Program Review and Assessment Committee

August Meeting 2018: Thursday, August 23, 1:30-2:30 pm, CE 307
Orientation for New Members 2:30-3:00 pm, CE 307

Minutes


1. Welcome, Review & Approval of Minutes, Introduction of Members

Stephen Hundley welcomed members at 1:30. Kristin Norris was introduced as serving for Tyrone Freeman. Minutes were approved at 1:35. Kristin then invited members to introduce themselves and to indicate what they hope PRAC will focus on and accomplish in the coming year. After each member had introduced themselves, Stephen Hundley reviewed the agenda items for the year:

- Initial presentations will occur each meeting—four external speakers have been identified for the first set of PRAC meetings thus far. Each upcoming PRAC meeting will begin with thirty minutes of presentation by these speakers.
- A workshop will occur instead of the November meeting. Members were encouraged to attend one of the offerings.

2. Overview of Subcommittees and Sign Up

Kristin Norris informed the members that subcommittees would be introduced by each subcommittee chair.

- Grants—Linda Houser
  - This subcommittee reviews submissions for PRAC grants and provides recommendations for awarding PRAC grants.
- PRAC Annual Report Review Committee—Karen Alfrey (co-chair)
  - This subcommittee reviews the annual reports submitted to PRAC, and offers feedback to the units writing the reports.
  - A question was asked about whether program reviews will be part of the PRAC report committee. The answer was that this subcommittee typically does not work with program review reports.
  - A question was asked about when the committee work occurs. The answer was spring semester is typically its most active time.
- Experiential and Applied Learning—Tom Hahn
  - This subcommittee was formerly called the REAL subcommittee. It will work with the Registrar’s office as it rolls out the new Record of Experiential and Applied Learning and it will promote effective assessment with it.
• Interest Group around Assessment—Michele Hansen
  o This informal group promotes dialogue about assessment and provides support on assessment activities. It is not a regular subcommittee, but it is convened monthly and anyone can add items to the agenda. Ideal for anyone interested in receiving support for their assessment efforts. Contact Michele Hansen to be included on the monthly meeting.

When the subcommittee chairs had finished describing the committees and their function, a sign-up sheet was circulated.

3. IUPUI+ Update—Kristy Sheeler, Executive Associate Dean, IUPUI Honors College

K. Sheeler – Sheeler reminded the group that a committee was formed last year to revise the PULs, and this work led to the development of the Profiles of Learning for Undergraduate Success (PLUS). Sheeler reviewed the implementation plan, which will occur during this coming academic year (2018-19). The focus of the implementation will be on communication (what it is and how it works, especially in comparison to the old PUL system), and professional development. Support for professional development will occur through the Center for Teaching and Learning. UAC and IEL will be leading the transition to using the PLUS for the Gen Ed Reviews. The focus will be on how program/unit learning outcomes align with PLUS and can be mapped across key points in the curriculum or co-curriculum to prepare students to develop in each of the profiles. Early adopters of using PLUS for assessment include the School of Science, the Center for Service Learning, Communication Studies, and First Year Experiences. Sheeler encouraged members to go back to their units and get the word out about the PLUS and its various profiles.

4. Update on the Record of Experiential and Applied Learning—Tom Hahn, Director of Research and Program Evaluation, Institute for Engaged Learning/Center for Service and Learning; Mary Beth Myers, Assistant Vice Chancellor and Registrar

M. B. Myers – Myers reported on this new record. She pointed out that higher education is recognizing that student learning occurs in numerous ways. IUPUI has been part of the Comprehensive Student Records (CSR) project. A CSR taskforce was created in 2017 and a new framework was created for a record that includes applied learning, with assessment and Registrar verification. This framework emphasizes the use of student reflections to verify experience. The new record establishes seven categories of broad experiences and a general graphical design. Myers emphasized that this is not a transcript, as most employers still prefer to see a transcript. However, the Record of Experiential and Applied Learning will help to supplement a student’s experiences and help students to represent their learning more fully.

Most recently, the graphical record will be completed and rolled out. Seventeen experiences have been approved to be included in the record. More are being sought. The Academic Affairs website provides a place to suggest other experiences and their profiles. At the moment, 339 students have experience to apply when the record is ready, with more taking part as time goes on. Tom Hahn indicated that sixteen experiences have been approved. Myers showed the group what a page from the record would look like. The front
page is designed to provide a quick look. The next pages provide detail on the experiences and some analysis of the experiences that readers of the record can look at.

T. Hahn — Hahn reviewed the process for having additional experiences accepted. The first step for anyone wanting to add an experience to the record is to go to the Academic Affairs website, where information on how to submit an experience appears. Then a subcommittee looks at the suggestion and either approves or asks for revisions. Once approved, the Registrar will provide the coding for it so that students and their experiences can be entered into the system. Hahn Records subcommittee: evaluate proposals and promote the value of the Record. He then reviewed the work flow and the evaluation. He pointed out that information on the Experiential and Applied Learning subcommittee can be found on the PRAC website.

S. Hundley announced an allocation of $5000 to the first 50 successful applications for new experiences to the Academic Affairs website ($100 per application). These 50 need to be approved for the funds to be awarded.

Tom Hahn added that a meeting will occur with Jay Gladden and Eric Sickles on August 30 to discuss strategies to encourage more units to submit experiences for the record. The meeting will also occur with the Internship Council.

Mary Beth Myers reiterated the need to distinguish the record from a transcript: the two are different.

Jennifer Lee expressed appreciation the fact that the record is being set up so that if a category is not filled by a student, it will not appear on the record. This will prevent questions about “empty” or “unfulfilled” categories.

5. Announcements

PRAC Assessment Reports Due Date and Submission Process: When they are completed, reports should be emailed to Linda Durr (ldurr@iupui.edu) and Susan Kahn (skahn@iupui.edu). The due date for the reports is October 31. Susan and Karen will come to offices to talk about completing the reports if needed. A question was asked about whether it is possible to rotate reports over several years. The answer is that PRAC reports are due every year, but units may rotate reports on programs within their units year to year.

The committee adjourned at 2:46.

Brief Orientation for New Members: 2:30-3:00

PRAC Reports Q & A with Karen Alfrey: 2:30-3:00
Overview

1. Charge, August 2017
   - Review PULs in context of Gen Ed and mission and values of IUPUI
   - Consider integrating the PCLs and PULs
   - Engage campus; secure review and approval by IFC and other bodies by May 2018

2. Task Force
   - Members from UAC—Kristy Sheeler (chair): Liberal Arts, Suzann Lupton: SPEA, Jane Williams: Science, Elee Wood: Liberal Arts
   - Members from IFC Academic Affairs—Mark Bannatyne: E&T, Kate Thedwall: Gateway and Liberal Arts, Angela White: Library
   - Members from IFC Student Affairs—Elee Wood: Liberal Arts, Tralicia Lewis: Student Affairs, Suzann Lupton: SPEA
   - IUPUC: Crystal Walcott

3. Iterative Process, 3 feedback rounds from students, faculty, staff, and community; used existing faculty governance approval process, approved May 1, 2018
About the IUPUI+

1. PLUS: Profiles of Learning for Undergraduate Success
2. Creates a framework that works across all student-facing units on campus
3. Active-orientation, student-facing language
4. Incorporates values such as RISE, civic engagement, diversity, global learning
5. Current PULs and PCLs in one document
   - Inspired by the T-shaped professional
6. Full document includes:
   - Definitions/descriptions and Outcome statements
   - Examples of assignments/activities and assessment mechanisms; meant to be flexible, not prescriptive
2018-19 Implementation

1. Focus on Communication and Professional Development
2. CTL: Professional Development Sessions this semester
3. UAC/IEL
   - Gen Ed
   - Transition from PULs to Profiles
4. Units to create pathways, scaffolding → Profiles
5. Early Adopters: Science, CSL, Comm Studies, FYE
Documenting Experiential and Applied Learning through the New IU Experiential and Applied Learning Record

Thomas Hahn, tomhahn@iupui.edu
Director of Research and Program Evaluation
Institute for Engaged Learning/Center for Service and Learning

Mary Beth Myers, mbmyers@iupui.edu
Assistant Vice Chancellor and Registrar
Enrollment Management, Office of the Registrar

PRAC Meeting
August 23, 2018

Background

• Higher education is recognizing that student learning occurs in numerous places and ways.

• How might we reflect these experiences so students are better able to demonstrate and articulate their overall learning
IUPUI Charge and Initial Rollout

IUPUI/AACRAO/NASPA/Lumina as part of Comprehensive Student Records (CSR) Project

CSR Taskforce created

Developed a framework for the development of a new IU Record to reflect experiential and APPLIED learning

- Assessment
- Registrar verification

Established seven broad experience categories and established general graphic design specifications

Approved initial experiences based on applications and taskforce review process

Established business and workflow processes to post completed student achievements to the new Record
Most Recent Accomplishments

• Final Experiential and Applied Learning Record complete *in few weeks*!
• 17 experiences have been approved
• Request for Addition of Experience (i.e., application) is available on the Academic Affairs website under Strategic Initiatives
• Each experience reflects one or more of the new Profiles (IUPUI+)
• Requests reviewed and approved by PRAC sub-committee

Current Student Experiences!

• There are 339 unique students who have experiences in SIS
  • 34 of those students have achieved two or more experiences

• For a total of 377 student experiences
## Experiences Approved

<table>
<thead>
<tr>
<th>Experience</th>
<th>Category</th>
<th>Responsible Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Multicultural Leadership Empowerment Program</td>
<td>Diversity</td>
<td>Multicultural Center</td>
</tr>
<tr>
<td>2. Multidisciplinary Undergraduate Research Institute</td>
<td>Research</td>
<td>Center for Research and Learning</td>
</tr>
<tr>
<td>3. RISE to the IUPUI Challenge Scholarship Program</td>
<td>Research</td>
<td>Center for Research and Learning</td>
</tr>
<tr>
<td>4. Diversity Scholars Intensive Research Experience</td>
<td>Research</td>
<td>Center for Research and Learning</td>
</tr>
<tr>
<td>5. Undergraduate Research Opportunity Program</td>
<td>Research</td>
<td>Center for Research and Learning</td>
</tr>
<tr>
<td>6. Alternative Break Trip Leader*</td>
<td>Service</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>7. Alternative Break Trip Co-Coordinator*</td>
<td>Service</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>8. Paws Pantry Scholars*</td>
<td>Service</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>9. Bonner Leaders Program*</td>
<td>Service</td>
<td>Center for Service and Learning</td>
</tr>
<tr>
<td>10. Community Service Leaders*</td>
<td>Service</td>
<td>Center for Service and Learning</td>
</tr>
<tr>
<td>11. Service Scholars*</td>
<td>Service</td>
<td>Center for Service and Learning</td>
</tr>
<tr>
<td>12. Fugate Scholars*</td>
<td>Service</td>
<td>Office of Community Engagement</td>
</tr>
<tr>
<td>13. Service Corp Scholars*</td>
<td>Service</td>
<td>Center for Service and Learning</td>
</tr>
<tr>
<td>14. Service Learning Assistant Scholars*</td>
<td>Service</td>
<td>Center for Service and Learning</td>
</tr>
<tr>
<td>15. Internships</td>
<td>Internships/</td>
<td>Campus Career and Advising Services</td>
</tr>
<tr>
<td>16. Global Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. International Immersion Experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Sam H. Jones Community Service Scholarship
## EXPERIENTIAL AND APPLIED LEARNING RECORD

**SUMMARY OF IUPUI ACHIEVEMENTS**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH</td>
<td>440</td>
</tr>
<tr>
<td>SERVICE</td>
<td>287</td>
</tr>
</tbody>
</table>

### ACHIEVEMENT TIMELINE

**FALL**
- Sam H. Jones Community Service Scholars
  - Community Service Scholars

**SPRING**
- Diversity Summer Undergraduate Research Opportunities Program
  - Education in Inner City Schools

### LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Core Communication Skills</th>
<th>Critical Thinking</th>
<th>Integration and Application of Knowledge</th>
<th>Understanding: Society and Culture</th>
<th>Values and Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Official record page 1 of 2 created on 09/25/2018**

---

**EXPERIENTIAL AND APPLIED LEARNING RECORD**

**RESEARCH**

- Diversity Summer Undergraduate Research Opportunities Program
  - Education in Inner City Schools
  - Multidisciplinary Undergraduate Research Institute
    - Language and Literature
    - Languages and Literatures
- Sam H. Jones Community Service Scholar
  - Education in Inner City Schools
  - Multidisciplinary Undergraduate Research Institute
  - Language and Literature
  - Languages and Literatures

**SERVICE**

- sam h. jones community service scholar
  - education in inner city schools
  - multidisciplinary undergraduate research institute
  - language and literature
  - languages and literatures

**Official record page 2 of 2 created on 09/25/2018**
Steps to Submit an Experience for Consideration

**Steps To Attain Approval**

The program director or instructor downloads, completes, and submits the application to the PRAC Subcommittee on the Experiential and Applied Learning Record (via tomhahn@iupui.edu).

The subcommittee with either a) recommend the experience be included on the record, b) recommend the experience not be included, or c) request revisions.

If approved, the subcommittee routes the experience to the IUPUI registrar. The registrar will coordinate necessary steps within the Student Information System (SIS) and also contact the program director or instructor with instructions about the workflow process. Workflow will be used to initiate and approve each individual student’s completion of the experience. The appropriate individuals to make these decisions will have been designated by the program director or instructor and set up in the SIS based on the information provided as part of the experience application form.

Once it has been determined within the relevant unit that a student has completed all requirements for having the out of class experience added to his/her record, the university official approved as the initiator of the student achievement workflow document will initiate the workflow process.

**Steps Following Approval**

Go to One.IU.edu. Search for task labeled: Submit eAchievement/REAL Request (Administrative)

Complete relevant information

Hit submit

The workflow document will then arrive in the action list of the next individual on the route path for their review and approval (Reflection and Assessment)

If applicable, the workflow document will then arrive in the action list of any other individuals on the route path for their review and approval

The workflow document will then arrive in the action list of the Office of the Registrar for final review and approval.

Once approved by the registrar’s office, the achievement will be posted to the student record and available for students to access.
PRAC Subcommittee on the Experiential and Applied Learning Record

Description:
This subcommittee is responsible for reviewing submitted requests for new experiences to be added to the IUPUI Experiential and Applied Learning Record. Determining eligibility for inclusion of these learning experiences on the Record will require our assessment of appropriate integration of knowledge, reflection activities, and relevant learning outcome(s) assessment as submitted by the requesting unit.

Additionally, this subcommittee assumes the role of soliciting submissions by campus offices with eligible experiential and applied learning experiences.

Subcommittee Members

Thomas Hahn  
Leslie Bozeman  
Steve Graunke  
Max Huffman  
Sonia Ninon  
Elizabeth Ramos  
Mary Beth Myers  
(Ex-Officio member)

[Emails provided for each member]
Information Requested for Notation on Student Experience and Achievement Record

QUALIFIED EXPERIENCE WITH INTEGRATION OF KNOWLEDGE
Include bullet points that explain how the experience represents a true integration of knowledge

REFLECTION
Description of the kinds and levels of student reflection that occurs as part of the process as well as the evaluation of reflections.

ASSESSMENT
Description of the assessment plan for determining that, based on the experiences, the student learning outcomes were achieved.

WORKFLOW SUMMARY
Details which of the Profiles (i.e., IUPUI+) are the focus of the experiences and which individuals will be reviewing and approving at each level.

New Experience Proposal Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Slightly</th>
<th>Somewhat</th>
<th>Good deal</th>
<th>Great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

- To what extent does the proposal adequately describe how the experience represents a true integration of knowledge?
- To what extent does the proposal explain the kinds and levels of student reflection that occurs as part of the process?
- To what extent are the learning outcomes adequately detailed?
- To what extent does the proposal assess the kinds and levels of student reflection that occurs as part of the process?
- To what extent does the assessment plan adequately assess the learning outcomes?
- To what extent are the learning outcomes adequately mapped to the IUPUI+?
- To what extent are the instruments appropriate to assess the experience?

Do you recommend this experience be included on the REAL (circle one)?
- Yes
- No
- Revisions Needed

Additional Comments

More information required (please explain below)
Web location

Steps to submit an experience along with an example completed application are available on the Academic Affairs webpage under Signature Achievements at the following address: https://academicaffairs.iupui.edu/Strategic-Initiatives/EALR/

Next Steps

Marketing
- Stephen Hundley has allocated $5,000 to award $100 to the next 50 successful applicants. Must be submitted by 2/28/2019.
- Meeting with Jay Gladden and Eric Sickles on 8/30 to discuss strategies to encourage more units to submit experiences for the Record.
- Meeting with the Internship Council on the 8/28 to introduce members to the Record

Workshops
- Members of PRAC subcommittee will participate in workshops to assist units submitting their experiences.
<table>
<thead>
<tr>
<th>Experience</th>
<th>Contact Person</th>
<th>Achievement Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Multicultural Leadership Empowerment Program [Multicultural Center]</td>
<td>Dennis Rudnick</td>
<td>Diversity</td>
<td>This program cultivates a more educated, socially conscious, and respectful campus community and world. Through the use of interactive workshops, discussion, and programs, participants will develop and deepen multicultural competencies to engage diversity on campus and beyond and to serve as leaders for social change in a diverse and global society. Key focus areas – knowledge, awareness, skills and action.</td>
</tr>
<tr>
<td>2) Multidisciplinary Undergraduate Research Institute [Center for Research and Learning]</td>
<td>Dominique Galli</td>
<td>Research</td>
<td>This experience supports multidisciplinary research teams consisting of undergraduate and graduate students, postdoctoral fellows, senior staff and faculty. The primary purpose of these teams is to provide undergraduates a unique opportunity to gain research skills by working with mentors on real world problems.</td>
</tr>
<tr>
<td>3) RISE to the IUPUI Challenge Scholarship Program [Center for Research and Learning]</td>
<td>Dominique Galli</td>
<td>Research</td>
<td>This experience is designed to bring new students into the research and creative enterprise. Students identify a mentor and work with their mentor to write a proposal for a substantive independent research or creative project.</td>
</tr>
<tr>
<td>4) Diversity Scholars Intensive Research Experience [Center for Research and Learning]</td>
<td>Dominique Galli</td>
<td>Research</td>
<td>This program is meant for students from underserved and underrepresented populations who want to engage in an intense faculty-mentored research experience. To address the need to promote a diverse and inclusive campus, the program includes but is not limited to students from historically underrepresented racial and ethnic groups, individuals with disabilities, veterans, students underrepresented in their discipline, LGBTQ+ students, as well as first-generation/low-income students.</td>
</tr>
<tr>
<td>5) Undergraduate Research Opportunity Program [Center for Research and Learning]</td>
<td>Dominique Galli</td>
<td>Research</td>
<td>This program supports independent, faculty-mentored research. Students work with their mentor to write a proposal for a substantive research project to be completed during the academic year (fall and spring semester) or the summer.</td>
</tr>
<tr>
<td>6) Alternative Break Trip Leader (ABTL)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Division of Student Affairs]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Niki Messmore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The goal of an ABTL is to be fully engaged in the planning and implementation of a quality Alternative Spring Break trip. This experience is designed to promote continued learning for both the Trip Leader and their participants while, at the same time, broadening individual leadership skills and perspectives. Trip Leaders are responsible for all aspects of planning the alternative break and leading the trip participants through service, education, and reflection.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7) Alternative Break Trip Co-Coordinator (AB CoCo) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Division of Student Affairs]</td>
</tr>
<tr>
<td>Niki Messmore</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>These Scholars serve as the student management team for the Alternative Breaks program. CoCos support recruitment, fundraising, marketing, and education efforts. They support and facilitate the ABTL scholars through effective communication, support, and regular check-in meetings. Finally, CoCos are responsible for planning a Fall Alternative Break with another Co-Coordinator and planning an Alternative Break on their own.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8) Bonner Leaders Program (formerly First Year Service Scholars)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Center for Service and Learning]</td>
</tr>
<tr>
<td>Charli Lienemann</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>This program develops the skills, knowledge, experience, and values of students. Students move along an intentional development pathway, beginning with direct service and culminating in community-based research and public policy. Community partner organizations have the support to become co-educators as Bonner Scholars are involved in organizations across their entire undergraduate career. As a member of the Bonner Network, students have the opportunity to learn with peers through summer leadership retreats, professional development, and campus visits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9) Community Service Leaders (CSLs)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Center for Service and Learning]</td>
</tr>
<tr>
<td>Charli Lienemann</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>CSLs are responsible for the planning of campus-wide community service and civic engagement events and the mentoring of other Sam H. Jones Community Service Scholars. This program identifies leaders who are best suited for leading specific events and programs based upon their knowledge, skills, expertise, &amp; interests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10) Community Service Scholars*</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Center for Service and Learning]</td>
</tr>
<tr>
<td>Charli Lieneman</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>This program is designed to expose Scholars to social issues in the Indianapolis community and to show how community agencies are addressing those social issues. Scholars are matched with a</td>
</tr>
</tbody>
</table>
community agency and serve four hours each week with the agency. While there, the scholar participates in programs and activities that further the mission of the agency while addressing the social issue. Scholars also enroll in a service learning course during the fall semester that allows them to reflect and discuss their individual service experiences in the context of academic research and findings about service. During the spring semester, CSS scholars collaborate to coordinate César Chávez Day of Service.

| 11) Family, School & Neighborhood Scholars* | Nicole Oglesby | Service |
| [Office of Community Engagement] | | |
| Scholars in this program serve with IUPUI’s Family, School, and Neighborhood Engagement staff to improve the quality of life in the urban core through workforce development, research, health, education, among other means. The scholars engage in projects and activities to assist in furthering the goals of local quality of life plans while also serving as student advocates for civic engagement on the IUPUI campus. |

| 12) Fugate Scholars* | Cindy Gill | Service |
| [Office of Community Engagement] | | |
| Fugate Scholars implement various college preparatory curricula to students in grades 5-12 at George Washington Community High School and neighboring elementary schools. |

| 13) Paws Pantry Scholars* | Shaina Lawrence | Service |
| [Division of Student Affairs] | | |
| Paw’s Pantry Scholars assist the Office of Student Advocacy and Support to oversee the operations of the on-campus food pantry that provides food and toiletries to students, faculty, and staff. Scholars connect with the campus and community to fulfill the mission and vision to advocate for those who experience food insecurity. |

| 14) Service Corp Scholars* | Charli Lienemann | Service |
| [Center for Service and Learning] | | |
| ServiceCorps Scholars provide campus-wide educationally meaningful service events (Jaguars in the Streets Service Events) for the IUPUI community. Scholars represent IUPUI to the nonprofit community and lead IUPUI students in completing service projects. ServiceCorps Scholars facilitate team-building exercises, manage on-site service activities, and lead volunteers in discussions about social issue education and reflection. ServiceCorps Scholars also serve as site leaders for the other campus-wide days of service |
15) **Service Learning Assistant (SLA) Scholars***

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan Studer</td>
<td>Service</td>
<td></td>
</tr>
</tbody>
</table>

SLA Scholarships support faculty and staff work associated with community-engaged scholarly practice. Scholarships are awarded to faculty and staff who, if funded, select a student as the recipient of the scholarship. SLA scholars gain valuable knowledge and hands-on experience in the application of their discipline in unscripted, real-world settings. At the same time, these students support the public scholarship and creative activity of IUPUI’s faculty and staff. Of equal importance, SLA scholars learn the skills of collaboration and deliberation that are essential to life in an open and diverse society.

16) **Internships**

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Rust</td>
<td>Internships/Career Development</td>
<td></td>
</tr>
</tbody>
</table>

An internship is academically-recognized, experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provides opportunities:

- for students to gain valuable experience and demonstrate learning as they make professional connections and validate their choice of career field and work environment
- for employers to guide, assess, and develop workforce talent
- for educators to demonstrate the social relevance and practical applications of their disciplines and learning outcomes
- for IUPUI to forge sustainable, mutually-beneficial relationships with the community

17) **International Immersion Experience**

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Leslie</td>
<td>Global Engagement</td>
<td></td>
</tr>
</tbody>
</table>

Students may participate in a variety of non-credit experiences in other countries that are facilitated and approved by IU, including research, conferences, and service. These experiences will immerse students in their host community, provide structured reflection, and support students’ intercultural learning upon return.

*These experiences are part of the Sam H. Jones Community Service Scholarship Program and are administered by the Center for Service and Learning.*
Experiential and Applied Learning Record

IUPUI validates all achievements presented on this record. Each achievement reflected is based on established assessment rubrics to validate the learning. This record is an official Indiana University document certified by the Office of the Registrar when the University seal and Registrar signature are present. (Note: achievements reflected by semester may have occurred during only a portion of the semester.)

### Student Information

Name: Sally Student  
Student ID: 000000000

### SUMMARY OF IUPUI ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Expression</td>
<td>2</td>
</tr>
<tr>
<td>Diversity</td>
<td>2</td>
</tr>
<tr>
<td>Global Engagement</td>
<td>2</td>
</tr>
<tr>
<td>Internships Career Development</td>
<td>65 hours</td>
</tr>
<tr>
<td>Leadership</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

### ACHIEVEMENT TIMELINE

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 2013 | SUMMER   | Dance Recital  
  • Interpretive Dance |
| 2014 | SPRING   | Theater Involvement  
  • Stage Design |
| 2015 | SPRING   | Multicultural Leadership Empowerment Program |
| 2016 | SPRING   | International Immersion Experience  
  • Trinidad & Tobago: Alternative Spring Break  
  • This is an addition of a new test experience  
  • This is a new diversity experience for testing!  
  • Panama: Global Medical Brigades  
  • Sorority President  
  • Alpha Chi Omega |
|      | SUMMER   | International Immersion Experience  
  • Panama: Global Medical Brigades  
  • Sorority President  
  • Alpha Chi Omega |

### LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communication Skills</td>
<td>6</td>
</tr>
<tr>
<td>Integration and Application of Knowledge</td>
<td>5</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>3</td>
</tr>
<tr>
<td>Values and Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>1</td>
</tr>
<tr>
<td>Intellectual Depth, Breadth, and Adaptiveness</td>
<td>1</td>
</tr>
<tr>
<td>Understanding Society and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

*More displayed on the following page(s)*
Experiential and Applied Learning Record

Name: Sally Student
Student ID: 0000000000

---

**Creative Expression**

- **Dance Recital**
  - Interpretive Dance
  - Jazzy Hands Dance Troupe, Indianapolis, Indiana - 1 Semester

- **Theater Involvement**
  - Stage Design
  - Indiana Repertory Theatre, Indianapolis, Indiana - 1 Semester

---

**Diversity**

- **Multicultural Leadership Empowerment Program**
  - IUPUI, Indianapolis, Indiana - 1 Semester
  - *This is an addition of a new test experience*

---

**Global Engagement**

- **International Immersion Experience**
  - Trinidad & Tobago: Alternative Spring Break
  - IUPUI, Indianapolis, Indiana - 1 Semester

- **International Immersion Experience**
  - Panama: Global Medical Brigades
  - IUPUI, Darien, Panama - 1 Semester

---

*This is a new diversity experience for testing!*

This is an addition of a new test experience*

**the world, Indianapolis, Indiana - 1 Semester**
Experiential and Applied Learning Record

Name
Sally Student

Student ID
0000000000

**INTERNSHIPS**

**CAREER DEVELOPMENT**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Lab Assistant * Beaker Dr. Bunsen Honeydew, Indianapolis, Indiana</td>
</tr>
<tr>
<td>40</td>
<td>Marketing Intern * Ad Sales AT&amp;T, Dallas, Texas</td>
</tr>
</tbody>
</table>

**LEADERSHIP**

Sorority President

Alpha Chi Omega

IUPUI, Indianapolis, Indiana - 1 Semester

Official record page 3 of 3 created on 08/20/2018
Experiential and Applied Learning Record

IUPUI validates all achievements presented on this record. Each achievement reflected is based on established assessment rubrics to validate the learning. This record is an official Indiana University document certified by the Office of the Registrar when the University seal and Registrar signature are present. (Note: achievements reflected by semester may have occurred during only a portion of the semester.)

SUMMARY OF IUPUI ACHIEVEMENTS

SERVICE

298 hours

ACHIEVEMENT TIMELINE

2017 2018

SUMMER

Sam H. Jones Community Service Scholar
• Community Service Scholars
• Family, School, & Neighborhood Engagement

FALL

Sam H. Jones Community Service Scholar
• Community Service Leaders
• First Year Service

SPRING

Sam H. Jones Community Service Scholar
• Alternative Break Trip Leader
• Fugate Scholars

SUMMER

Sam H. Jones Community Service Scholar
• Alternative Break Co-Coordinator
• ServiceCorps

LEARNING OUTCOMES

NUMBER DENOTES THE COUNT OF EXPERIENCES WITH EACH LEARNING OUTCOME BY SEMESTER

Understanding Society and Culture................................................................. 8
Values and Ethics......................................................................................... 8

Official record page 1 of 2 created on 08/20/2018
Experiential and Applied Learning Record

Sam H. Jones Community Service Scholar
Community Service Scholars
IUPUI, Indianapolis, Indiana - 39 Hours

Sam H. Jones Community Service Scholar
Family, School, & Neighborhood Engagement
IUPUI, Indianapolis, Indiana - 38 Hours

Sam H. Jones Community Service Scholar
Community Service Leaders
IUPUI, Indianapolis, Indiana - 29 Hours

Sam H. Jones Community Service Scholar
First Year Service
IUPUI, Indianapolis, Indiana - 74 Hours

Sam H. Jones Community Service Scholar
Alternative Break Trip Leader
IUPUI, Indianapolis, Indiana - 27 Hours

Sam H. Jones Community Service Scholar
Fugate Scholars
IUPUI, Indianapolis, Indiana - 22 Hours

Sam H. Jones Community Service Scholar
Alternative Break Co-Coordinator
IUPUI, Indianapolis, Indiana - 17 Hours

Sam H. Jones Community Service Scholar
ServiceCorps
IUPUI, Indianapolis, Indiana - 52 Hours

Official record page 2 of 2 created on 08/20/2018