:

I. Ritchie began the meeting by asking attendees to introduce themselves and indicate the school/unit that they are representing.

Approval of May Minutes (I. Ritchie)

- o Minutes were approved.

Update on Student Portfolio (S. Hamilton)

S. Hamilton announced that Ali Jafari will be leaving the Center on Teaching & Learning and taking the Student Electronic Portfolio Consortium to his primary office in the School of Engineering and Technology. He will be pursuing the Consortium project as an entrepreneurial venture and will no longer be working

on the IUPUI Student Electronic Portfolio initiative. Jay Fern, who developed the first prototype for the IUPUI student portfolio, will again be working with Hamilton on this project. She hopes to have a pilot project underway during the spring semester, if possible, and definitely by the fall semester

Hamilton distributed the Second Draft Report of the April 12, 2002 Campus Colloquium on the Principles of Undergraduate Learning at IUPUI. She revised this document based on comments that she received from members of PRAC and the approximately 100 faculty who attended the colloquium. She noted that there are still many question marks for several of the PULs. She also raised some additional questions. For example, "Are the expected knowledge and skills for critical thinking the same at the introductory level and the intermediate level?" "What is the difference between the two levels?" These are the kinds of distinctions we should be able to articulate. She emphasized that the document is still in draft form and asked that PRAC members provide her with suggestions for knowledge and skills related to the PULs at the Introductory and Intermediate levels, as well as on assignments or courses that directly address any of the PULs.

Hamilton briefly demonstrated how the e-port Web site works. All six principles are represented in a matrix that spans the student's undergraduate career at IUPUI. The site is organized so that the student can demonstrate achievements, learning, and improvements over time.

J. Kuczkowski suggested that PRAC representatives and other faculty need a detailed guide outlining the kinds of information Hamilton needs from them.

I. Ritchie reminded the group that PRAC had recommended that members be provided a more formal document explaining the task to take back to faculty in their schools. PRAC members could then give the document to department chairs and appropriate groups within the schools and ask them to review the whole document. Assignments that are identified can be suggested to students as appropriate to include in their portfolios for specific PULs.

Banta noted that we are looking for substantive assignments and that the task of identifying assignments that correspond clearly to the PULs cannot be accomplished quickly. Ultimately, identifying these assignments will make things easier for students and faculty, but, for the moment, we need more information.

R. Lehnen asked whether an online data base will be developed as part of this initiative. What resources will be available in electronic form? Hamilton replied that the data base is still in its design phase, but that the student portfolio will be connected to OnCourse, and that in the current conception, grades, assessment, and reflection can be viewed in the aggregate. Banta and Hamilton will meet soon to discuss what other kinds of information should be available in aggregate form.

C. Yokomoto suggested that a pilot study be conducted within one department, rather than having many units experimenting at the same time.

Additional issues that need to be addressed include: 1) How to handle transfer students. In order to address this we will need to work with Ivy Tech. 2) How we will document that this student electronic portfolio can be used to help students learn.

Review of Self-Study on Teaching and Learning for NCA (S. Kahn)

S. Kahn demonstrated a portion of the NCA accreditation self-study on teaching and learning. The narrative and links are organized to fit a conceptual framework based on themes of the work IUPUI has pursued to improve teaching and learning. Linked information can be accessed through the narrative, through menus at the side of each page, and through navigation guides at the top and bottom of each page. Kahn asked all PRAC representatives to review the narrative and suggest examples from their schools, as outlined in the set of questions she passed out. This will allow the self-study to present a balanced picture of work being done at the campus-wide level and work being done at the school-specific level.

Kahn explained that once the narrative is in final form, graphics and menus will be added to each page. S. Heiliger has built an image bank of photos that will appear on the various pages. Kahn demonstrated several examples of how the portfolio presents the work of students and faculty and asked for more “show and tell” materials from courses. She also noted the many links to schools, programs, and offices across the campus and suggested that anyone whose site is linked be sure the site is in good order by the end of September and that URL changes be avoided until after the accreditation visit.

An updated draft of the teaching and learning self-study will be available and will be sent to the PRAC listserv on Tuesday, September 3. Kahn urged members to contact her by phone or e-mail to give her feedback, examples, links, and suggestions.

Banta pointed out the NCA front page for the benefit of new PRAC members and explained that our NCA accreditation visit will be based on two special emphases: Teaching and Learning and Civic Engagement. How do we build on what is here and look to the future? We want specific questions to guide the reviewers as they evaluate the self-study.

Kahn noted that if information was submitted to update the PUL matrices, it has been added. If the members do not send her information for the improvements column, then she will have to extract it from the PRAC assessment reports.

The following documents were distributed at the meeting:

Sharon Hamilton's handouts:

1. Second Draft Report of April 12, 2002 Campus Colloquium on the Principles of Undergraduate Learning at IUPUI.

Susan Kahn's handouts:

2. Teaching and Learning Introduction, Draft 8/20/02
3. Enhance Undergraduate Student Learning and Success, Draft 8/21/02
4. Support and Enhance Effective Teaching, Draft 8/28/02
5. Questions and Feedback Needs for Teaching and Learning Self-Study

Chair's handouts:

6. PRAC Mission Statement
7. PRAC Annual Summary of Activity for 2001-2002
8. PRAC Subcommittees – 2002-2003 (please volunteer for a committee)
9. Summary of Program Review Activities for 2001-02
10. Guidelines for the Development and Submission of Assessment Project Proposals

The following items were distributed prior to the meeting via email:

1. August 29 Agenda
2. Schedule for Fall 2002 Meetings
3. Minutes of May 9
4. Suggestions from 2001-02 PRAC Presentations

Next meeting:

September 26, 2002

2:00-3:30 pm in UL1126

**Teaching and Learning Self-Study Draft:
Questions and Feedback Needs
Program Review and Assessment Committee
August 29, 2002**

We would appreciate your advice and feedback on the following items:

General Issues

1. What questions do we want to ask the NCA review team to advise us on at the conclusion of the self-study document? What do we want to get out of this process?
2. Are there additional major topics that should be discussed?
3. For those that haven't given us info for the "improvements" column of the PUL matrices, please do so by September 15.

Examples Needed

1. Lists/syllabi for non-UC First-Year Seminars/Learning Communities
2. Department or school initiatives to create (formal or informal) learning communities among students
3. Efforts to assess the impact of specific pedagogical approaches, including approaches that incorporate technology, on undergraduate student learning
4. Department or school faculty development programs, approaches, initiatives and their impact, if assessed
5. Major faculty hires made on the basis of teaching
6. Changes to tenure and promotion or merit pay allocation guidelines to improve rewards for teaching and related activities, like advising
7. Schools that have appointed lead advisors, including joint positions with University College

Note: Updated drafts will be available after noon on Tuesday, September 3 at [www. iport.iupui.edu/drafts/](http://www.iport.iupui.edu/drafts/)

Enhance Undergraduate Student Learning and Success **Draft 8/21/02**

The past decade at IUPUI has been marked by a series of initiatives that have mobilized the campus to address the challenges of effectively educating IUPUI's "New Majority" students. These efforts have targeted enhanced learning and retention among all students, with a strong focus on improving the persistence of first-time, full-time freshmen—a cohort that makes up only about a third of new students entering IUPUI, but that is emphasized by most measures of educational effectiveness. Accordingly, the campus has worked to develop and implement strategies for encouraging deeper student engagement with learning and with the campus, improving the facilities that comprise the physical environment for learning, and improving approaches to academic planning and assessment to ensure that all students develop the higher-order skills expected of college graduates.

Our efforts to enhance undergraduate student learning and success can thus be seen as falling into three broad "themes" or categories:

- Fostering Student Engagement for Effective Learning
- Creating a Supportive Environment for Effective Learning
- Planning and Assessing for Effective Learning

Our discussion of undergraduate student learning is organized around these themes.

Fostering Student Engagement in Learning

Research on higher education has demonstrated that prior academic success and residential status are among the strongest predictors of student retention and performance. As noted in the introduction to this self-study, both factors present challenges for IUPUI and our undergraduate students. First, the majority of new freshmen at IUPUI continue to enter with deficits in preparation and readiness for college-level work. Second, our students' circumstances—commuter status, accompanied by heavy off-campus work and family commitments—constrain their involvement in learning and in campus life. For them, simply finding the time and energy to devote attention to college study is difficult; at the same time, their attachment to the campus may be weak in comparison to that of students at residential campuses.

To address these challenges to effective learning and persistence, IUPUI has invested substantial energy and resources in encouraging student engagement with learning and with the campus. Through a number of initiatives, we have worked to develop students' sense of community on campus, make academic support programs readily accessible to them, and ensure that they experience a range of active learning pedagogies.

University College. A primary locus of these activities is University College, the academic home for new students at IUPUI. UC opened in 1997 and was dedicated in 1998, following several years of experimentation, sponsored by the UEC, aimed at creating first-year experiences that would ease students' transition to college-level work and provide them with strong connections to the learning process, to their peers, and to faculty. This work emerged initially from the higher education literature, particularly the literature on learning communities of the late 1980s and early 1990s, which suggested that such communities might be an especially effective strategy for retaining commuter students (see, for example, Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 1993). More recent UC efforts have focused on using assessment findings to refine models originally imported from elsewhere to make them as effective as possible for IUPUI's specific student population.

A central element of the UC model is a first-year seminar—known as a “learning community”—intended to provide an intensive orientation to IUPUI, to the skills needed for college-level study, and to the many support resources available within UC and across the campus. Taught by an instructional team that includes a faculty member, a librarian, an advisor, and a peer mentor, the seminar provides new students with easy access to advising and mentoring and helps them learn to “navigate” the IUPUI campus at the outset of their academic careers.

Following a number of pilots and much restructuring based on assessment findings, the first-year seminar program was extended across the entire campus in the late 1990s. (For a detailed analysis of this history, see the RUSS Self-Study.) Currently, first-year seminars are offered by all undergraduate units and enroll X percent of entering freshmen. UC retains a central coordinating role through the First-Year Studies Committee and the IUPUI Learning Community Network. All first-year seminars introduce students to the critical elements of success in college, with the discipline-based ones adding an introduction to the discipline or department for students already admitted or planning to seek admission to those schools. An important feature of the seminars is their strong emphasis on active and collaborative learning, as well as on development of skills in critical thinking and information literacy. A template developed by UC for the first-year seminars includes anticipated learning outcomes, recommended pedagogical strategies, and required curriculum components, in order to ensure that all new students are exposed to key information, resources, and learning experiences in their first semester. (Click here to see several examples of First-Year Seminars offered by UC and other units.)

A second critical feature of UC is that it brings together crucial student support resources and programs in a single physical location. UC is home to such units as the Advising Center, the Career Center, the Learning Center, the Mathematics Assistance Center, and a branch of the University Writing Centers. In addition,

UC is responsible for pre-college programs, such as SPAN and Upward Bound, new student orientation, and a summer bridge program for new students. UC also houses other important campus-wide programs, such as the University Honors Program and the IUPUI Center for Service and Learning. Thus, new students can find most of the help and information they need in one building that is designed to provide a welcoming, student-friendly environment. Equally important, the efforts of the various centers and programs can be coordinated, and assessment findings and good practices can be quickly disseminated among key units.

UC also plays a coordinating role for major campus initiatives to improve undergraduate education, such as the Gateway Program, and for IUPUI's participation in a number of national initiatives, including the Greater Expectations project, sponsored by the Association of American Colleges and Universities, and the Restructuring for Urban Student Success Project (RUSS). Placing these campus improvement initiatives under one administration helps to ensure that they are integrated with one another and with UC's academic offerings and support services. For example, Greater Expectations focuses on core collegiate learning outcomes, such as critical thinking and written and oral communication. At IUPUI, these outcomes are encapsulated in the PULs, which most students initially learn about in the first-year seminar. Bringing Greater Expectations under the same administration as the first-year seminars allows coordination between the two programs. (Click [here](#) to link to a brief report on the Greater Expectations Web site on IUPUI's work with the project.) Similarly, a core component of the Gateway Program is Structured Learning Assistance (SLA), which is offered under the aegis of UC's Learning Center. The Writing Center and the Mathematics Assistance Center also play critical roles in the Gateway Program. The fact that these programs are under one administration and one roof makes it easier for them to align efforts to achieve the goals of the Gateway initiative.

Assessment of UC Programs. Because UC's mission directly targets enhanced student learning of core collegiate learning outcomes and improved retention of first-year students—priorities critical to IUPUI's effectiveness as an institution—assessment has been intrinsic to its operations from the outset. Substantial resources are committed to UC assessment: in addition to assessment work conducted by UC's own staff, the Office of Information Management and Institutional Research (IMIR) helps support UC assessment efforts, while OPD and UC share a staff member whose role includes qualitative assessment of UC programs. In addition, a UC Faculty Fellows Program has supported a range of special, targeted assessment projects. (For a summary of UC assessment approaches and initiatives, click [here](#).)

During UC's first several years, assessment efforts focused broadly on the program's overall impact on student grades and retention, comparing new students who participated in UC programs with non-participants. (Click [here](#) for a

report on initial UC assessment efforts.) As UC programs expanded and were refined, based on early assessment findings, assessment efforts became more focused, examining the impact of specific interventions, such as SLA or the use of peer mentors, for example. (For an overview of this more focused approach, see Part 2 of the Fall 2000 Enrollment Report.) UC assessment methods include both quantitative and qualitative approaches and are intended to serve both formative and summative purposes, so that findings yield information not only on program impact, but on the reasons for that impact, and on unmet needs. Using a range of approaches, including focus groups and personal interviews, to tease out information on **why** certain outcomes do or do not result, as well as on **what** outcomes result, is especially important for improving the effectiveness of the programs as they mature.

Ongoing UC assessment processes use a three-phase approach:

- Needs assessment, conducted via an entering student survey, student satisfaction surveys, non-returning student surveys, and through special task forces and Faculty Fellowships.
- Process assessment, which examines alignment between program concept and implementation, using focus groups, interviews, questionnaires, and special studies, such as the RUSS self-study.
- Outcomes assessment, focused on determining how well programs are meeting their goals, using information on the impact of specific interventions on retention and academic performance, survey results, and students' self-reported learning gains.

In addition to these ongoing assessments, UC has conducted and sponsored a number of special assessment initiatives, including the RUSS Project, the Learning Center Task Force, the Gateway Program, the Transitional Education Task Force, and the various projects carried out by the Faculty Fellows.

Assessment at UC has led to substantial refinement of its approaches to working with first-year students. For example, the initial pilot experiments with first-year seminars used a broad-stroke, “one size fits all” approach, where course content and activities were more or less interchangeable among seminar sections. More recently, information gathered through assessment has led to the development of seminar sections tailored to student interests and needs—e.g., seminars for honors students, non-traditional-aged students, students with interests in specific majors, and students with particular learning needs.

Other examples of changes made by UC as a result of assessment findings include:

- The addition of a set of new UC courses, “Critical Inquiry” (CI). These are reading-intensive sections linked to department-based content courses and designed to support the readings in those courses. CI uses a specific approach to helping students read and critically analyze difficult texts. In a Fall 2000 pilot, beginning freshmen enrolled in CI sections earned higher course grades in the content course and were less likely to withdraw from the course than non-CI students. These results have continued to hold true as the program has expanded in subsequent semesters.
- Adoption of the “Structured Learning Assistance” (SLA) model for high-risk-for-failure Gateway courses (i.e., introductory-level courses with high enrollments of new students). Early experiments with Supplemental Instruction in Gateway courses at IUPUI showed benefits for students who participated, but suggested that many students who would most benefit were not taking advantage of the program. SLA is a specific form of Supplemental Instruction that mandates student attendance at weekly directed study and practice sessions that provide enhanced background on course content and assistance in specific study skills required to master course material. Experience with SLA over the past two years has shown that students in SLA sections withdraw from those courses at significantly lower rates than students in non-SLA sections.
- A 2001-2002 pilot of a proposed “Administrative Withdrawal” policy, whereby students who miss more than half of a class’s meetings during the first four weeks of the semester are automatically withdrawn from the course. The pilot resulted in significantly increased retention in participating courses. As a result of the pilot’s success, the administrative withdrawal policy is in effect this fall for selected courses in the departments of English, Mathematics, Psychology, and Communication Studies, as well as in UC courses.
- Revision of the learning communities mentor program, as a result of a Faculty Fellow’s analysis of the program. Changes included enhancements to mentor training and supervision, greater faculty involvement in mentor recruitment, and clearer definition of peer mentor roles and responsibilities.
- Block scheduling of linked courses. The learning communities model at IUPUI, until recently, did not include the course blocks usually associated with learning communities, in part because of the formidable logistics of block scheduling at a commuter campus. We have just recently begun piloting course blocks and, with support from a grant by the Lumina Foundation, will be working over the next year to bring faculty together to develop themes that will engage student interest, complementary assignments, and other curricular and pedagogical enhancements.

Impact of UC Programs. The years of work and intensive campus-wide effort invested in UC and related learning and retention initiatives have begun to yield tangible benefits in the form of a 4-5 percent increase over the previous year in retention of new freshmen from Fall 2000 to Fall 2001. Early indications suggest that this increase will continue in Fall 2002; while fewer new students have enrolled for the current semester, overall enrollments at IUPUI have increased by X percent over Fall 2001, reaching an all-time high this semester of approximately 29,000 students.

The work of UC has led to less quantifiable, but perhaps no less beneficial, changes as well. UC has provided a highly visible model in which respected, senior faculty members, drawn from academic units across the campus, have collaborated with one another and with other staff members to address difficult teaching and learning issues (a topic discussed in more detail in the Teaching portion of this self-study). Other schools and departments have followed suit; for example, the departments of Mathematics, Psychology, Sociology, English, and Speech Communications, among others, have adopted the practice of appointing senior faculty as coordinators of large, multi-section courses and collaboratively determining desired learning outcomes for these courses and criteria for assessment of those outcomes. [Examples here?]

These and other departments have also initiated or augmented their own efforts to encourage community and engagement among their students, particularly new students, and have enhanced advising, mentoring, and resources for student support. (Click here for several examples of these efforts.) While IUPUI faculty certainly were dedicated to student learning prior to the existence of UC, UC's visibility and success have provided encouragement and direction to efforts based in other campus units, supplied a prominent model of senior faculty collaboration to enhance student learning, and created a centralized location for dialogue about teaching and learning and for coordinating subsequent campus-wide undergraduate improvement initiatives.

Active Learning Across the Campus. IUPUI seeks to make active, collaborative, and experiential forms of teaching and learning a hallmark, not only of UC, but of the campus as a whole, as we work to promote student engagement and success. The predominance of professional schools at IUPUI and the strong professional orientation of our students mean that hands-on, real-life learning opportunities are especially important for them—both to keep them engaged and motivated to learn and to prepare them for the challenges they will face in their post-graduate, professional lives. Moreover, IUPUI's urban setting and engagement with the Indianapolis community provide a wealth of opportunities and resources for service learning, internships, clinical experiences, field work, and hands-on research.

Our approaches to helping faculty incorporate these pedagogies into their teaching are discussed in the teaching portion of this self-study. It is worth noting

here, however, that in the most recent IUPUI faculty survey, 92 percent of faculty report using class discussion as a teaching approach “often,” “frequently,” or “very frequently,” 72 percent report assigning group projects “often” or more, and 65 percent report asking students to make in-class presentations “often” or more.

Results of student surveys, including student satisfaction surveys and the National Survey of Student Engagement (NSSE), also suggest that IUPUI students are active in the classroom. For example, on the NSSE, approximately half of “early career” (second-semester freshmen and first-semester sophomores) students and two-thirds of “late career” (first- and second-semester seniors) students surveyed responded that they “often” or “very often” ask questions in class or contribute to class discussions. Almost half of all early career and one-quarter of all late career students report that they often or very often rewrite papers for class. In addition, 66 percent of students surveyed indicated that they had completed or planned to complete an internship, practicum, or field experience, while 46 percent had participated or planned to participate in community service or volunteer work while in college.

These last results are not surprising, given that virtually every professional program at IUPUI requires or provides opportunities for field work, internships, or clinical experiences, while all students can take advantage of a campus-wide internship program offered through the IUPUI Career Center. In addition, a number of undergraduate professional programs, including Education and Nursing, have instituted curricula designed to ensure that students are involved in clinical experiences from the outset of the program. Capstone courses, required by most undergraduate majors, whether in professional disciplines or in the liberal arts and sciences, typically incorporate significant final projects in which students are asked to apply what they have learned either in a real-world setting or a close simulation of one, often working with one another in groups.

Other survey results related to student engagement are less encouraging; for example, in the NSSE, students reported relatively little interaction with faculty outside the classroom. While we might expect less student-faculty interaction outside class than would be typical at a residential campus, a number of current initiatives are seeking to foster higher levels of academic engagement of students with faculty outside class. For example, a three-year-old Undergraduate Research Opportunities Program offers all undergraduates the chance to apply for competitive grants to fund work with faculty on cutting-edge research in their chosen fields. SLD is working to expand co-curricular activities that bring students and faculty members together around shared academic and professional interests. Plans for improving the physical environment for learning at IUPUI and for new student residences on campus, discussed elsewhere in this self-study, are likewise intended, among other things, to create increased opportunities for student-faculty interaction outside class.

Technology and Enhancement of Student Learning. Over the past decade, IUPUI has placed a high priority on innovative uses of technology to increase access and student engagement and improve teaching and learning. For example, OnCourse, an online course management system developed by IUPUI's Cyberlab and now in use at all eight IU campuses, provides faculty the ability to create Web sites for each course they teach, to involve students in online interaction and collaboration, and to supplement print-based course readings with multi-media materials. Our Center for Teaching and Learning provides faculty with a technology-rich environment and access to expertise to help them incorporate technology into courses and curricula in ways that enhance and enrich the learning environment. One of the aims of IUPUI's current student electronic portfolio initiative, discussed elsewhere in this self-study, is to engage students more deeply in learning through online reflection and integration of knowledge and skills across courses. In addition, a joint project conducted in 2000-2001 by the Departments of Sociology and English, funded by the Pew Center for Academic Transformation, provides a compelling model for reducing the costs of offering a large introductory course, while realizing significant gains in student learning.

[If I can get any examples of assessment of technology-enhanced learning, the discussion and links will go here.]

A new initiative, IUPUI Online, launched this fall, is bringing together what IUPUI has learned from these and other experiences with technology with the results of a series of new pilot projects to implement expanded use of technology-enabled learning and student services over the next ten years. Ultimately, the initiative aims to realize both greater efficiency and enhanced learning through technology-based tools, allowing the campus to alleviate strains on campus resources and facilities while improving the learning environment. A January 2002 concept paper for IUPUI Online envisions "development of learning experiences that use technology to improve learning by using class and laboratory time differently, by using more active and student-inquiry pedagogies, and by differentiating roles in the teaching process."

Plans for 2002-2003 call for:

- A series of focused campus-wide conversations featuring leading thinkers—from both on- and off-campus—on the topics of learning technologies and change. These conversations will examine possibilities for alternative modes of learning, cost savings, and the future of higher education generally.
- A set of "incubator" projects, supported by the CTL and the Digital Media Services Lab in the Division of University Information Technology Services (UITS). Six projects are planned for Fall 2002, with additional courses to be added in Spring 2003. Both the development process and learning

outcomes from these courses will be carefully assessed, with findings shared across the campus and nationally.

- Work on identifying the types of courses the initiative will focus on and on addressing intellectual property issues.
- Development of a variety of business plans that reflect the varying contexts of schools and departments across the IUPUI campus, in order to gain a better understanding of how we can expand our use of technology-enabled learning at costs we can afford.
- Identification of unmet student service needs and development of plans for improving or expanding services.
- Appointment of a Board of Directors representing contributing units, faculty governance, and deans, along with development of advisory groups and other committees, as needed.

Diversity, Learning, and Success. Diversity is a core value of IUPUI, reflected in the *Vision for Diversity* laid out by the Chancellor in 2000, in our revised mission statement and strategic plan, in the performance indicators emerging from that plan, and in the structures and initiatives we have put in place to support diversity across the work of the institution. Accordingly, all of the initiatives to enhance student learning, engagement, and persistence already discussed in this self-study have strongly emphasized supporting academic success among minority students. For example, UC's Mathematics Assistance Center, while established to support all students, has helped to attract additional funding for initiatives focused on minority students, including a grant from the Nina Mason Pulliam Trust designated to assist minority, low-income, and first-generation college students. Programs like SLA, the UC learning communities mentor program, Critical Inquiry, and the Gateway Program are in part designed to meet the needs of our minority students, who are disproportionately represented among the ranks of under-prepared and first-generation college students at IUPUI and stand to benefit from the enhanced academic support these programs provide.

Assessment of Diversity. Approaches to assessing minority student success and related areas like campus climate have included focus groups, surveys, and analysis of student profiles and retention and graduation rates. In addition, a *Campus Climate for Diversity Review*, commissioned by the Chancellor in 1997, and including a self-study and evaluation by two outside consultants, contributed substantially to current campus strategies and initiatives to support diversity efforts. The Chancellor's Diversity Cabinet oversees and monitors these efforts, while the Chancellor reports annually on diversity to the IUPUI and Indianapolis communities in his annual IUPUI State of Diversity Address.

Major issues we are addressing as a result of assessment findings include these:

- Retention and graduation rates among African American students, by far the largest minority group on campus, are lower than those for “all other” students. To some extent, this result is predictable, because a higher percentage of new African American students are considered under-prepared for college work. Comparisons between “regularly” admitted African American beginning students and “all other” regularly admitted students, however, still show a significant disparity in graduation rates, as do comparisons between “conditionally” admitted African American and all other students. The fact that African American students at IUPUI have significantly heavier outside work commitments than other students may partly explain this gap, but assessment findings suggest that other factors also play a role. (While the Latino student population at IUPUI is growing rapidly, reflecting the demographics of Indianapolis and Central Indiana, the number of Latino students has been too small to make meaningful comparisons of their graduation rates and those of other groups.)
- One-year retention rates for African American students have risen in the past year, with retention of regularly admitted African American beginners reaching parity with that of all others in Fall 2001. Retention of conditionally admitted African American students, however, remained seven percentage points lower than retention of all others.
- Student satisfaction survey results show that students feel moderately positive about the campus climate for minorities and believe that race relations on campus are good. But results of the NSSE suggest that, compared to students from other urban universities and from large public research universities, fewer IUPUI students feel that the campus encourages interaction among students from different backgrounds or that they graduate with an understanding of different cultures and ideas.
- The Campus Climate for Diversity self-study and consultants’ report suggest that some units have begun to realize the Chancellor’s *Vision for Diversity*, but that other units lack clear plans for incorporating diversity into their core activities of teaching, research, and service. The external consultants’ report observes that these units need to mount “a sustained set of activities, motivated by a coherent philosophy and action agenda” and tied to ongoing planning and reporting.

Diversity Initiatives and Actions Taken in Response to Assessment Findings. IUPUI’s new mission statement and strategic plan include a set of goals, indicators, and strategies for diversity. Beginning in 2001-2002, schools have been required to include in their annual reports information about their progress in each area of the campus’s strategic plan, including diversity.

In addition to the many student support and engagement efforts already discussed, IUPUI has undertaken a range of initiatives at the campus, school, and department levels to support academic success among minority undergraduates. These programs fall into several broad categories:

- Pre-college programs geared to encouraging minority students to consider IUPUI and to help prepare them to succeed in college and in various areas of specialization. Such programs are sponsored by a number of units at IUPUI, including UC and the Schools of Education, Medicine, and Science.
- Financial aid programs designated for minority students. Many IUPUI schools fund scholarships, assistantships, and other financial aid targeted to minority students. For example, the Minority Research Scholars Program provides tuition rebates for students in science, engineering, and health professions.
- Academic support programs tailored to the needs of minority undergraduates. For instance, the Schools of Nursing and Science offer peer mentoring for minority students. The Minority Engineering Advancement Program combines pre-college work with promising minority students in grade 6 and up, help in obtaining financial aid to attend college, and academic support during college to provide students in the program with hands-on instruction and summer work experiences in their chosen field.
- Co-curricular organizations and programs. Many schools, including the Schools of Nursing, Science, and Engineering and Technology sponsor co-curricular organizations and activities that bring minority students together with one another and with successful professionals in their fields.
- Initiatives to improve the campus climate for diversity. The role and mission of SLD are strongly focused on improving the campus climate for diversity. Since its inception, the office has conducted a number of student focus groups and campus-wide forums on diversity issues. Their new strategic plan has emerged, in large part, from student input gathered through these activities.

In addition to these efforts, school-based and campus-wide groups like the Diversity Interest Group plan and sponsor faculty and staff development programs aimed at ensuring that diversity issues are incorporated into curricula and that faculty are sensitive to and able to manage issues of classroom climate. Curricular aspects of diversity are discussed more fully in the teaching portion of this self-study.

Creating a Supportive Environment for Effective Student Learning

IUPUI's efforts to support student retention and success through academic program-based initiatives and the development of co-curricular opportunities have been accompanied by a series of long-term building and renovation projects intended to create more welcoming and "learner-friendly" physical facilities and environments on the campus. These projects have been among the campus's highest planning and budgeting priorities since the mid-1990's. The changes and improvements underway and planned for the next few years are motivated, in large part, by our focus on engaging students more deeply with learning and with the campus: for commuter students, especially, an environment conducive to spending time on campus before and after classes and engaging in activities outside the formal classroom is likely to strengthen their sense of affiliation with the institution and with faculty and fellow students.

Redesigning Existing Learning Spaces. Some of the renovations are meant to support changes in instructional approaches, which are placing increased emphasis on the pursuit of active, experiential, and group learning, as well as on the use of instructional technologies. Such approaches call for new ways of conceiving learning spaces originally designed to accommodate lecture/presentation-based pedagogies. As an August 2000 [concept paper](#) of the IUPUI [Learning Environments Committee](#) explains,

No longer is the traditional classroom space, most suited to a presentational format, the only kind of facility we need to pursue our goals of better learning and affiliation; many other kinds of spaces are required to achieve these goals. We need to support spaces that enable interchange between students and students as well as between students and faculty, spaces that allow students to stay engaged between class meetings, spaces that encourage use of instructional technology in learning. The campus must be rich in instructional spaces of many kinds.

One of IUPUI's first experiments with creating new kinds of learning spaces was the renovation of the old library building for University College. To realize the concept of UC as an academic "home" for entering students, the UC building includes a variety of areas designed to support group learning and technology-assisted learning, as well as spaces where students can relax, study, and socialize. A redesign and upgrade of the UC food services area this year is intended to make the building an even more inviting environment for students to spend time in. (Click here for an interactive, [online tour](#) of UC.)

Similar upgrades are underway or planned throughout the campus, with the Learning Environments Committee, launched in 2000 (?), playing a central role in conceptualizing the redesigned spaces, [prioritizing spaces for renovation](#), and developing [standards](#) for both classroom and informal learning spaces. Working with task groups of students, faculty, and architectural planners to analyze needs

and generate ideas for specific campus locations, the committee has developed plans calling for “the creation of clustered seating, work tables, outdoor benches, additional pocket cafes, stand-up Internet kiosks or wireless clusters throughout connectors, in lobbies, and other public spaces” to make visible “the culture of learning that we are promoting at IUPUI.” When plans are fully implemented, all classrooms will be wired for voice, data, and video connectivity, and many will include temporary or permanent partitions, work surfaces for use by groups of eight or fewer people, and moveable furniture to facilitate small-group learning.

To date, a redesign of several informal learning spaces in the Lecture Hall has been completed. (Click [here](#) to view “before” and “after” photos.) Future plans call for classroom upgrades and the development of informal learning spaces in the Business/SPEA Building, Cavanaugh Hall, the Education/Social Work Building, the School of Nursing, and the Science, Engineering and Technology Building. Tentative locations for wireless computing environments include the Lecture Hall, the Education/Social Work connector, and Cavanaugh Hall.

New Buildings to Foster Student Engagement with Campus Life. Even more ambitious plans call for the development of a 173,000 square foot Campus Center by 2007 and for completion of student residences, housing 3,000 students, by 2007. The Campus Center, which will be centrally located at the southwest corner of Michigan Street and University Boulevard, is slated to include student gathering places and lounges, food services, meeting and event spaces, student academic assistance services and resources, performance space, a computer lab, and a range of auxiliary services. The Center is a cornerstone of IUPUI’s plan to create a welcoming campus environment and encourage stronger academic and social connections to the campus among students.

Equally important, the student residences, which will house approximately 3,000 students, are being carefully planned as learning communities for students able to devote full attention to their educational experience at IUPUI. It is anticipated that adding a core group of residential students to IUPUI will strongly influence the student culture on campus, encouraging deeper engagement in learning among all students and, with the help of the Campus Center, strengthening and expanding co-curricular activities and student life. Planning for the residences is geared to accomplishing these key objectives for the campus. The residences will include an Honors House, an International House, first-year only student housing, and other special interest housing. UC is working closely with SLD to develop programming that will bring residential students together in UC first-year seminars, involve them in service learning projects and campus organizations, and create opportunities for student-faculty interaction outside class. SLD’s newly released strategic plan includes plans for assessing the impact of the student residences on both residential and non-residential students through ???

Planning and Assessing for Effective Learning

Planning for General Education: The Principles of Undergraduate Learning. No campus-wide planning initiative at IUPUI can afford to ignore the highly decentralized culture of the campus. This culture originated with IUPUI's founding as a loose confederation of professional schools, each with its own distinct history and identity. In 1969, when IUPUI was established, its academic units ranged from the School of Medicine, which had become part of Indiana University in the early twentieth century, to the School of Physical Education, which had been founded elsewhere in the mid-nineteenth century and subsequently relocated to Indianapolis, to extension divisions of IU and Purdue that had no mandate to operate autonomous undergraduate programs in the liberal arts and sciences.

The campus thus lacked the “arts and sciences core” that traditionally provides the common curriculum for general education on university campuses. Each school at IUPUI had its own distinct and separate academic requirements and expectations. As the campus grew and added new schools and programs, primarily in professional areas, this decentralized approach to undergraduate education continued.

By the late 1980s, many at IUPUI recognized the problems inherent in this approach: students had difficulty transferring from one major to another and the university lacked a common, campus-wide articulation of expectations for baccalaureate degree recipients to guide curricular and pedagogical approaches. To develop strategies for addressing these problems, the campus established the Council on Undergraduate Learning in 1988. In 1991, a subgroup of CUL, the Commission on General Education, was charged with developing recommendations on general education.

In 1993, the Commission introduced an initial draft of the IUPUI Principles of Undergraduate Learning, proposing their adoption campus-wide. Rather than attempting to prescribe specific common course requirements for students in all IUPUI schools, the draft defined a set of higher order abilities and skills that all IUPUI undergraduates would be expected to master; course requirements to support student learning of the PULs were to be determined by each individual school. Winning approval of the proposed list of PULs at a large, complex campus like IUPUI was no easy task, but following a number of iterations and extensive discussion at the department, school, and campus levels, the current version of the PULs was adopted by the IUPUI Faculty Council in 1998.

The PULs provide a focused, common statement of expectations for all students, whatever their particular major may be, as well as a common framework for assessing and evaluating academic programs. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge,

and understand the diversity of human cultures, societies, and perspectives, among others. Emphasizing liberal learning across the curriculum, the PULs are intended as a blueprint for equipping graduates with the higher-order skills and dispositions that characterize effective citizens, professionals, and leaders.

Using the PULs as a foundation, general education at IUPUI is built around a set of common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Teaching and learning of the PULs thus is not expected to be “completed” by the time a student enters a major, but rather to continue within the context of the discipline and/or profession. Capstone courses, required by many majors across the campus, for example, are designed to integrate the six PULs with the content of the major or profession.

Each school at IUPUI that grants baccalaureate degrees is free to determine the specific course requirements that will best enable its students to achieve the PULs. In practice, an “empirical core” curriculum has emerged, as degree programs have reached similar conclusions about the kinds of courses most likely to contribute to student learning of the PULs. This empirical core includes:

- A first-year seminar/learning community (1 course/1-3 hours)
- College writing (English W131/3 hours)
- Speech/communications (Speech Communications R110/3 hours)
- Mathematics competence (3 hours or demonstrated competence)
- Arts and humanities (2 courses/6 hours)
- Social sciences (1 course/3 hours)
- Science (1 or 2 courses/3-6 hours)
- Capstone (number of hours varies)
- TOTAL: 24-27 hours

Along with the empirical core extending across most baccalaureate degree-granting units, the IU School of Liberal Arts and the Purdue School of Science formally adopted a common core curriculum in 1998. This common core represents the culmination of a lengthy effort, parallel to, but somewhat separate from, the work of CUL, by the Council of Liberal Arts and Sciences (CLAS). Now renamed the Common Core Curriculum Committee, CLAS, a joint committee of the Schools of Liberal Arts and Science, based its “Principled Curriculum” on the PULs. It is intended to strengthen liberal arts and science students’ preparation for the major, to expand student options for choosing a major or pursuing a double degree, and to foster faculty collaboration and interdisciplinary ties across the two schools. The strongest single emphasis in the curriculum is on writing; the design of the curriculum is meant to ensure that substantial writing is required of all Liberal Arts and Science students throughout their undergraduate education. The specific elements of the common core curriculum are described on the Web site of the Common Core Curriculum Committee.

Assessment of the PULs. Since campus-wide adoption of the PULs in 1998, a number of campus-level committees and offices—principally PRAC, PAII, and OPD—in addition to the individual schools themselves, have worked to ensure that they are firmly embedded into curricula and pedagogical approaches and into our ongoing assessment programs. UC and other freshman learning communities, in particular, have played a prominent role in introducing the PULs to new students. Currently, assessment of student learning of the PULs takes place at the school level, as well as at the campus level through special campus-wide efforts and initiatives. Perhaps the most ambitious of these initiatives, the student electronic portfolio, is currently being piloted.

Based on evidence derived from assessment efforts to date, we believe that our students are achieving the PULs to some degree, but not to the extent that we would like. In addition, we need to continue our efforts to ensure that faculty and departments are working systematically and effectively to improve and assess student learning of the PULs. The performance indicators page for Teaching and Learning reflects this judgment. Below, we discuss our approaches to gathering evidence related to teaching and learning of the PULs at the school and campus levels and strategies underway for improving these approaches.

Assessment of the PULs at the Department and School Level. Each academic program at IUPUI is responsible for developing statements of learning expectations for its majors and assessing for accomplishment of those expectations. Most undergraduate programs have either incorporated the PULs into these statements or explicitly mapped the PULs to elements of their expected learning outcomes. (To see several examples, click [here](#)). Processes and results of assessment of the PULs, as well as of the major, are synthesized in the annual reports submitted by each school to PRAC and posted to the PAII Web site.

To supplement the annual school reports, and as part of IUPUI's work on the Urban Universities Portfolio Project, the Dean of Faculties funded a special study in 2000-2001 that examined teaching, learning, and assessment of the PULs in each IUPUI school that grants baccalaureate degrees. Conducted by three Faculty Associates under the leadership of the Director of the Office of Campus Writing, the study produced a major report, *Phase I of a Study of Student Learning*, which provides a cross-cutting analysis of how the PULs are integrated into school curricula and assessed across the campus. This analysis found that integration and assessment of the PULs, as well as faculty and student understanding of the principles and their purpose, vary both across and within schools. Results of the report are summarized in a set of matrices that provide information on how each PUL is addressed by each individual school; these matrices have been updated, drawing on information from the annual school assessment reports, to reflect changes and improvements implemented in 2001-2002.

As an outgrowth of the Faculty Associates' study, the Office for Professional Development at IUPUI has sponsored several major programs intended to increase faculty and student understanding of the PULs and to disseminate good practices for teaching and assessing for the skills and abilities the PULs represent. Specific examples of how various PULs are taught, learned, and assessed can be found on the "Evidence and Initiatives" page of this section and are highlighted in the "IUPUI in Action" pull-outs throughout this portion of the self-study.

Assessment of the PULs Campus-Wide. In 2001, the campus embarked on an even more ambitious effort to embed the PULs explicitly and firmly in undergraduate curricula through the development and implementation of student electronic portfolios organized around student learning of the PULs over the course of their undergraduate studies at IUPUI. Using a common Web-based platform and template that IUPUI is developing in consortium with several major universities around the country, the student portfolios include samples of student work demonstrating achievement of the PULs over time, along with reflective essays by students focused on their intellectual growth in college within the framework of the PULs.

Pilot tests of the student portfolio began during the 2001-2002 academic year and are continuing this semester in a range of introductory courses, including UC's Freshman Inquiry classes, which introduce students to the PULs. We anticipate that by 2004, all undergraduate students at IUPUI will be required to develop and maintain a portfolio over the course of their undergraduate studies. Courses and programs across the campus will incorporate assignments explicitly designed for inclusion in the portfolios as demonstrations of achievement in one or more of the PULs.

As part of the student portfolio initiative, a broad campus-wide effort is currently underway to develop rubrics, defined by faculty, that describe introductory, intermediate, advanced, and exemplary levels of competence for each PUL. All portfolios will be assessed at several points in each student's progress through the curriculum, using these rubrics to determine how effectively the PULs are taught and learned across departments, schools, and the entire campus and over the course of each undergraduate student's education.

We expect these efforts to enhance awareness of and focus on the PULs among both students and faculty and to yield insights into more and less effective approaches to supporting student achievement of the outcomes encapsulated in the PULs. We thus see the student portfolio initiative as an important step in a long-term process of integrating, assessing, and improving our strategies for helping students achieve the key general education outcomes they will need in order to work, learn, and contribute to their professions, communities, families, and beyond.

Planning for and Assessing Student Learning in the Major. Since the late 1980s, each degree program at IUPUI has had responsibility for defining expected learning outcomes for its majors and assessing for those outcomes. Support, information, and oversight for these activities are provided by PRAC, which includes faculty representation from each school. Detailed information on department and school assessment approaches and findings can be found in the annual school assessment reports submitted to PRAC.

Approaches to assessment vary widely both among and within schools, ranging from use of portfolio assessment, capstones, common examinations for multi-section courses, and other course- and curriculum-embedded methods to standardized tests, licensure examinations where relevant, and surveys of current and former students. Based on evidence from assessment, we conclude that, in most majors, student learning of the major field is improving, but is not yet as effective as it might be. The performance indicators page for Teaching and Learning reflects this appraisal and includes links to additional detailed information and supporting evidence.

A Special PRAC Study of Assessment in the Schools. Over the 2001-2002 academic year, in preparation for this Teaching and Learning special emphasis self-study, PRAC undertook a study of assessment practices across IUPUI schools through a series of oral reports presented at the monthly PRAC meetings. Amplifying and extending the written reports submitted annually by the schools, the oral reports considered assessment findings in relation to key learning outcomes, uses being made of those findings, and needs for improvement, including improvement of assessment approaches and support for assessment work. The reports revealed both ongoing progress in implementing effective assessment practices across the campus and a need for continued advocacy, faculty development, and support to encourage the spread of more sophisticated and ongoing assessment practices. Based on consideration of the entire set of reports, PRAC developed a list of recommendations that address the following areas:

- Building faculty and student commitment to and participation in assessment
- Improving incentives and rewards for faculty involved with assessment
- Enhancing administrative support for assessment
- Strengthening the campus infrastructure for assessment.

This year, PRAC has begun working with relevant campus committees, groups, and offices to implement these recommendations.

Using Surveys in Assessing Student Learning. IUPUI makes extensive use of surveys at both the school and campus levels to gather indirect evidence of student learning that supplements and fleshes out evidence gathered through other assessment activities. These surveys include both in-house and national

instruments. At the campus level, surveys of entering and continuing students, of non-returning students, of graduates and of employers of graduates yield valuable information on student expectations, satisfaction, and perceived learning outcomes that helps faculty and programs plan curricula and pedagogical approaches that engage students and fit their needs.

Student surveys have been especially important tools in our efforts to improve student retention, helping to illuminate the challenges our students face as they work to continue and complete their education. For example, comparing our results on the National Survey of Student Engagement to those of a group of peer urban public campuses, we learned that, on average, IUPUI students spend twice as much time working at outside jobs than students at our peer institutions—a statistic that may help explain why our retention rates are lower than those of peer campuses.

[Am awaiting Vic's assistance to flesh out this section]

Involvement in National Efforts to Plan and Assess for Effective Student Learning

[What might be included here that hasn't been discussed elsewhere?]

Conclusion

Teaching and Learning Introduction Draft 8/20 /02

This section of the IUPUI portfolio comprises part of our Web-based special emphases self-study for the campus's November 2002 accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools. In it, we discuss and critically review the main concepts, strategies, and initiatives that have driven our efforts to support effective teaching and learning at IUPUI, examine the impact of our strategies and structures, identify strengths and challenges, and recommend actions for improvement. We conclude with several questions to our accreditation review team members on how we might further improve the impact and effectiveness of our approaches.

Throughout this section, you will find links to pages of this portfolio or other IUPUI Web sites that include:

- Detailed information on topics, programs, initiatives, and offices referenced in the narrative
- Policy and planning documents, reports, and statistical information
- Representative examples of student and faculty work presented to demonstrate specific teaching and learning practices and outcomes
- Findings from direct and indirect assessments of student learning
- Indicators of our effectiveness in teaching and learning.

We hope this self-study will be of interest to visitors beyond our accreditation review team members themselves: our many stakeholders in the Indianapolis community and the state of Indiana, colleagues at other higher education institutions and organizations, and our own students, staff members, and faculty members at IUPUI, so many of whom have contributed to the work represented here.

Focuses of the Self-Study. IUPUI's newly revised mission statement re-affirms the IUPUI commitment to excellence in teaching and learning, within the context of our role as the urban public university in Indiana's largest city and with a strong emphasis on professional education and the health sciences. The new strategic plan further defines four key performance objectives within this commitment:

- Attract and support a better prepared and a more diverse student population
- Support and enhance effective teaching

- Enhance undergraduate student learning and success
- Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

This special emphasis self-study focuses on the second and third of these strategic goals: "Support and Enhance Effective Teaching" and "Enhance Undergraduate Student Learning and Success." While newly restated, these goals emerge from commitments integral to our mission from the institution's founding.

These commitments bring with them significant challenges. IUPUI's students and campus environment bear scant resemblance to traditional paradigms of higher education. We are a commuter institution serving largely working, first-generation, financial aid-eligible students in a state ranked 50th in the proportion of adults over age 25 with college degrees. Many students arrive on campus without any clear sense of what to expect from college. More than half of new freshmen are considered under-prepared for college-level work, by virtue of class rank, SAT/ACT scores, or high-school coursework, and most students are extensively engaged in pursuits other than college study; a majority work 30 or more hours a week, for example, and many have family and community commitments outside school.

Research on higher education shows that academic preparedness for college and time and attention devoted to college studies are among the most influential predictors of undergraduate retention and performance. From this perspective, IUPUI faces even greater challenges than our peer urban universities do. According to research carried out in collaboration with peer institutions, the dual challenges of student under-preparation and significant off-campus work commitments are substantially greater at IUPUI. For example, our undergraduates, on average, spend almost twice as many hours working off-campus as students at peer institutions. In addition, they enter higher education with comparatively lower scores on standardized tests and fewer college preparatory courses completed in high school.

Alexander Astin has noted that for many students at commuter campuses like IUPUI, higher education is a disruption in their lives, in contrast to students at residential institutions, whose lives and identities are focused on their student status. Our student satisfaction surveys confirm this; for example, availability of parking ranks higher among our students' pre-eminent concerns than many academic issues, such as being able to take courses in the appropriate sequence or the availability of library materials. Family needs, job pressures, and other responsibilities not faced by full-time, residential students make it more difficult for commuter students to focus on learning the skills needed to succeed in college.

In addition, the “New Majority” students who typify IUPUI undergraduates rarely follow traditional college attendance patterns or timelines; most attend multiple higher education institutions successively or even simultaneously. According to the most recent study of “Degrees Conferred” at IUPUI, approximately two-thirds of our baccalaureate degree recipients begin their undergraduate studies at another institution; our most recent “Enrollment Analysis” report tells us that about one-third of students who begin their higher education at IUPUI transfer to other institutions. (Two-thirds of students transferring out go on to non-IU institutions and are counted as “non-retained.”)

Given these circumstances, it is at the same time critically important and extremely difficult for IUPUI to engage students deeply in learning, provide them with intellectually coherent educational experiences, and retain them through graduation. Much of our work on teaching and learning has focused on developing, implementing, and assessing strategies for addressing these multiple challenges in order to serve our student population and the Central Indiana region as well as possible. This special emphasis self-study takes stock of these strategies with an eye to revising or augmenting them where evidence indicates a need for change. Ultimately, our purpose is to chart a course for pursuing Excellence in Teaching and Learning in ways that will best serve our particular student body and our particular mission as Indiana’s urban public university.

Teaching and Learning at IUPUI: A Historical Perspective. By virtue of the campus’s mission and student demographics, effective teaching and learning have historically been at the forefront of IUPUI’s concerns. Much of the focus of the campus’s early years, however, was on merging IU and Purdue academic and administrative units and on winning “undergraduate autonomy”—i.e., gaining IUPUI faculty control over academic matters for undergraduate students. Since the early to mid-1980s, however, and especially over the past ten years, our strategies for pursuing effectiveness in teaching and learning with our student population have evolved rapidly. The document on Milestones in teaching and learning at IUPUI provides a condensed overview of the development of major initiatives and offices supporting teaching and learning over the campus’s 33-year history.

Our early efforts and strategies aimed to encourage improvement and innovation in teaching. During the mid-1980s, the campus established an Office of Faculty Development, which, among other activities, encouraged faculty, through internal grants and other mechanisms, to experiment with innovative approaches to teaching that would be effective with IUPUI’s urban, career-oriented student body. As a campus, IUPUI was also an early adopter of the use of instructional technologies to promote access and improved teaching and learning in higher education.

In the late 1980s, IUPUI established the Council on Undergraduate Learning (CUL) to provide campus-wide leadership for student learning in our

predominantly decentralized campus environment and with our specific student population. The founding of CUL marked the beginning of a shift in focus from teaching to learning and, over a period of years, led to the development of the Principles of Undergraduate Learning (PULs), which encapsulate the campus's vision for general education.

Campus work on both teaching and learning accelerated in the early 1990s with the opening of an Undergraduate Education Center (UEC), a merger of three advising centers: the University Division, serving primarily traditional-aged students; the Adult Education Coordinating Center, serving mainly returning adults; and the University Access Center, serving under-prepared students. Many of the efforts of the UEC were designed to implement recommendations made in the *Involvement in Learning* report issued in 1984 by the U.S. Department of Education. That report stressed the importance of engaging students in their learning and with one another, an idea strongly supported by research on undergraduate learning.

Other efforts of the late 1980s and early 1990s also focused on serving the needs of nontraditional learners both on and off the campus. During this period, IUPUI developed articulation agreements with Ivy Tech State College and started a campus chapter of Alpha Sigma Lambda, the national honorary society for part-time adult college students. A Community Learning Network project, initially funded by the Annenberg Foundation, has since evolved into a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

Teaching and Learning at IUPUI: A Current Perspective. Today, many of these fledgling initiatives of the late 1980s and early 1990s have been institutionalized as key campus-wide and school-based academic units, offices, and features of IUPUI, as we continue working to address the challenges of providing effective teaching and learning for our New Majority students. For example, the 1998 establishment of University College (UC), which grew out of the work of the UEC, CUL, and other earlier initiatives, represented a major commitment of resources to an effort to enhance new students' engagement with their education, to increase and centralize support for learning, and, ultimately, to improve student persistence and academic achievement.

Another milestone was the 1999 reorganization of faculty development efforts and initiatives under the umbrella of a new Office for Professional Development (OPD), one of the most extensive such offices in the country, offering programs and faculty forums on teaching and learning, assisting faculty in using technology to enhance learning, and, with UC, providing campus-wide leadership in addressing such key challenges as helping our students succeed in large introductory courses. A new Office of Student Life and Diversity (SLD), also

initiated in 1999, seeks to expand co-curricular learning opportunities, to ensure that IUPUI's commitment to diversity informs both the formal curriculum and the co-curriculum, and, working with OPD, UC, and other units, to improve the physical environment for learning on campus.

The development of these new offices and initiatives has been accompanied and shaped by systematic campus-wide planning, assessment, and improvement processes spearheaded by the Office of Planning and Institutional Improvement (PAII), established in 1992. Under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was launched in 1993 with faculty representation from every IUPUI school, as well as from administrative units with responsibility for supporting student learning and success. PRAC oversees campus-wide and school-based assessment of student learning, focusing especially on the core abilities defined by the PULs. It is the principal campus group working on the development of this special emphasis self-study, which is based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past ten years.

With the advent of the Community College of Indiana (CCI) in 2000, IUPUI has very recently begun to see changes in enrollment patterns and student demographics. CCI has assumed responsibility for part of IUPUI's access mission and draws on a portion of our traditional student base; in turn, IUPUI's proportion of traditional-aged and full-time students has increased over the past two years, while overall enrollment has also increased. It was in anticipation of such changes that the Future Group was formed in 1999 to consider the impact of CCI on IUPUI's mission, priorities, and goals. In 2000, the Future Group began work on revising IUPUI's Mission, Vision, and Values statement and developing a new strategic plan for the campus. This special emphasis self-study emerges from this campus-wide planning effort, examining the efficacy of current practices and initiatives and identifying areas where our efforts may need to be enhanced or rethought.

**Revised
8-9-02**

Suggestions from 2001-02 PRAC Presentations for Moving Assessment Forward

Involvement in Assessment

1. Increase Faculty Development and Involvement in Assessment
 - Help faculty develop guidelines for incorporating assessment of the Principles of Undergraduate Learning in syllabi
 - Provide access to assessment experts
 - Provide more dollars to support PRAC grants
 - Establish grants that support development of faculty expertise in assessment
 - Support the scholarship of teaching
 - Provide support for more faculty to attend assessment conferences
 - Develop campus-based workshops on assessment
 - Increase support for online teaching
2. Increase student involvement in assessment
 - Provide funds for more involvement of students in assessment-related research and development
 - Assist faculty in determining how to use course assignments for assessment purposes, so that assessment is not viewed as an “add-on” activity by students
3. Engage deans more fully in assessment by stressing benefits to schools (e.g., assuring that students enter the major with certain levels of competence; assuring that introductory courses have aligned goals so that students enter advanced courses with more consistent preparation)
4. Expand the assessment conference—do it more often, include more IUPUI faculty and administrators

Rewards and Incentives for Assessment

1. Revise promotion and tenure criteria to include assessment
2. Include involvement in assessment in guidelines for teaching awards and honors

Infrastructure for Assessment

1. Develop a basic general education core with campus-wide committee support to make it happen
2. Increase PRAC time to discuss assessment tools
3. Disseminate effective examples via sharing sessions
4. Increase focus on general education
5. Appoint a PRAC representative to Faculty Council
6. Have an assessment committee in each school
7. Select/develop technology for keeping track of assessment data
8. Provide help in increasing alumni responses to surveys