

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS
Indianapolis, Indiana

November 5-7, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I. Context and Nature of Visit.....	3
II. Commitment to Peer Review	6
III. Compliance with Federal Requirements	6
IV. Fulfillment of the Criteria.....	7
a. Criterion One.....	7
b. Criterion Two.....	9
c. Criterion Three	11
d. Criterion Four	14
e. Criterion Five.....	16
V. Affiliation Status.....	19
VI. Additional Comments and Explanations.....	20

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of this Comprehensive Visit was to evaluate Indiana University Purdue University Indianapolis (IUPUI) for the purpose of re-accreditation, federal compliance, and pathway eligibility.

B. Institutional Context

IUPUI views itself as a public, urban, research university with a strong focus on community engagement and serves as Indiana's health sciences campus. IUPUI was created in 1969 by an agreement between Indiana University and Purdue University. Administratively, IUPUI employees report to Indiana University with the IU Board of Trustees serving as the governing body. Purdue University (in conjunction with IU) has authority over a number of degree programs. As an institution, IUPUI is highly decentralized, but also unified, in many aspects.

Currently, IUPUI is an institution in transition. It serves over 30,000 students via 22 Schools on the Indianapolis Campus and a Center in Columbus, IN (IUPUC). The Institution supports programs with baccalaureate, graduate (masters and doctoral), and professional degrees.

IUPUI is transitioning from a commuter campus with a majority of part-time adult students to a campus with a majority of full-time students of more traditional college age. Physical infrastructure additions support this change with construction of a Campus Center and new residential halls. It is committed to converting the University Place Hotel and Conference Center to a residence hall and classrooms for students. The Institution has also committed to additional programming in Student Life. IUPUI is evolving from a comprehensive to a research-oriented campus, garnering over \$400 million in external support and developing 33 new graduate programs since 2001. The Institution has national stature and is known for strengths in teaching, learning, assessment, first year experience, service learning, and community engagement. IUPUI received initial accreditation from the North Central Association in 1972-1973.

C. Unique Aspects or Additions to the Visit

IUPUI has requested that the Team evaluate:

- 1) the stipulation of needing prior Commission approval and a focus visit with regard to adding graduate doctoral and professional programs (see Embedded Change Request and Appendix A), and
- 2) the progress of the Respiratory Therapy Program as required by a separate review. (see Section VII ADDITIONAL COMMENTS AND EXPLANATIONS)

D. Additional Locations or Branch Campuses Visited (if applicable)

The Team also visited the Columbus, IN Center. Two Team Members, Barbara Bardes and Mark Cummings, made the visit. The report is found in Appendix B.

E. Distance Delivery Reviewed

The Team also considered the IUPUI effort in Distance Education. Pam Cain visited the Kelley School of Business and Craig Schnell visited with the School of Nursing and visited with the Executive Vice Chancellor and deans. IUPUI is within its level of 20% distance education courses and programs.

F. Interactions with Constituencies

Chancellor

Executive Vice Chancellor and Chief Academic Officer (CAO)

Vice Chancellor and Dean

Vice Chancellor – Finance and Administration (CFO) (+5)

Vice President for Development (+2)

Vice Chancellor for Research

Vice Chancellor for Student Life + 4 Directors

Associate Vice Chancellor – Enrollment Services

Associate Vice Chancellor for International Affairs

Assistant to the Vice Chancellor for External Affairs

Associate Vice Chancellor for Academic Affairs

Special Assistant to the Vice Chancellor and Dean, Columbus

Director of Institutional Research (and 5 staff)

Associate Dean – Research and Graduate Studies

2012 Committee (Self-Study) (24)

Senior Advisor to the Chancellor for Academic Planning & Evaluation

Board of Advisors (9)

Board of Trustees (2)

School Leaders

Business – Associate Dean

Dentistry – Dean (+2)

Medicine – Executive Associate Dean for Research Affairs

Nursing – Dean (+8 Faculty)

Education – Dean

Liberal Arts – Dean

Mechanical Engineering Chair, Columbus

Health and Rehabilitation Sciences – Dean

University Libraries – Dean (+8)

Journalism – Dean

Social Work – Dean (+4)

University College – Dean

Honors College – Dean

Philanthropy – Dean

Herron School of Art – Dean

Engineering and Technology - Dean

Law – Dean

Informatics – Dean

Science – Dean

Physical Education and Tourism Management – Dean

Information Technology – Dean

SPEA – School of Public and Environmental Affairs – Dean (+1)

Centers

Center for Teaching and Learning ()

Center for Service and Learning (3)

Center for Research and Learning ()

Community Learning Network ()

Undergraduate Students (6)

Graduate Students (5)

Faculty Council Leaders ()

Staff Open (38)

Faculty Open (41)

Councils

Graduate Council ()

Graduate Affairs Committee ()

Enrollment Leaders

Graduate Student Government
 Undergraduate Student Government
 Senior Business Analysts
 IU Health Physician
 Criterion Team 1 (6)
 Criterion Team 2 ()
 Criterion Team 3 ()
 Criterion Team 4 ()
 Criterion Team 5 ()
 Alumni (10)
 Program Review and Assessment Committee (25)
 IUPUI Student Body President
 Staff Council Leaders (8)
Persons Interviewed at Indiana University Purdue University Columbus
 Vice Chancellor and Dean
 Representatives of the IUPUC Board of Advisors (5)
 Associate Dean of Academic Affairs
 Special Assistant to the Vice Chancellor and Dean
 Director of Institutional Research
 Assistant to the Vice Chancellor for External Affairs
 Student Affairs Director
 Division Heads and key personnel
 Science
 Nursing
 Education
 Business
 Liberal Arts
 Mechanical Engineering
 Director, University College
 IUPUC Students (6)

G. Principal Documents, Materials, and Web Pages Reviewed

IUPUI Self-Study Report
 IUPUI Chancellor's Annual Report to the Community
 Report of a Visit to Indiana University Purdue University Indianapolis, November 9-11, 1992
 Report: A Comprehensive Evaluation Visit to Indiana University Purdue University Indianapolis,
 November 18-20, 2002
 Chancellor's Guideposts 2011
 Campus Institutional Portfolio
 Goals for Implementing IUPUI's Mission
 IUPUI Performance Reports (2010 and preliminary 2011)
 Office of Diversity, Equity, and Inclusion
 Office for Women
 Office of Equal Opportunity
 Lesbian, Gay, Bisexual, and Transgender Faculty and Staff Council
 Asian Pacific American Faculty-Staff Council
 Staff Council Diversity Committee
 Black Faculty-Staff Council
 Latino Faculty-Staff Council
 Multicultural Success Center
 Office of Adaptive Educational Services
 Agendas and Minutes of the IU Board of Trustees
 Common Theme Project
 Honors College
 Principles of Undergraduate Learning
 Principles of Graduate and Professional Learning

Update on the IUPUI Academic Plan (2011)
 RISE
 Academic Plan for Implementing IUPUI's Mission
 IUPUI Faculty Handbook
 IUPUI Student Handbook (The Code of Student Conduct)
 University Policies (Select Areas)
 IUPUI Police
 IUPUI Faculty Council
 IUPUI Student Government
 IUPUI Staff Council

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The Self-Study process began in the Fall of 2008. It was led by the co-chairs –Senior Advisor to the Chancellor and Associate Vice Chancellor for Academic Affairs. In 2009, it became the “2012 Committee.” The process involved many of the key structural campus committees and units on the campus. Criterion Teams were appointed. The total campus was engaged in Town Hall meetings. Materials were placed on the Web and distributed online via monthly newsletter. Drafts were posted on the internet, with an invitation for all stakeholders to respond. Another Town Hall Meeting was held, soliciting specific feedback. The Team is satisfied that the self-study process was open, transparent, and inclusive.

B. Integrity of the Self-Study Report

The Team is satisfied that the Self-Study Report was validated and supported by evidence in the form of reports, catalogs, meeting minutes, and other materials listed in Section I. E. Principal Documents. For each criterion, a summary of strengths and challenges was presented.

C. Adequacy of Progress in Addressing Previously Identified Challenges

1. The team considers the response of the institution to previously identified challenges to be adequate.

The Team performing the Comprehensive Visit in November 2002, did not identify any concerns.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

1. Requirements were fulfilled.

Fourteen responses were received. Most were supportive. The most cited negative response dealt with inadequate parking.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV compliance areas and the student complaint information. The Team report is found in Appendix C.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

a. The organization's mission documents are clear and articulate publicly the organization's commitments.

Indiana University Purdue University Indianapolis (IUPUI) has its own mission statement approved by the Board of Trustees of Indiana University. In addition, IUPUI's mission statement focuses on the development of a professional workforce to collaborate on urban issues and education, and to create a vibrant learning and campus life experience. The Board of Trustees, administration, faculty, students, and staff can identify and articulate the mission statement and understand its implications for the University. The mission statement is disseminated widely throughout the Institution, it is readily accessible to constituents and the public, and it is presently linked to the strategic plan as major components of its major goal.

The IUPUI mission statement has been reviewed periodically but remains unchanged since 2005. The stability of the mission statement has served as a consistent beacon in guiding the activities of the administration, faculty, staff, and students at IUPUI for the past seven years. There exists an annual monitoring process that oversees and assesses implementation of the mission statement. The University is set to embark on a new strategic planning initiative that may result in an updated and revised mission statement in the future. Currently, there is no expressed sense of urgency to revise the current mission statement.

b. In its mission documents, the organization recognizes the diversity of constituencies, and the greater society it serves.

The mission document takes into account obligations to citizens of Indiana and the intellectual, cultural, social, and economic interests of its constituents. Specific mention is made of the diversity of the individuals IUPUI serves. As a campus with a diverse student population, IUPUI has several organizations that describe its relationship and responsibilities to its varied campus constituents. Representative organizations include: Office for Women; Office of Equal Opportunity; LGBT Faculty-Staff Council; Asian Pacific American Faculty-Staff Council; Black Faculty-Staff Council; Latino Faculty-Staff Council; MultiCultural Success Center; and the Office of Adaptive Educational Services.

The current strategic plan includes embracing diversity as a goal and serves as a clear indication of the campus commitment to diversity as a main component of the strategic plan. In efforts to turn mission goals into reality, IUPUI closely monitors implementation actions through its Annual Performance Reports. Based on its own internal assessment, the Institution is fully aware of its shortcomings in meeting defined targets in select areas related to diversity.

IUPUI has established administrative structures (Diversity Councils, Office of Diversity, Equity, and Inclusion) that recognize the issue of diversity and has demonstrated a commitment to create a highly diverse faculty, staff, and student population. Despite creation of an appropriate structure, outcomes data point to

slow progress in achieving a greater balance in diversity at certain levels. Findings included in the recent 2012 Diversity Report reveal that the University gave itself low marks for faculty diversity, campus leadership in terms of the number of women and minorities, and the goal of creating a positive campus climate for diversity.

c. Understanding of and support of the mission pervade the organization.

The mission statement is widely publicized among its constituents and readily recognized by the communities that IUPUI serves. Comments were made by several individuals that greater effort is needed to publicize the mission and identity of the university more effectively to the general public.

The most recent strategic plan is mission-centered and coordinated with financial and programmatic planning efforts promoted by the university. The process by which this plan was developed included a full review at numerous, well-attended, open, public forums both on campus and in the community. This process, inclusive of campus-related units and individuals, is indicative of the awareness of the campus mission and engagement in making that mission operational.

d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

To implement the mission statement, IUPUI has managed to organize itself in ways that rationally apportion administrative and educational functions, making it possible for administrators, faculty, and staff to fulfill their roles in the implementation of mission statements and strategic plan. There is a shared responsibility of the diverse constituents within the university, a task made more complex and more difficult to achieve due to IUPUI's shared relationships with Indiana University and Purdue University.

IUPUI's governance and administrative structure allows IUPUI to achieve its mission. Clearly, IUPUI operates in a complex structure, with intricate patterns of centralization and decentralization which offer both benefits and obstacles, yet seems to work. The University administration, faculty, and staff effectively use their leadership, focused efforts, and resources to continue to improve IUPUI. Although the structure may be cumbersome, there is no evidence that attempts to realize the mission of IUPUI have been compromised.

e. The organization upholds and protects its integrity.

Based on discussions with administrators and faculty and a review of institutional policies, IUPUI has implemented clear and fair policies regarding governance, human resources, compensation, promotions, and support services for the conduct of university operations.

IUPUI operates with integrity in its dealings with students and employees as evidenced by the policies and procedures which guide the campus. The IU Board of Trustees operates in compliance with Indiana Code and elaborates a broad set of policies which govern IU and, thus, IUPUI. The Indiana University Policies web site contains a searchable set of all policies which govern academics, administration and operations, finances, human resources, information technology, and research. Expectation of compliance with federal and state regulations is evident. In addition, the University has been responsive

in the creation of policies to address abuse prevention as brought to light by recent events at Pennsylvania State University.

2. Evidence that one or more specified Core Components need institutional attention.

None noted.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

IUPUI realistically prepares for a future shaped by multiple societal and economic trends through environmental scans performed by its Office of Information Management and Institutional Research (IMIR), including enrollment forecasts, benchmarking to peers, and obtaining data from internal and external state and regional studies. IUPUI leadership depends on these and other inputs to identify and prioritize long-term goals. Specific plans, such as the Academic Plan, and implementation teams give rise to specific strategies to achieve these goals.

b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

IUPUI uses a system of Responsibility Center Management to organize its resources to support its educational programs and strengthen their quality. Permanent and ad hoc structures (such as campus-wide investment pools, college- and campus-level reserves, and dean-level plans to grow income) work together to manage fluctuations in the availability of resources and in the demand for services. IUPUI's success in meeting its planning goals (such as doubling its sponsored program totals, bachelor's degrees granted, and service learning activity) is strong evidence of its capacity to strengthen the quality of its programs. Such successes have attracted philanthropic support of \$1.039 billion led by an effective Development Foundation that meaningfully supplements other

resources. Expanded sponsored programs by faculty activity has further strengthened the research base and created opportunities for improvement. Faculty, staff, and student surveys support the notion that this success is felt across the campus. Despite a decline (50% to 35%) in state support, IUPUI remains a financially sound Institution.

c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

IUPUI demonstrates a strong commitment to evaluation and assessment processes that provide ongoing and important guidance for continuous improvement. The Annual IUPUI Performance Report is a central and highly-visible example of the work of the Division of Planning and Institutional Improvement to foster a culture of evidence-based decision-making. Annual reports from deans and vice chancellors that are collected using a uniform web-based template ensure alignment between unit and campus plans. This cumulative evidence is reviewed for each mission-related campus goal by a group of campus stakeholders each year and reported to the entire campus in a clear, intuitively-understandable, readily-available format. Periodic program and administrative reviews further enhance the accountability of units to continuously seek improvement.

d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

In addition to the work of the Division of Planning and Institutional Improvement in unifying data collection and analysis, alignment across levels of planning is also supported by "cluster conversations" during annual budget hearings. The upcoming strategic planning effort will present the opportunity to bring together planning processes across academic, financial, and enrollment domains in new and powerful ways. A proposed Strategic Enrollment Management task force that will be part of this effort provides a particular chance to shape the future of the Institution.

Changes in on-line offerings are under consideration at IU which is investing about \$8 million over 3 years to expand this mode of instruction delivery, as consistent with its mission. At IUPUI, the CAO has taken the responsibility to coordinate such changes. IUPUI will also provide additional resources to implement the development of new programs.

2. Evidence that one or more specified Core Components need institutional attention.

None noted.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Assessment is one of the University's strengths. "Principles of Undergraduate Learning" (PULs) have been identified and integrated across programs and majors (Written, Visual and Oral Communication Skills; Information Resource Skills; Critical Thinking; Integration and Applications of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture; Values and Ethics). Every course addresses one or more of these as major or moderate objectives and includes assessment of those objectives in assignments for the course. The Registrar's Office records the instructors' ratings on PULs along with the course grades. That information is summarized by IMIR staff and shared with instructors and departments to use in making program adjustments.

At the graduate level, the University has Principles of Graduate and Professional Learning (Demonstrated mastery of the knowledge and skills expected for the degree and for professionalism and success in the field; Thinking critically, applying good judgment in professional and person situations; Communicating professionally). Again, these learning outcomes are assessed in courses and the data are summarized at the program level for program assessment and improvement.

The overall assessment process is under the purview of the Program Review and Assessment Committee. The self-study report, assessments reports in the resource room, and on-campus interviews clearly evidenced that assessment data are regularly collected and used to improve curricula.

On-line courses undergo extensive evaluation and assessment using similar processes as traditional offerings. New programs undergo similar approval processes as traditional on the IUPUI campus, followed by specific approval processes at IU or PU, and finally, to the Indiana Commission on Higher Education, which reviews and approves on-line programs.

b. The organization values and supports effective teaching.

The University has a Center for Teaching and Learning (CTL) which sponsors learning activities ranging from orientation for new faculty, to workshops for Associate (adjunct) faculty, to longer term "courses" that address better

integrating technology into the curriculum and pedagogy. The Center for Teaching and Learning also provides training and support for faculty integrating PULs into their courses.

c. The organization creates effective learning environments.

IUPUI has made a concerted effort in the last ten years to improve the learning environment at the campus with noteworthy results. The construction and opening of the new Campus Center created a number of spaces for students to hold meetings, study in quiet areas, study in group settings, and, in the same building, access important student services including the admission office, the registrar's office, and student organizations.

Opening in 1994, the University Library provides access to an extensive collection of monographs and articles as well as electronic access. Included in the Library is the newly renovated space for the Honors College which currently enrolls almost 800 students. The Library has installed a new, configural space for library instructional classes as well as a Rich Media area that gives students access to the latest tools in creating multi-media projects.

The campus provides excellent access to information technology resources throughout all the buildings. While there was some discomfort with the Information Technology division of Indiana University taking over all public computer stations and installing common software and hardware, faculty and administrators agree that students should be able to access the internet and the Oncourse course management system from any building on the campus with ease and familiarity with the software. It is clear that providing access to the internet and web-based technology is a priority at IUPUI: there are public computers in the conference center, on the various floors of the Campus Center, and throughout the campus.

One very innovative program at IUPUI encourages departments and colleges to improve the learning environment in a specific building. The Learning Spaces initiative is a competitive grant program which provides funds to departments, colleges, and organizations to remodel spaces to provide student-friendly computer equipped spaces, electronic classrooms, or collaborative learning spaces.

The entire community, students, faculty, and staff are aware of RISE—Research, International, Service Learning, and Experiential Learning. This University commitment is clear, well understood, and implemented across programs. All students are encouraged to integrate at least two of these initiatives into their programs and honors students, all four. Reports and discussions with students suggest that they take these suggestions seriously and most include at least some service learning in their programs.

It is important to note how much emphasis IUPUI places on support services that increase student success, retention, and graduation. The University College has pioneered many of these support services including summer Bridge programs for college-bound youth, the First Year Seminar which now enrolls more than 5000 students annually, the STAR (Students Taking Academic Responsibility) program, career advising, Themed Learning Communities, and many other special programs to help students succeed in their first year.

The distance education offerings at IUPUI constitute an average of 8-9% of course offerings delivered to about 30% of the students. Approximately 10% of

degrees are offered by distance education mode. As with many other activities at IUPUI, and consistent with traditionally delivered programs, each academic unit has oversight and management of its online courses and programs. Level of experience varies with the academic unit with Nursing and Business having the longest record of on-line course/program offerings.

On-line education is supported technologically by the University Information Technology Services (UITS). The teaching platform used is Oncourse. Faculty receive training in the use of this teaching platform. Most faculty teaching on-line also teach by traditional classroom methodology. The Center for Teaching and Learning has instructional technology support staff to support web course design and implementation. Students taking on-line courses have access to all student services that traditional class students have. Students taking on-line courses must sign in using USER ID and password.

d. The organization’s learning resources support student learning and effective teaching.

At IUPUI, the strategic planning process supports the stated goals of student learning through the completion of new buildings and laboratories, the remodeling of buildings to better support student learning, and the provision of numerous support services for students. At the present time, IUPUI is in the process of constructing two new laboratory buildings supporting graduate and clinical students in their research. In addition, construction is underway on a new building to support research and teaching in the School of Engineering and Technology and the School of Science. The University has also supported the creation of simulation labs in the medical professions and electronic classrooms throughout the campus.

The Schools at IUPUI operate on a Responsibility Center Management system, meaning that they can determine the use of their own revenue including the saving of reserve funds for projects to benefit teaching, learning, and research for their own students and faculty. While this might be seen as a pathway to exclusive use of resources, the University and the Schools collaborate on the planning process, and new resources generally come online for the benefit of the entire campus. New open learning spaces have been created in the Business/SPEA Building, the School of Nursing, and new tutoring spaces have been developed in the School of Science for math, biology, and chemistry, respectively. As noted above, the library system clearly supports the needs of students and faculty in teaching and research.

In a university that clearly has adopted a culture of assessment, IUPUI demonstrates the effectiveness of its learning resources through periodic surveys of faculty and satisfaction surveys administered to the students. Survey results from these studies are posted on the internet.

2. Evidence that one or more specified Core Components need institutional attention.

None noted.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

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

IUPUI clearly values a life of learning. The University has identified Principles of Undergraduate Learning and Principles of Graduate and Professional Learning that are thoughtful, relevant to the 21st century, and designed to produce students that are lifelong learners and positioned to become leaders in their community and workplace. Not only is the classroom experience for undergraduates carefully planned, the University ensures that undergraduate students have ample opportunities to work with faculty members on research projects through the Center for Research and Learning. The importance the University ascribes to faculty research and creative activities is demonstrated through research initiatives (such as Signature Centers), support for academic freedom, and internal funding from the Office of the Vice Chancellor for Research through its Research Support Funds grant program. Moreover, the University recognizes successful researchers through high profile recognition awards, such as honorary distinctions (Chancellor's Professor and Distinguished Professor).

IUPUI has invested heavily in its physical infrastructure over the past decade. The investments of the University have been rewarded with great growth in external funding--to \$400.3 million dollars in 2010. Although many of these research dollars have been generated by the health science schools, all schools actively compete for research and creative activities funding. The University has successfully nurtured a thriving, and entrepreneurial, research culture.

b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Through its educational programs, IUPUI demonstrates a strong commitment to student learning and the development of inquiry skills. More than a decade ago, it adopted Principles of Undergraduate Learning (PUL) and wove these principles into First Year Seminars and all undergraduate courses. Students work with advisors to ensure multiple exposures to each PUL as they progress through their undergraduate programs and the RISE (Research, International Experience, Service Learning, and Experiential Learning) initiative further promotes mastery

of the PULs through research, experiential, and service learning. Assessments indicate that at the end of their undergraduate programs, students have attained proficiency in PUL skills and the success of that program led the faculty to develop a general education program for graduate students, as well, known as Principles of Graduate and Professional Learning. Overall, IUPUI is seen as an innovator and a national leader in general education and the growing effort to impart skills to students that encourage lifelong learning.

c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The institution balances its commitment to serving Indianapolis *and* cultivating a global perspective, in addition to being inordinately intentional in addressing diversity. For instance, the College of Education recently developed a doctoral program in Urban Education, one of only a few in the United States. In addition, the Institution's defining PULs are grounded in developing dispositions commensurate with working and living in a globalized society. To that end, one of the Institution's general education initiatives requires undergraduates to demonstrate an appreciation of world cultures and to think transnationally and transculturally. Moreover, a recent study of internships by the Institution's Solution Center cites 8,559 students having participated in over 1.4 million hours of community-based projects and internships in 2010-2011. Two relatively new initiatives, IUPUI Common Theme and the Civic Minded Graduate, also illustrate the Institution's commitment to fostering both ethical and global perspectives. Finally, a number of programs and initiatives illustrate the Institution's commitment to issues related to diversity, including bodies such as the Chancellor's Diversity Cabinet and the IUPUI Intergroup Dialogue Initiative.

The Institution regularly surveys its students with the National Survey of Student Engagement (NSSE) and the IUPUI Student Satisfaction and Priorities Survey. Data from these surveys are tracked over time to evaluate relative progress on curricular and learning goals and to identify items for administrative attention.

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

The Institution's commitment to ethical and responsible application of knowledge is evident in its PULs and in its practices that ensure ethical and responsible use of knowledge and research. "Values and Ethics" is one of the institution's PULs, and one of the Principles of Graduate and Professional Learning is "behaving in an ethical way both professionally and personally." One of the institution's General Education Initiatives requires students to "demonstrate ethical reasoning" and "convey understanding of how ethical issues and values frame and shape human conduct and ways of life." The Research Ethics, Education, and Policy, (REEP), an office of the larger Indiana University system administration, provides resources for ensuring responsible research conduct on the campuses of the system.

2. Evidence that one or more specified Core Components need institutional attention

In discussions with a variety of faculty members, concerns were expressed over the loss of research administration functions by the IUPUI Office of the Vice Chancellor for Research. One concern was the procedure by which this change in policy was achieved. According to reports given to the Team, the change was

made by IU's University Administration with little opportunity for input by IUPUI. Further concerns were expressed that since the change in policy, limited submission proposals by IUPUI were coming under increased scrutiny and, in some cases, being blocked. Although there may well be legitimate reasons for applying the brakes to limited submission proposals, such as encouraging greater collaboration between the Indianapolis and Bloomington campuses, one must be sensitive to the concern that these decisions are made because they are in the best interest of IU Bloomington rather than being in the best interest of IUPUI.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE.

1. Evidence that Core Components are met

a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

IUPUI was founded to serve as an education incubator of intellectual, social, and economic development in the communities forming Indianapolis (and now the seven propinquitous counties). IUPUI excels at identifying and providing service to its constituents. That commitment to serving the community is evinced in the institutional mission statement, which proclaims the devotion of IUPUI to civic engagement, collaboration, and partnerships in the community.

Formal advisory boards are established at the campus, school/college, and departmental levels. From those boards, the Institution learns about expectations and demands of its constituents. Those conversations are keenly focused on work force demands when new degree programs are considered. Yet, the Institution also seeks to learn about more broadly defined community needs, as well. Because of the commitment to civic engagement, the conversations with the community have led to creation of interesting, indeed model, programming and partnerships in Indianapolis. For example, the long-established partnership with Indianapolis Public Schools has evolved to include engaged research and service learning projects to benefit the community and student learning at IUPUI. The depth of the partnerships on campus can be measured by the number of institutional units that contribute to it. They range from the health sciences, to education, to physical education, to the Polis Center.

b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

IUPUI is strongly committed to serving its primary constituency and demonstrates its capacity to engage the communities it serves primarily through the Center for Service and Learning and the Solution Center. The Solution Center, which boasts of serving as the institution's "front door," though there are other entities on campus that make a similar claim and that duplicate its work, is focused on linking real needs in the for-profit and not-for-profit communities with campus expertise and student interns. Likewise, the Center for Service and Learning links students, faculty, and departments to service needs in the community and helps faculty to develop service learning components in formal coursework. The Center for Service and Learning has successfully grown the number of students participating in such activities to nearly 8,500 in 2010-2011 and increased the number of class sections with service learning components to 372 in the same year.

The Institution's commitment to addressing community-identified problems is evinced as well in the measures of externally-funded applied research. The IUPUI TRIP (Translating Research Into Practice) Initiative is a similar effort but on a different scale. That initiative concentrates faculty expertise in translational scholarship (often derived from "pure research") on solving real world problems in local and global communities.

IUPUI is also committed to expanding in a rational fashion the boundaries of the community that it serves. Through partnerships with international institutions in Kenya and China, IUPUI bolsters the capacity for those institutions to deliver higher learning. Likewise, efforts to develop study abroad programs have been successful and have demanded formation and nurturing of diverse partnerships. Those efforts have resulted in national recognition in 2009 and 2011 for internationalization and international partnerships.

c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Many units within IUPUI have extensive interactions and collaborations with various community partners. As examples, there are extensive collaborations with elementary and secondary education institutions (preparing teachers for urban environments) and the PhD in Urban Education; support in areas of diversity, multicultural issues, civil rights; early enrollment programs; summer support initiatives to attract students into STEM disciplines; and a CampMD to attract elementary and secondary students to consider careers in health professions and science. Collaborations involving the health care communities provide various health care activities (medicine, dentistry, nursing, public health) throughout the city and region. Programs involved with Arts and Culture (museum studies, music technology, archeology, historical surveys) enrich the city and region. Noteworthy, is the Polis Center (School of Liberal Arts) which works to develop and apply knowledge, build collaborations, and find innovative solutions to community problems.

IUPUI also collaborates with other higher education institutions in Central Indiana working with Butler University and the University of Indianapolis to create collaborative services with the IUPUI Schools of Medicine, Dentistry, Law, and Business. IUPUI has also developed transfer and articulation agreements with

Ivy Tech Community College to support greater access to higher education for all levels of students.

The IUPUI University Library also engages in civic engagement as the only public research library which is available for citizens, businesses, public agencies, and other institutions in Central Indiana. This Library is on the forefront of digital collections and technology practices. Its importance to Indianapolis was supported in conversations with community leaders.

d. Internal and external constituencies value the services the organization provides.

The services, civic engagement, and program projects that IUPUI provides to the City of Indianapolis and surroundings are valued. Evidence was provided in conversations with community partners, alumni, and project participants. IUPUI extensively surveys students, faculty, staff, alumni, and other participants. Surveys conducted by Information Management and Institutional Research (IMIR) clearly showed positive attitudes toward IUPUI and its programs. Other forms of feedback such as participation, communication with stakeholders, and others substantiated the positive influence of IUPUI on the community.

The value of IUPUI and its faculty, staff, students, and administration to the community is also substantiated by appointments of IUPUI employees to commissions, committees, task forces, and receipt of awards.

IUPUI is recognized as an important driver of the economy of Central Indiana as well as other areas of Indiana, through its being one of the largest employers, programs such as TRIP (Translating Research into Practice), and its many centers and other programs. IUPUI is a major partner in the State's \$44 billion life/health sciences economic sector.

2. Evidence that one or more specified Core Components need institutional attention

It was also observed that while there is a terrific commitment of IUPUI to civic engagement, the units within IUPUI do so with great independence and autonomy with little evidence of coordinated effort across the units. There is the appearance of inefficiency and considerable duplication of effort. IUPUI would be wise to evaluate the considerable civic engagement activity with a viewpoint for better coordination and or communication. Perhaps consideration should be given to having a position at the vice chancellor level to be responsible for coordinating these activities.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

V. STATEMENT OF AFFILIATION STATUS**A. Affiliation Status**

No Change.

B. Nature of Institution**1. Legal status**

No Change.

2. Degrees awarded

No Change.

C. Conditions of Affiliation**1. Stipulation on affiliation status**

Recommendation: Make changes, deletions, and additions as indicated:

The University must notify the Commission upon the addition of new doctoral program or if the University plans to substantially change existing doctoral programs.

For rationale – See #6 Other embedded change request.

2. Approval of additional locations

No change.

3. Approval of distance delivery

No change.

4. Reports required

None.

5. Other visits scheduled

None.

6. Other embedded change request

See separate embedded change report (Appendix A).

7. Campus Evaluation Visit

None.

D. Commission Sanction or Adverse Action

None.

E. Summary of Commission Review

The Team recommends continued accreditation for Indiana University Purdue University Indianapolis. The next Comprehensive Visit is in 2022-2023.

Timing for next comprehensive visit (academic year - 2022-2023)**Rationale for recommendation:**

Indiana University-Purdue University Indianapolis meets all of the criteria and federal compliance requirements for continued accreditation. The Institution has a mission (vision, goal) statement and strategic plan which has guided the Institution to new levels of attainment over the last decade. Current plans are to develop a new strategic plan and, perhaps, mission statement for the next 12 years. The Institution operates in a complex governance structure involving Indiana University and, to a degree, Purdue University. The Institution operates with integrity. Financially, it has an adequate resource base despite declining state support and has plans to seek funding from other sources to maintain its momentum. The Institution has created an excellent learning environment for both undergraduate and graduate students with curricula built upon Principles for Undergraduate Learning and Principles for Graduate and Professional Learning and occurring in excellent facilities. It is also successfully transitioning into a research university. It is also moving from a commuter institution with a majority of part-time adult students to a campus with a majority of full-time students of more traditional college age. IUPUI has a unique and strong commitment to civic engagement which permeates all aspects of the Institution and serves its constituents and communities in many mutually beneficial ways. It has a well-designed assessment process for evaluating student learning outcomes. The leadership team has great forward vision in advancing the Institution.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS**Respiratory Therapy – IUPUI**

Background: In April 2009, in a Multi-Site Review of the Indiana University School of Medicine, a review was made of the Respiratory Therapy Program housed at Clarian Health/Methodist Hospital located in Indianapolis. This program now at Methodist/IU Health (Clarian Health is now IU Health) is conducted in conjunction with three Institutions: Ball State University, University of Indianapolis, and IUPUI. At the time of the review, most students were from IUPUI. Students are admitted to the program in their 3rd or 4th year.

The review reported that two of the six student expectations needed Institutional attention: (1) instructional oversight and (2) adequacy of assessment of student performance. With regard to institutional oversight, it was found that IUPUI did not have direct oversight of the Respiratory Therapy Program. The control of the program was with Clarian Health, whose employees had adjunct status at IUPUI. The IUPUI Director of Health Professions Programs (HPP) was a liaison between the program and the students. The reviewer concluded, “While this arrangement appears effective, IUPUI has very little oversight of this program.”

The other expectation needing attention dealt with assessment of student performance. While the reviewer indicated that “Clarian Health seems to have effective assessment plans, these plans were not controlled by IUPUI.”

Current Status: Both concerns have been adequately addressed. Each Health Professions Program (HPP), including Respiratory Therapy, reports annually to the HPP Advisory Committee, which has oversight of each HPP degree program. Assessment reports annually are directed to the IUPUI Program Review and Assessment Committee. The Assessment report evaluates seven Institutional Standards (design, evaluation of curriculum, verification of graduation requirements, faculty qualifications, teaching evaluations, student orientation, faculty development, and addressing student concerns). In addition, the program is assessed for implementation of the IUPUI Principles of Undergraduate Learning. The Committee also reviews board pass rates and graduation rates.

Recommendation: The Team is satisfied that the concerns expressed in the 2009 Multi-Site Review Report have been adequately addressed.

Appendix to the Team Report

WORKSHEET FOR THE EVALUATION TEAM ON FEDERAL COMPLIANCE REQUIREMENTS

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

THE TEAM'S CONCLUSION:

 √ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: IUPUI uses standard measures for the credit hours (50 minutes for a didactic class). Experiential credits are non-time based but depend upon demonstration of competency, demonstration of proficiency, and/or fulfillment of learning outcomes. The academic term is based on the semester system requiring 15 weeks of instruction and a week of examination. The summer term has 12 weeks of instruction. Program length will vary depending upon the degree: baccalaureate – 120 credits; masters – 30-60 credits; graduate and professional doctorate programs have variable credit requirements which are posted on each school's website. Tuition and fees are set by the Indiana Board of Trustees and are differentiated according to student level, program, and residency. This information is publically provided on websites, bulletins, term schedules, and admission.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

THE TEAM'S CONCLUSION:

 √ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: At IUPUI, there are various ways for a student to present complaints – e.g., at the unit office. The Division of Student Life serves as a central point of contact via the Office of the Student Advocate, which assists students in solving problems. In some cases, the student may raise the complaint with the Chancellor, who refers to the Student Advocate or to an officer in the

Division of Enrollment Services. Students are informed of these options through various websites and personal referrals. An Institutional principle is to have all issues addressed as quickly as possible. IUPUI maintains summaries of students' concerns, complaints, and requests for assistance. Summaries were examined by the Team Chair.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

THE TEAM'S CONCLUSION:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: IUPUI has a clearly stated Transfer Credit Policy found on the Undergraduate Admissions website. In addition, a Credit Articulation and Transfer System has been developed to help prospective students understand how their credits will transfer. Credits earned at other Indiana University campuses are not considered transfer credit, but are awarded automatically. IUPUI follows all applicable state and federal laws, university policies, and best practices in accepting transfer credits.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

THE TEAM'S CONCLUSION:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: IUPUI requires students to sign in using their secure, unique student ID/User ID and password for accessing course sites for traditional and distance education courses. For proctored examinations, a picture ID is required.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion*

Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** *The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*
- **Contractual Relationships:** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*
- **Consortial Relationships:** *The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

THE TEAM'S CONCLUSION:

 √ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments:

- **General Program Requirements**

Title IV documents are located in the Financial Aid Office. Copies of all audits are located in the Office of the Vice President and Chief Fiscal Office of Indiana University

in Bloomington. IUPUI is not subject to any limitation, suspension, or termination actions initiated by the U.S. Department of Education.

▪ **Fiscal Responsibility Requirements**

IUPUI completes the A-133 audit annually. The audit is completed by the Indiana State Board of Accounts. The latest report of 2010-2011 has no written findings.

▪ **Default Rates**

Default rates at IUPUI are quite low. The Stafford Loan cohort default rate for 2010 was 5.1%. Prior to that the default rates varied from 3.2% to 3.8%.

▪ **Campus Crime Information**

At IUPUI, an annual security report is made by the IUPUI Police Department and placed on the website.

▪ **Student Right to Know**

IUPUI maintains a list of federally required disclosures on the Registrar's website. Students are notified annually of the availability of this information.

▪ **Satisfactory Academic Progress and Attendance Policies**

SAP information is available on the Financial Aid website. Students not in compliance with SAP are notified, along with the appeal process. IUPUI does not require attendance be taken in courses.

▪ **Contractual Relationships**

IUPUI does not have any contractual relationships in place with a third party provider. IUPUI does have articulation agreements with other Indiana Institutions with regard to transfer credit.

▪ **Consortial Relationships**

IUPUI has a consortial relationship with Butler University with regard to various engineering programs. These have been disclosed to the Higher Learning Commission in annual reports.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

THE TEAM'S CONCLUSION:

 √ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: IUPUI has disclosed its accreditation status with the Higher Learning Commission on its website, campus bulletin, and other materials. It provides the HCL URL, address, and phone number. Recruitment materials do not include statements on accreditation status.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.*

THE TEAM'S CONCLUSION:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: IUPUI does not hold accreditation from any other federal recognized agency. IUPUI does not have any presence in other states. Several of its programs do have special accreditations which are disclosed on their website.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

THE TEAM'S CONCLUSION:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: IUPUI made appropriate notification in several media outlets. Fourteen third party comments were received. Nearly all were positive about IUPUI. The most cited negative comment dealt with lack of parking.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS
Indianapolis, Indiana

November 5-7, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I. Overall Observations about the Organization.....	3
II. Consultations of the Team.....	3
A. Topic One – Enrollment Management	3
B. Topic Two – International	4
C. Topic Three – Diversity	4
D. Topic Four – Faculty Qualifications	5
E. Topic Five – Student Life	5
F. Topic Six – Center for Research and Learning.....	5
G. Topic Seven – RCM.....	6
H. Topic Eight – Coordinated Functions.....	6
I. Topic Nine – Institutional Identity	6
III. Recognition of Significant Accomplishments, Progress, and/or Practices	7

I. **OVERALL OBSERVATIONS ABOUT THE ORGANIZATION**

Indiana University-Purdue University Indianapolis (IUPUI) is viewed as a public, urban, research university. It was formed in 1969 as a partnership between Indiana University and Purdue University. IUPUI operates in a complex and complicated environment of partnerships and is governed by the Board of Trustees of Indiana University, which has advantages and challenges. In the decade since the last Comprehensive Visit, IUPUI has created an environment of transitional progress involving all areas of the Institution. Guided by a cogent mission statement, a strong strategic plan, and an effective leadership team, IUPUI is still a “work in progress” but has made transitions into a vibrant, growing, and exciting academic environment for faculty, staff, and students. It has remained true to its overarching commitment to civic engagement in Indianapolis and the central region of Indiana, and civic engagement has become part of the “fabric of the institution.” IUPUI takes great pride in being recognized as the health sciences institution in Indiana. IUPUI is now in the process of developing a new strategic plan to guide the Institution for the next decade. There is considerable anticipation in all stakeholders that the plan should go to greater levels. In this spirit, the Team offers some suggestions to help the Institution in developing this new strategic plan.

II. **CONSULTATIONS OF THE TEAM**

- 1. ENROLLMENT MANAGEMENT** - Over the past several years, IUPUI has consciously raised its standards for undergraduate admissions while referring students who are less well-prepared for college to Ivy Tech Community College. The University has a clear enrollment strategy for freshman recruitment including targeted recruitment for out-of-state students. However, it is important for IUPUI’s urban mission to develop an enrollment management plan for the transfers from Ivy Tech using the Passport program and also for the recruitment and admission of adult and returning students including veterans, working adults who have completed several years of college, and adult learners seeking degree completion either on campus or through distance learning. An urban area like greater Indianapolis has many residents who need to add to their educational credentials or change their career directions to be able to contribute to the economy and improve their own lives. It is important that IUPUI has an enrollment management plan and appropriate student services for these Indiana residents. Additional advising resources and better attention to integrating transfer students into the University are mechanisms to consider for improving retention. The University has put considerable resources into improving service to, and retention of, new entering students. However, the number of students transferring into the University is increasing and will continue to do so. The University should consider

the resources and support they need to have in place to serve these students as well as they serve first year students.

- 2. INTERNATIONAL** - The Institution has made a concerted effort to create strategic partnerships in the global arena and to provide a more international experience to its graduate and undergraduate students. The Office of International Affairs has several functions: it processes the applications of all international students and assists international faculty through the visa process of the U.S. government; the office sponsors various events and faculty development efforts to internationalize the curriculum on the campus; the office coordinates all collaborative agreements with partners overseas. Currently, there are about 1600 international students on campus including 700 undergraduates and 900 graduate and professional students. Several hundred IUPUI students participate in study abroad programs, most of which are faculty led trips for study and, in many cases, service learning. The Office of International Affairs is working with Enrollment Management to recruit students from targeted nations including China, India, and Middle Eastern nations. Most recently, IUPUI has become a partner in the ACE Internationalization Laboratory and more faculty are being engaged in the effort. Noteworthy are the long term partnerships with the Moi School of Medicine in Eldoret, Kenya and Sun Yat-sen University in Guangzhou, China. The Team views this as an important activity for the future development of IUPUI.
- 3. DIVERSITY** – Upwards of fifteen staff and faculty comprise the Chancellor’s Diversity Cabinet and represent a broad swath of campus stakeholders. Until recently, the Cabinet focused the lion’s share of its efforts on issues related to race and ethnicity, focusing specifically on African Americans, Latinos, Asian Americans, and Native Americans. However, the Cabinet has now added LGBT students as part of its focus. The Cabinet is one of many figures and offices on IUPUI’s campus that demonstrate the Institution’s un-ambivalent commitment to issues, problems, and concerns related to diversity. Perhaps the most visible of these offices is the Multicultural Success Center, a center that was developed as a result of concerns expressed by student government. Other offices and groups include Faculty and Staff Councils and the Division of Diversity, Equity, and Inclusion. The Cabinet also ensures that diversity concerns and issues are integrated into other programs such as STEM and RISE. A number of scholarships are expressly for minority students. And, finally, the University has committed to the Intergroup Dialogue Initiative. Even so, despite the Support for Recruiting Underrepresented Faculty Program, which has been successful in recruiting and retaining minority faculty (47 between 2006 and 2009, 45 of whom have been retained), the University’s own report illustrates that it needs to give more sustained attention to recruiting and hiring processes for underrepresented minorities.

- 4. FACULTY QUALIFICATIONS** - The self-study does not address the policies and procedures for monitoring the qualifications of instructors of record. Evidence gathered during the site visit, though anecdotal, suggests a change in process may be necessary. Faculty, for example, expressed concern about the qualifications of non-tenure track instructors teaching upper-division and graduate courses. The Team also learned that one doctoral student taught a foundational research methods course to other graduate students as the sole instructor of record.

IUPUI would be well advised to establish firm policies and procedures for vetting the credentials of instructors of record at various course levels and by course type. Ensuring that individual faculty members are qualified to teach the courses assigned is an institutional, not a college or school, function. The central administration must assume that responsibility. Additionally, the Graduate Office and its advisory council should be empowered to act on behalf of the institution to guarantee that instructors of record for graduate courses are highly qualified within the broad definitions established by the Higher Learning Commission. Simply put, allowing graduate students to teach other graduate students is a recipe for undermining perceptions of quality of graduate programs.

- 5. STUDENT LIFE** – The decentralized nature of IUPUI is both an asset and a liability. As the Institution continues to attract more traditional age, commuter, undergraduate students, the decentralization of student affairs functions may injure the Institution. Already, students identify more with their School than the University. Additionally, although students are extremely happy to attend IUPUI, they have a distinct feeling of being second class citizens in relation to the students at Purdue University and Indiana University. IUPUI needs to develop strategies to increase student pride in IUPUI as their institution of choice.

The Student Life division is well-led and well-managed. The division's understanding of and commitment to co-curricular activities as tools for enriching student learning and bolstering the health of the Institution is impressive. Broadening the scope of the division's activities to include serving as the point of entry for new students (transfer or otherwise) by assigning additional Student Affairs functions to its portfolio may help give students a stronger identity as an IUPUI student body. Such functions should include university-wide orientation programming, a role in enrollment management, a role in transfer student transition, and other co-curricular activities currently assumed by the individual colleges and schools. Such a shift in responsibilities will aid IUPUI in its efforts to act strategically as an institution.

- 6. CENTER FOR RESEARCH AND LEARNING** - The Center for Research and Learning, located in the Office of the Vice Chancellor for Research, addresses the needs of students and the region through an array of programs. The programs are summer research or bridge programs

devoted to students from under-represented minority groups, including those from Ivy Tech Community College, and area high schools. They offer intensive research experiences to participants. The Innovation-To-Enterprise Central Team Research and the Indiana Clinical and Translational Sciences Institute are creative approaches to multi-disciplinary learning through meaningful research and practical experiences. Despite the extraordinary team in the Center, the Institution has lost funding for its Louis Stokes Alliance for Minority Participation and the McNair Post-baccalaureate Achievement programs. The loss is felt, but the Center is confident that the intent of the programs can be perpetuated with the support of the Office of the Vice Chancellor for Research and other divisions at the university. The Team urges the Institution to replace the funding lost for these important programs.

- 7. Responsibility Center Management (RCM)** – The RCM model has greatly increased entrepreneurial activities and stewardship within the schools and other divisions. The RCM process needs periodic evaluation for possible modifications to assure that RCM continues to drive excellence. More flexibility in RCM for the leadership to invest in the strategic goals of IUPUI would be desirable. Increases in taxes on revenue generated and in the amount set aside for reallocation could be used by the Chancellor or Chief Academic Officer to shape campus priorities and further drive the mission.
- 8. COORDINATED FUNCTIONS** - In areas where similar functions are carried out across many schools, centers, and other units, it may be beneficial to designate an administrator or coordinator who would seek efficiencies among the various functions. As an example, in the realm of civic engagement the service learning function may serve its partners better if there were coordination among the various groups who serve the community. With up to 22 Schools operating independently, processes and procedures can become complicated and confusing. There are some areas (e.g., marketing, graduate education, teaching credentials, and civic engagement) that might be stronger if they were better coordinated. The Team recommends that the Institution consider stronger central coordination of some of these areas, even though the services are offered through the Schools.
- 9. INSTITUTIONAL IDENTITY** – In discussions with several groups (faculty, staff, students, alumni), tensions were noted in the relationships with Purdue University and Indiana University. With regard to Purdue, at least two requests for doctoral programs have been put “on hold” with the perception that Purdue no longer wished to participate in those doctoral programs. With regard to Indiana University, several policy changes were in progress or recently announced without discussion with faculty at IUPUI. Students regarded themselves and the Institution as “second class,” but nonetheless, felt that the IU diploma was worth more than an

IUPUI diploma. IUPUI Administration recognizes the tension, but they are willing to find ways to continue to operate within the partnership. Discussions with IU Trustees recognized such tensions, but those discussions opened with the assertion that the structure “works.” The Team is of the opinion that IUPUI has matured greatly over the last 40 years and should be allowed to continue to promote its distinctive identity and to promote its image as a unified Institution. Perhaps, it might be appropriate for IUPUI, IU, and PU to reassess the relationship to make certain that processes and procedures and communication lines are in place to ensure that the best interests of all three institutions are considered in a transparent fashion.

**III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS,
AND/OR PRACTICES**

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Indiana University-Purdue University Indianapolis, IN

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS): Multi-campus visit (1 campus).

DATES OF REVIEW: 11/5/12 - 11/7/12

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, D

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Accreditation at the Doctor's degree level is limited to the D.N.S., D.M.S., and D.P.T. offered through Indiana University. Accreditation at the 1st professional degree level is limited to the J.D., M.D., D.D.S. offered through Indiana University. Accreditation at the Ph.D. degree level is limited to Anatomy, Applied Earth Sciences, Biochemistry, Biostatistics, Dental Science, Economics, Epidemiology, Health Policy Management, Medical Biophysics, Medical Genetics, Medical Neurobiology, Microbiology and Immunology, Nursing Practice, Nursing Science, Pathology, Pharmacology, Philanthropic Studies, Physiology, Rehabilitation Science, Social Work, Toxicology, and Urban Education Studies offered through Indiana University; and to the Ph.D. in Rehabilitation Psychology offered through Purdue University. The University must obtain Commission approval following a focused visit before instituting any additional Purdue University doctoral programs in non-medical-related fields. The University is to notify the Commission if it plans to change or add any doctoral programs in medical-related fields, and notify the Commission if it plans to change or add any Indiana University doctoral programs in non-medical-related fields.

TEAM RECOMMENDATION: The University must notify the Commission upon the addition of new doctoral programs or if the University plans to substantially change existing doctoral programs.

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Notification Program is only available for offering existing degree programs at new locations within the state.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: Contingency Report: will be required in the event of the LLM Egypt program discontinuation, including the anticipated date of program closure, reason(s) for

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

closure, current program enrollment information and teach-out plans for active students seeking to complete program requirements prior to program closure

TEAM RECOMMENDATION: No Change

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2002 - 2003

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2012 - 2013

TEAM RECOMMENDATION: 2022-2023

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Indiana University-Purdue University Indianapolis, IN

TYPE OF REVIEW (from ESS): Continued Accreditation
x No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
	Associate	27
	Bachelors	108
Programs leading to Graduate		
	Masters	107
	Specialist	0
	First Professional	
	Doctoral	34

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses: Additional Locations:	Columbus (IUPU-Columbus) Bloomington (Bloomington Center for Medical Education) ; Carmel (Carmel Police Department) ; Evansville (Evansville Center for Medical Educa) ; Fort Wayne (Fort Wayne Center for Medical Educa) ; Fort Wayne (Indiana University Purdue University - Fort Wayne) ; Gary (Northwest Center for Medical Education) ; Indianapolis (Clarian/Methodist) ; Indianapolis (Indianapolis EMS) ; Indianapolis (North Capitol - Physician Assistant Studies) ; Muncie (Muncie Center for Medical Education) ; New Albany (Indiana University Southeast) ; Richmond (Indiana University East) ; South Bend (South Bend Center for Medical Educa) ; Terre Haute (Terre Haute Center for Medical Educ) ; West Lafayette (West Lafayette Center for Medical	

Education)

Out-of-State: Present Wording: Recommended Change:
(+ or -)

Campuses: None
Additional Locations: None
Course Locations: None

Out-of-USA: Present Wording: Recommended Change:
(+ or -)

Campuses: None
Additional Locations: Giza, Egypt (Egypt, Cairo
University Faculty of Law)
Course Locations: None

Distance Education Programs:

Present Offerings:

Associate - 24.0102 General Studies (Associate of General Studies) offered via Internet; Bachelor - 24.0102 General Studies (Bachelor of General Studies) offered via Internet; Bachelor - 26.9999 Biological and Biomedical Sciences, Other (Bachelor of Science in Health Sciences) offered via Internet; Bachelor - 51.0706 Health Information/Medical Records Administration/Administrator (Bachelor of Science in Health Information Administration) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (RN to BSN) offered via Internet; Certificate - 09.0901 Organizational Communication, General (Certificate in Human Communication in a Mediated World) offered via Internet; Certificate - 11.0103 Information Technology (Graduate Certificate in Human-Computer Interaction) offered via Internet; Certificate - 11.0701 Computer Science (Certificate in Applied Computer Science) offered via Internet; Certificate - 11.9999 Computer and Information Sciences and Support Services, Other (Certificate in E-Commerce Development) offered via Internet; Certificate - 11.9999 Computer and Information Sciences and Support Services, Other (Certificate in Information Technology) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Computer Tech Applications) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Cultural Heritage) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Gerontology) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Global Health and Rehabilitation Studies) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Health Tourism) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Human Resource Management) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Leadership Studies) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Rehabilitation and Disability Studies) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in Sports Tourism Development) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in TCEM Events Management) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Certificate in TCEM Travel Planning) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Graduate Certificate in Nursing Informatics) offered via Internet; Certificate - 30.9999 Multi-/Interdisciplinary Studies, Other (Graduate Certificate in Teaching in Nursing) offered via Internet; Certificate - 44.0401 Public Administration (Certificate in Public Management) offered via Internet; Certificate - 51.0601 Dental Assisting/Assistant (Certificate in Dental Assisting) offered via Internet; Certificate - 51.0706 Health Information/Medical Records Administration/Administrator (Certificate in Medical Coding) offered via Internet; Certificate - 51.1008 Histologic Technician (Certificate in Histotechnology) offered via Internet; Certificate - 51.22 Public Health (Graduate Certificate in Public Health) offered via Internet; Certificate - 51.3102 Clinical Nutrition/Nutritionist (Certificate in e-Learning in Leadership Development in Pediatric Nutrition) offered via Internet; Certificate - 52.0101 Business/Commerce, General (Certificate in Business Foundations) offered via Internet; Certificate - 52.0206 Non-Profit/Public/Organizational Management (Certificate in Nonprofit Management) offered via Internet; Certificate - 52.0999 Hospitality Administration/Management, Other (Certificate in TCEM Lodging

Management) offered via Internet; Doctor - 51.3808 Nursing Science (PhD in Nursing Science) offered via Internet; Doctor - 51.3818 Nursing Practice (Doctor of Nursing Practice) offered via Internet; Master - 13.1001 Special Education and Teaching, General (Master's in Special Education) offered via Internet; Master - 13.1201 Adult and Continuing Education and Teaching (Master of Science in Adult Education) offered via Internet; Master - 13.1202 Elementary Education and Teaching (Master's in Elementary Education) offered via Internet; Master - 13.1205 Secondary Education and Teaching (Master's in Secondary Education) offered via Internet; Master - 15.1501 Engineering/Industrial Management (Master of Science in Technology) offered via Internet; Master - 25.0101 Library and Information Science (Master of Library Science) offered via Internet; Master - 26.9999 Biological and Biomedical Sciences, Other (MS in Health Sciences) offered via Internet; Master - 51.38 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing (MSN Nursing Education) offered via Internet; Master - 51.3810 Psychiatric/Mental Health Nurse/Nursing (MSN Adult Health Clinical Nurse Specialist) offered via Internet; Master - 51.3810 Psychiatric/Mental Health Nurse/Nursing (MSN Psychiatric Mental Health Clinical Nurse Specialist) offered via Internet; Master - 52.0101 Business/Commerce, General (Master of Business Administration) offered via Internet

Recommended Change:

(+ or -)

Correspondence Education Programs:

Present Offerings:

None