

## Program Review and Assessment Committee

Thursday, March 21, 2019, 1:30-3:00 pm, AD 1006

### Meeting Minutes

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**Attendees:** P. Altenburger, J. Barbee, S. Boyne, L. Bozeman, G. Durham, T. Freeman, S. Graunke, T. Hahn, M. Hansen, W. Helling, W. Hilson, L. Houser, S. Hundley, C. Kacius, S. Kahn, C. Keith, S. Lowe, P. Morris, K. Murtadha, H. Mzumara, S. Ninon, K. Norris, L. Peters (Skype), W.T. Roberson, K. Sheeler, J. Thigpen, N. VanAndel, C. Walcott, S. Weeden

1. Welcome, Review & Approval of Minutes (5 minutes)
2. Blast Off: Increasing Retention at IUPUI through Two Signature Co-curricular Programs - Sonia Ninon, Director of Assessment and Planning, Division of Student Affairs (25 minutes)
3. NSSE Results – Steve Graunke, Director of Institutional Research and Decision Support (IRDS) (25 minutes)
4. Mapping Program Level Learning Outcomes to IUPUI + - Kristy Sheeler, Executive Associate Dean of Honors College (10 minutes)
5. Higher Learning Commission #5 - Stephen Hundley, Senior Advisor to the Chancellor & Susan Kahn, Director of Planning and Institutional Improvement Initiatives (10 minutes)
6. Reflection and Discussion on Past PRAC Guest Speakers – Stephen Hundley (15 minutes)
  - a. Tracy Penny Light – ePortfolios and Assessment
  - b. David Eubanks and Josie Welsh – Fixing Assessment
  - c. Keston Fulcher – Learning Improvement
  - d. Gianina Baker – Equitable Approaches to Assessment
5. Announcements and Adjournment (10 minutes)

## 1. Welcome, Review & Approval of Minutes

- a. K. Norris called the meeting to order at 1:30pm. She welcomed everyone back from spring break.
- b. Kristin moved, Susan seconded, and all approved motion to approve February 2019 minutes.

Kristin introduced our first speaker, Sonia Ninon

## 2. Blast Off: Increasing Retention at IUPUI through Two Signature Co-Curricular Programs-Sonia Ninon, Director of Assessment and Planning, Division of Student Affairs

**Sonia:** This study examined the relationship of participation in *Jag Blast* and *Weeks of Welcome* to students' retention. There are 9 units within the Division of Student Affairs: Campus Center and Student Experiences (CCSE), Counseling and Psychological Services (CAPS), Campus Recreation, Educational Partnerships and Student Success (EPSS), Health and Wellness Promotion (HWP), Housing and Residence Life (HRL), Student Advocacy and Support (OSAS), Student Conduct, and Student Health Services.

### **According to the Fall 2018 IUPUI Census:**

27,722 students

Female: 57 percent

White: 66 percent

Black: 9 percent

Latinx: 7 percent

International: 7 percent

Asian: 6 percent

Age Under 25: 68 percent

*Jag Blast* is an orientation program offered during the summer. Academic units and co-curricular departments both participate. It represents a good collaboration between EPSS and CESSE staff. They are increasingly using the scanners to get demographic information on the students.

Learning outcomes of Jag Blast include: 1) Recognize the importance of IUPUI campus pride and traditions; 2) Identify campus activities and student organizations available at IUPUI; and 3) Develop new relationships with peers (incoming classmates) and current students leaders to feel more connected and a part of the IUPUI community.

*WOW* is a collaboration between all units within the Division of Student Affairs, campus partners, and the Indianapolis community. It is about creating a welcoming campus environment the first two weeks of the academic year. It includes 32 events (e.g., ice cream social, light up the night, field day, black party).

Learning outcomes of *WOW* include: 1) Develop a sense of community, 2) Identify leadership opportunities on campus, Identify campus resources, offices, and build a campus identity.

### Methodology

The study examined undergraduate, degree seeking students who enrolled in the fall 2018 semester. The research question was: *Were students who attended JagBlast or a WOW event more likely to persist in the spring 2019 semester?* 1,526 (7 percent) undergraduate degree-seeking students attended either JagBlast or a WOW event.

Students who attended JAG Blast and Wow were more likely to be female, latinx, full-time, and under age 25.

The study used Propensity Score Matching (PSM), which attempts to estimate the effect of a treatment or other intervention by accounting for the covariates that predict receiving the treatment. It minimizes selection bias, and other confounding factors (e.g., gender, race/ethnicity, age, SAT scores, unmet financial need, major).

The propensity score adjusted the comparison of retention rates among JagBlast or WOW attendees, and those who didn't attend JagBlast or a WOW event.

There was a 7.7 percentage point increase in fall-to-spring retention at IUPUI as a result of attending JagBlast or a WOW event. The difference is statistically significant (p-value <0.001).

Factors positively predicting spring retention at IUPUI include the following: 1) attendance at *JagBlast* or a *Wow* event, being Asian, taking a higher course load, have a major in the School of Health and Human Sciences, and the School of Science, not being a first generation student.

We also looked at qualitative data. Sonia worked with Gwen Chastain to review the surveys administered during the events. They looked at sense of belonging. The mean scores were good. Student feedback: "It's great already", "More free stuff"

We will continue to 1) track students who attend both signature co-curricular programs using the ID card swipes/scanners, 2) examine the relationship between attendance to those programs and students' fall-to-spring and fall-to-fall retention rates, and their sense of belonging, and 3) explore the return on investment (ROI) by monetizing the gains in retention.

She also looked at qualitative data. She worked with Gwen Chastain to review the surveys they administered during the events.

**Michele Hansen:** University College (UC) students are a totally different population. It is best to split them. There is usually a 10% difference between UC and other programs.

**Steve Graunke:** You will likely find other significant variables after you split it.

**Michele:** Disaggregate. Low N could be caused by low response rate. Suggest that you do effect size as well.

**Sara Lowe:** The mentors really push *WOW* and *JagBlast*.

### **3. NSSE Results – Steve Graunke, Director of Institutional Research and Decision Support**

**Steve Graunke:** Currently, I am in the midst of my post NSSE (National Survey of Student Engagement) tour and sharing the IUPUI 2018 Results.

NSSE is administered by the survey research center in Bloomington. It is a survey of what students do and behaviors connected to learning and success. It is administered to first-year and senior students.

There are 3 different comparison groups: IUPUI Official Peers, All Public Doctoral Institutions, All NSSE institutions. This provides benchmarking information for our students compared to other students

NSSE provides a report on engagement in high impact practices,

Topical modules: Global learning, Community Engagement  
IRDS has done a 9 page research brief and is currently creating school reports.

Categories

- 1) Areas of strength
- 2) Assets to protect
- 3) Issues to be mindful
- 4) Opportunities for Improvement

As a campus we did not have any under #4.

Steve will focus of areas of strength and issues to be mindful.

#### **Area of Strength #1**

IUPUI students are more likely to be involved in high impact practices

75% of our first year students reported participating in at least 1 high impact practices.

One of the reasons we were so high is because of service learning.

We are higher on almost all of them. The only exception is research with faculty (is average). This is something to build on with the Institute for Engaged Learning.

### **Area of Strength #2**

Our first year students are very engaged (especially with faculty)

Our students are more likely to indicate interactions with faculty than our peer institutions.

### **Issue to be mindful of #1**

Seniors are not reporting the same levels of engagement as our freshman.

We've actually fallen behind among our doctoral institutions. It seems counterintuitive. Certainly not the area of strength like it is with first-year students.

### **Issue to be mindful of #2**

Our students are more likely to be working off campus.

Working off campus is one the strongest negative predictors of one-year retention and GPA.

Interacting with students who are different from you. African American students and Latinx tend to be higher.

**Michele Hansen:** We have more reports to run on the NSSE data set.

**Steve:** What is happening at the senior year that is causing them to be less engaged? We've talked about having a graduating student survey. The response was 24% for first-year and 26% for seniors.

**Michele Hansen:** We have discussed integrating some of these questions into other surveys.

Some schools (business) require students to complete a survey before being able to graduate.

**Michele Hansen:** These questions have been validated that engagement does lead to hard outcomes related to success.

**Khaula Murtadha:** What is included in a culminating experience? There may be a messiness with culminating experience and research with faculty.

**Kristin Norris:** Perhaps we could invite schools to share their senior surveys with PRAC at a future meeting

## **4. Mapping Program Level Learning Outcomes to IUPUI + - Kristy Sheeler, Executive Associate Dean of Honors College**

**Kristy Sheeler:** We are making progress in mapping learning outcomes to the IUPUI+. The Center for Teaching and Learning has monthly mapping meetings. Program level outcomes mapped to the IUPUI+ are due by May 15, 2019.

## **5. Higher Learning Commission #5 - Stephen Hundley, Senior Advisor to the Chancellor & Susan Kahn, Director of Planning and Institutional Improvement Initiatives**

**Susan Kahn:** We now have the final version of the HLC Criteria. In the past there have been suggestions about the kinds of evidence that can be provided.

Curriculum maps are one of the examples given for B.

These are the kinds of things that will be need for the 2020 self-study.

Assessment and PRAC minutes may be presented as evidence, so take good minutes.

Today we are covering Criterion #5 – Resources, Planning, and Institutional Effectiveness

Criterion #5 is focused on campus' fiscal viability, physical facilities and planning processes. The commission wants to make sure that institutions are not struggling for survival, are a real institution with an infrastructure, and operates in a sound way. It also looks at governance, planning, and operational improvements.

**Stephen Hundley:** This is a retrospective look back. It's one tool to look at how well we are doing. It is not just a lookback. It is actually a check-in to make sure that we have people who are thinking about this and are engaged in this. It is appropriate that we are looking at this on a periodic basis.

**Susan Kahn:** The documents are getting bigger. The evidence list used to be embedded in the criteria. Now the evidence is a separate document.

The Higher Learning Commission conference is coming up in April.

## **6. Reflection and Discussion on Past PRAC Guest Speakers – Stephen Hundley**

**Stephen Hundley:** Please look at your handout and take a few minutes to reflect on our previous guest speakers. We would like to know your reactions to the presentation and lessons learning.

**Tracy Penny Light:**

**Krista Walcott:** The imbedded discussion questions really helped me connect portfolio process with the information the presenter was sharing.

**Tyrone Freeman:** Finding ways for students to incorporate their co-curricular experiences into their e-portfolios (e.g., residence hall manager)

**Kristin Norris:** The ides she presented on the pathways to help students think about integrated learning.

**Susan Kahn:** Tracy will be the keynote speaker for the EPortfolio track at the Assessment Institute and there is a new Taxonomy for the ePortfolio (will be in the PRAC Box site)

**David Eubanks and Josie Welsh**

**Todd Roberson:** Eubanks was very interesting. We are doing too much work. We don't need to make things too complicated. We just need a simple way to collect the data. At Kelly our undergraduate assessment is much simpler

**Keston Fulcher** (Feed Pig, Weigh Pig)

**Kristin Norris:** Think about Assessment across a series of courses

**Susan Kahn:** I thought that Keston's presentation paired well with the previous presentation. Do something, assess, make improvements, and reassess it. They made me question whether that is the right way and if we are implementing it the way we should.

They both questioned the improvements we make based on the assessments. Keston said there is too much emphasis on assessment and way too less on improvements.

**Giannina Baker**

**Kristin Norris:** Much talk in the news recently about admissions scandals

**Susan Kahn:** Those were 5 elite schools. Not endemic to higher education. It is not representative to the vast majority of institutions and students.

Meeting adjourned at 3:01pm

**Future PRAC Meeting Dates:**

Thursday, April 11, 2019

University Hall 1006

Thursday, May 9, 2019

University Hall 1006