Program Review and Assessment Committee

Thursday, September 19, 2019, 1:30-3:00pm, AD 1006

Agenda/Minutes

Attendees: Peter Altenburger, Marta Anton, Susanne Benedict, Rick Bentley
Leslie Bozeman, Jerry Daday, Joseph DeFazio, Deborah DeMeester, David Farber (Zoom),
Tom Hahn, Stephen Hundley, Carole Kacius (Zoom), Susan Kahn, Rachel Kartz, Caleb Keith,
Jennifer Lee, Suzann Lupton, Katharine Macy, Clif Marsiglio, Pamela Morris (Zoom), Sylvia
Garcia, Howard Mzumara, Sonia Ninon, Kristin Norris, Saptarshi Purkayastha, W. Todd
Roberson, Anusha S. Rao, Emily Scaggs, Kristy Sheeler, Morgan Studer, Jeffry Thigpen,
Elizabeth Wager, Crystal Walcott, Scott Weeden, Jane Williams

1. Welcome new members, review and approve meeting minutes (5 min)

2. Update on the Profiles, IEL, etc. (45 min) - Jay Gladden, Associate Vice Chancellor for
Undergraduate Education; Dean, University College; and Acting Dean, Honors
College; & Jerry Daday, Executive Associate Dean, Institute for Engaged Learning

3. HLC Quality Initiative (15 min) – Stephen Hundley, Senior Advisor to the Chancellor
& Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs

4. Status of Assessment & Improvement at IUPUI (10 min) – Susan Kahn, Director of
Planning and Institutional Improvement Initiatives & Shawn Boyne, Professor, IU
Robert H. McKinney School of Law

5. Oct. and Nov. PRAC meeting plans/opportunities (10 min) – Stephen Hundley

6. PRAC leadership appointment changes and Nominations due Nov. 15th for
endorsement at Dec. 2019 PRAC meeting (5 min)

7. Announcements – PRAC reports due Nov. 1st to Susan Kahn (skahn@iupui.edu)

Adjourn
1. Welcome new members, review and approve meeting minutes

- K. Norris called the meeting to order at 1:31pm.
- J. Williams moved to approve. Seconded by J. Thigpen and others

**Kristin:** We have 17 new members and over 60 overall members.

Did quick introductions with new members introducing themselves

Discussed PRAC subcommittee recruitment

Stephen did for Linda Hauser for PRAC grants

Susan spoke for Karen Alfrey for the PRAC report review committee.

Kristin introduced our 1st presenters: Jay and Jerry.

2. Update on the Profiles, IEL, etc. (45 min) - Jay Gladden, Associate Vice Chancellor for Undergraduate Education; Dean, University College; and Acting Dean, Honors College; & Jerry Daday, Executive Associate Dean, Institute for Engaged Learning

**Jay** began with a sense of undergraduate education at IUPUI and presented retention statistics. Students with higher unmet financial need have a lower retention rate. IUPUI trails its official peer institutions on one-year retention, four-year retention and six-year retention.

Retention of University College students is much less successful than students admitted directly to the school. At our urban peers: 2/3rds of them have retention rate of over 80%. This is a call to action to academic units about what we can do to address this issue.

Cost of attendance at IUPUI is $24,000 per year. After $6,000 of unmet need, retention rate begins to tank. This is a real challenge for us. IUPUI has lots of students with over $10,000 in unmet need.

We need to address what goes on in our classrooms and how to ensure our classrooms are an inclusive learning environment.

Data from three anonymous Gateway courses are very compelling. We have very significant equity gaps. We can do better. Part of the early work is to make folks aware. We need to make sure that students know that faculty care. The Profiles help us talk in a common language about what we do at IUPUI.

University College, Honors College, Institute for Engaged Learning
All three of these entities are ramping up.

**Jerry, I’ve done this presentation more than a few times on campus.**

How can we improve?
1. Ensure students know that we care from the start
   • Bridge program
   • Syllabus
   • Student engagement roster

2. Deliver meaningful general education experiences
   • Integrative, active and relevant
   • Signature assignments
   • New interdisciplinary courses

3. Ensure students see the relevance in what they are learning
   • Engaged learning
   • Profiles of Learning for Undergraduate Success (PLUS)
   • Capstone as a signature IUPUI experience

How do we make sense of it all?

• We offer dozens of curricular and co-curricular engaged learning opportunities for IUPUI students
  • These are scattered across our bureaucracy
    - IUPUI, IU/Purdue Degrees, 16 Schools, 2 Colleges, Student Affairs, Numerous Units/Offices)
    - It barely makes sense to faculty and staff
  
• How does this make sense to students?
  - Students see these as disparate opportunities and activities that are not integrated
  - Many students have limited access to participate (SES, work & family life)
  - Those who could most benefit are least likely to participate

IEL Goals:

- Develop and implement a targeted engaged learning marketing campaign for students, especially for traditionally under-served student populations
- Track student participation and assess student learning within engaged learning opportunities offered by IEL and DUE (later, within schools and across campus)
- Develop and/or facilitate intentional and integrated professional development programming and practices in support of faculty and staff efforts to comprehensively integrate engaged learning into curricular and co-curricular experiences with fidelity
- Develop and execute formalized assessment plan of engaged learning within IEL programming for “communicator” profile (100 artifacts; AAC&U Written Communication VALUE rubric)

We need to 1) ensure equitable access, 2) ensure all student have access to multiple access to HIPS. Everything is being done using existing resources.

IEL officially launched last July. Created by bring together FYE, CSL, CRL, Gateway, EPortfolio and Rise. To ensure that all student have equitable access and 4 high impact practice experiences.
IUPUI already offers students a transformative experience. IUPUI is known for promoting engaged learning experiences

**FYE participation**
2018: 900 students  
2019: 1300 students  
2020: 2000 students  
2021: all students

IEL was created to help students make sense of all of this stuff. How can we market engaged learning and help students to see the connections of all of these experiences?

Good students seek out HIPS or faculty encourage good students. Other students are left out.

IEL will provide robust and ongoing professional development to faculty to do HIPS. We need to market to students about these engaged experiences. Last year, we put together a brochure for students to see the paid experiences.

We now need to put together a brochure of the unpaid experiences.

We need to determine who is participating in these experiences and who is not.

For 5 years I attended conferences talking about the RISE tags, yet there were issues with fidelity. Not a criticism just a reality

Need to track these experiences.

Going to track within DUE/IEL programs. We are going to capture and eventually go to the schools. We have to do proof of concept first.

Jay led DUE through a rigorous planning process, committed to assessment.

IEL has committed to do 100 artifacts of engaged learning from IEL rubrics. Will apply the AAC@U communication rubric.

**Comprehensive Learner Record**

To capture student involvement. Tom chairs the Record subcommittee. For an experience to be included on the Record, it must have meaningful assessment and reflection.

We’ve had lots of conversations with instructors and have presented at numerous committee meetings.

IU Communications will write a story about the Record, and we are presenting at the *Year of the Capstone* event.

We realize a lot of faculty have no idea what the Record.
Jay: In conversations with faculty they indicate that the application is onerous. They also question the reflections component. We are working on making the application shorter.

Jerry: It is a multi-prong approach. The subcommittee is very committed to rigor, which I agree with.

Look at experiences by school for the Record (Tom take care of it)

HIPS in and of themselves promote diversity and have difficult conversations.

The classroom is their responsibility. IEL will partner with anyone.

IEL is trying to capture what we have. What does equity look like? We are scaling the first year experience.

Enhancing FYS so students can get up to 3 hips in one experience.

What does equity look like?

Jay: 2 things going on in this question

1) Capacity to steward and handle difficult conversations. Do we need to develop better capacity on campus? Yes. We will work with a variety of people on this. It is a long road.
2) African-American students who participate in Summer Bridge are retained at 80%. Those who don’t are not retained at 56%.

We really can and are making significant progress when we provide these HIP experiences.

Jerry: We can imbed these things in the curriculum, so that students cannot avoid them.

3. HLC Quality Initiative (15 min) – Stephen Hundley, Senior Advisor to the Chancellor & Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs

Stephen: Program review and assessment committee. We are regionally accredited by the Higher Learning Commission.

Asks high functioning campuses like us to apply for and do a quality initiative. At IUPUI, we are using our Profiles. We are optimistic that HLC will approve. There are 5 things we are seeking to do (see handout). The Record feeds into this work.

Trying to pull together disparate activities.

Our PRAC reports, Strategic plans will lay out the pervasive of the Profiles.

Sonia and her colleagues have a long history of integrating PLUS.
Steering Committee. Kristi chaired the task force that created the PLUS, both efficiently and effectively.

Page 7 and 8, situating our quality initiative over two years. Last year we did the heavy lifting.

Now we are in phase 3: implementing and evaluating

Getting ready for our comprehensive evaluation in 2022.

We have a lot of artifacts to prove our case.

Lots of moving parts for our quality initiative.

We want to lead with a discussion of the Profiles that we are doing it to promote student success. We are not doing it for accreditation, even though that is a byproduct.

4. Status of Assessment & Improvement at IUPUI (10 min) – Susan Kahn, Director of Planning and Institutional Improvement Initiatives & Shawn Boyne, Professor, IU Robert H. McKinney School of Law

Shawn: She and Susan will contact members to talk about where assessment and improvement are occurring. This will take place after fall break and conclude before spring break.

They want a deeper understanding and to adequately capture what is going on.

Susan: This will feed into a couple of things. We need to get a sense of where we are in terms of assessment and improvement at IUPUI. We really want to start putting the emphasis on improvement over assessment.

Our next self-study is in 2022. We will be receiving a doodle poll in the next few weeks and then they will start scheduling meetings.

5. Oct. and Nov. PRAC meeting plans/opportunities (10 min) – Stephen Hundley

Kristin: Thanks to Stephen for giving free registration to all PRAC members. Big happenings around the Trends in Assessment Book.

Deadline to sign-up is tomorrow.

The Assessment Institute is now the nation’s oldest event of this type. It began in 1992 at IUPUI. Have a broad new track this year on Diversity, Equity and Inclusion Everyone gets a copy of the Trends in Assessment book.

We will use the November PRAC meeting to have a workshop. Register to attend the workshop. We will recognize and promote all of the contributors to the book
Out of our work on Trends in Assessment, we will do a book on Leadership on Assessment and Improvement. We very much want to include IUPUI in as many of these chapters as we can. Deadline for contributing your intent is early December register your intent.

6. PRAC leadership appointment changes and Nominations due Nov. 15th for endorsement at Dec. 2019 PRAC meeting (5 min)

November 21st we will in in CE 450

We will adjust our PRAC calendar from a calendar year to an Academic Year

1) Will create a past chair position
2) We will shift to an Academic Year role.

7. Announcements – PRAC reports due Nov. 1st to Susan Kahn (skahn@iupui.edu)

Adjourned at 2:55pm

Future PRAC Meeting Dates:

- October 2019 - No meeting
  - PRAC members to attend Assessment Institute (October 14 & 15) at the Marriott Downtown
- Thursday, November 21, 2019, 1:30—3:00 pm—
  - Trends in Assessment Workshop in Campus Center 450B/C
- Thursday, December 12, 2019, 1:30—3:00 pm
- Thursday, January 16, 2020, 1:30—3:00 pm
- Thursday, February 20, 2020, 1:30—3:00 pm
- Thursday, March 12, 2020, 1:30—3:00 pm
- Thursday, April 23, 2020, 1:30—3:00 pm
- Thursday, May 14, 2020, 1:30—3:00 pm
Student Success Priorities: 2019-2020

One-Year Retention Continues to be a Challenge
Indianapolis Only, FTFT Cohort (Bachelor’s, Associate, and Certificate any IU)
2017 First-Time, Full-Time Beginners One-Year Retention by School

One-Year Retention – Retained at IUPUI Indianapolis

*Schools with N less than 20 students not shown

Annual Unmet Financial Need and One-Year Retention First-Time Beginners

Total Unmet Financial Need Academic Year
Common Dataset Definition

Retained and Not Retained Ns (2014=2123;1000), (2015=2183; 948), (2016=2319; 997), (2017=2270; 1086)
Unmet Financial Need Fall Semester Fall 2017 IUPUI Indianapolis Beginners

<table>
<thead>
<tr>
<th>Unmet Financial Need</th>
<th>N</th>
<th>Retention Rate at IUPUI</th>
</tr>
</thead>
<tbody>
<tr>
<td>No FAFSA on file</td>
<td>395</td>
<td>68%</td>
</tr>
<tr>
<td>No Unmet Financial Need (FAFSA on file)</td>
<td>1,262</td>
<td>75%</td>
</tr>
<tr>
<td>$1 to $1000 Unmet Need</td>
<td>230</td>
<td>76%</td>
</tr>
<tr>
<td>$1001 to $2000 Unmet Need</td>
<td>169</td>
<td>72%</td>
</tr>
<tr>
<td>$2001 to $3000 Unmet Need</td>
<td>174</td>
<td>74%</td>
</tr>
<tr>
<td>$3001 to $4000 Unmet Need</td>
<td>186</td>
<td>68%</td>
</tr>
<tr>
<td>$4001 to $5000 Unmet Need</td>
<td>217</td>
<td>72%</td>
</tr>
<tr>
<td>$5001 to $6000 Unmet Need</td>
<td>174</td>
<td>68%</td>
</tr>
<tr>
<td>$6001 to $7000 Unmet Need</td>
<td>127</td>
<td>73%</td>
</tr>
<tr>
<td>$7001 to $8000 Unmet Need</td>
<td>106</td>
<td>71%</td>
</tr>
<tr>
<td>$8001 to $9000 Unmet Need</td>
<td>117</td>
<td>56%</td>
</tr>
<tr>
<td>$9001 to $10,000 Unmet Need</td>
<td>85</td>
<td>64%</td>
</tr>
<tr>
<td>More Than $10,000 Unmet Need</td>
<td>578</td>
<td>40%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,820</td>
<td>67%</td>
</tr>
</tbody>
</table>

* 1,013 beginners with unmet need > $6K

Official Peer Institutions:
First-Time Full-Time Beginners

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>One-Year Retention</th>
<th>Four-Year Graduation</th>
<th>Six-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of South Florida</td>
<td>91%</td>
<td>55%</td>
<td>73%</td>
</tr>
<tr>
<td>Temple University</td>
<td>89%</td>
<td>49%</td>
<td>73%</td>
</tr>
<tr>
<td>Univ. of Utah</td>
<td>89%</td>
<td>32%</td>
<td>70%</td>
</tr>
<tr>
<td>University at Buffalo - SUNY</td>
<td>87%</td>
<td>60%</td>
<td>76%</td>
</tr>
<tr>
<td>Univ. of Cincinnati</td>
<td>86%</td>
<td>34%</td>
<td>67%</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>85%</td>
<td>44%</td>
<td>67%</td>
</tr>
<tr>
<td>Univ. of Alabama-Birmingham</td>
<td>82%</td>
<td>35%</td>
<td>58%</td>
</tr>
<tr>
<td>Univ. of Illinois-Chicago</td>
<td>80%</td>
<td>34%</td>
<td>59%</td>
</tr>
<tr>
<td>Univ. of Louisville</td>
<td>80%</td>
<td>32%</td>
<td>57%</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>79%</td>
<td>18%</td>
<td>47%</td>
</tr>
<tr>
<td>Univ. of New Mexico</td>
<td>74%</td>
<td>22%</td>
<td>49%</td>
</tr>
<tr>
<td>IUPUI</td>
<td>72%</td>
<td>24%</td>
<td>48%</td>
</tr>
<tr>
<td>Univ. of Colorado-Denver</td>
<td>72%</td>
<td>22%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Note: Retention cohort 2017, Four-Year Graduation and Six-Year Graduation Rates 2012. Includes Columbus. Source: IPEDS
### Institutional Aid and Scholarships

<table>
<thead>
<tr>
<th>Peer Institution</th>
<th>Number of Full-Time Beginners</th>
<th>Number of Full-Time Beginners Receiving</th>
<th>% Beginners Receiving</th>
<th>Average Amount Per Beginner</th>
<th>One-Year Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Colorado Denver</td>
<td>1,409</td>
<td>717</td>
<td>51%</td>
<td>$2,950</td>
<td>72%</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>3,170</td>
<td>2,664</td>
<td>84%</td>
<td>$3,009</td>
<td>74%</td>
</tr>
<tr>
<td>University at Buffalo</td>
<td>4,170</td>
<td>2,730</td>
<td>65%</td>
<td>$3,340</td>
<td>87%</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>4,103</td>
<td>2,592</td>
<td>63%</td>
<td>$4,395</td>
<td>91%</td>
</tr>
<tr>
<td>IUPUI</td>
<td>3,933</td>
<td>2,514</td>
<td>64%</td>
<td><strong>$5,363</strong></td>
<td>72%</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>5,358</td>
<td>2,875</td>
<td>54%</td>
<td>$5,757</td>
<td>86%</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>4,117</td>
<td>2,449</td>
<td>59%</td>
<td>$5,286</td>
<td>85%</td>
</tr>
<tr>
<td>University of Illinois Chicago</td>
<td>4,014</td>
<td>2,462</td>
<td>61%</td>
<td>$5,490</td>
<td>80%</td>
</tr>
<tr>
<td>University of Utah</td>
<td>3,853</td>
<td>2,682</td>
<td>70%</td>
<td>$5,849</td>
<td>89%</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>2,567</td>
<td>2,176</td>
<td>85%</td>
<td>$6,562</td>
<td>79%</td>
</tr>
<tr>
<td>University of Alabama Birmingham</td>
<td>2,228</td>
<td>1,710</td>
<td>77%</td>
<td>$7,879</td>
<td>82%</td>
</tr>
<tr>
<td>Temple University</td>
<td>5,141</td>
<td>4,125</td>
<td>80%</td>
<td>$7,282</td>
<td>89%</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>2,640</td>
<td>1,823</td>
<td>69%</td>
<td>$8,476</td>
<td>80%</td>
</tr>
</tbody>
</table>

Note: Cohort 2017. First-Time, Full-Time Beginners includes Columbus. Source: The Integrated Postsecondary Education Data System (IPEDS).
Percent beginners receiving Institutional Aid and Scholarships.
### Three Anonymous Gateway Courses (Fall 2018)

<table>
<thead>
<tr>
<th></th>
<th>Course 1</th>
<th></th>
<th>Course 2</th>
<th></th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charact</td>
<td>DFW%</td>
<td>Charact</td>
<td>DFW%</td>
<td>Charact</td>
</tr>
<tr>
<td></td>
<td>African-American</td>
<td>63.3%</td>
<td>African-American</td>
<td>50.6%</td>
<td>African-American</td>
</tr>
<tr>
<td></td>
<td>Latinx</td>
<td>52.8%</td>
<td>Latinx</td>
<td>40.9%</td>
<td>Latinx</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>29.7%</td>
<td>White</td>
<td>31.7%</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Pell</td>
<td>41.1%</td>
<td>Pell</td>
<td>40.6%</td>
<td>Pell</td>
</tr>
<tr>
<td></td>
<td>N=354</td>
<td></td>
<td>N=695</td>
<td></td>
<td>N=224</td>
</tr>
</tbody>
</table>

#### What Can We Do?
“In short, the more students believe that they belong, the better they do academically. The reverse is also true…” (The College Dropout Crisis, p. 8)

How can we improve?

1. Ensure students know that we care from the start
   - Bridge program
   - Syllabus
   - Student engagement roster

2. Deliver meaningful general education experiences
   - Integrative, active and relevant
   - Signature assignments
   - New interdisciplinary courses
How can we improve?

3. Ensure students see the relevance in what they are learning
   - Engaged learning
   - Profiles of Learning for Undergraduate Success (PLUS)
   - Capstone as a signature IUPUI experience

Institute for Engaged Learning

https://getengaged.iupui.edu/
IUPUI Offers a Transformative Experience for Students

- First Year Experience
- Majors in Schools
- Internships
- Service Learning
- Common Intellectual Experiences
- Student Life
- Student Employment
- Study Abroad & Internationalization
- General Education
- Learning Communities
- Civic Engagement
- Capstone Experiences
- ePortfolios
- Undergraduate Research

Profiles & the Record

How do we make sense of it all?

We offer dozens of curricular and co-curricular engaged learning opportunities for IUPUI students.

These are scattered across our bureaucracy:
- IUPUI, IU/Purdue Degrees, 16 Schools, 2 Colleges, Student Affairs, Numerous Units/Offices
- barely makes sense to faculty and staff

How does this make sense to students?
- Students see these as disparate opportunities and activities that are not integrated
- Many students have limited access to participate (SES, work & family life)
- Those who could most benefit are least likely to participate
Institute for Engaged Learning

Promotes the **equitable** progression of students through **pathways** of engaged learning experiences

- curricular and co-curricular applied, experiential, and integrative learning
- intentionally help students identify engaged learning opportunities
- intentionally help students see connections in these EL experiences
- prepare students for lives of commitment and success with skills to communicate, innovate, and engage in local and global communities to address 21st century problems (PLUS)

**Vision:** All IUPUI undergraduate students will participate in an educational pathway that involves at least **four** engaged learning experiences

**Mission:** Promote equitable access to pathways of connected curricular and co-curricular experiential, applied and integrated experiences aligned to the Profiles
IUPUI

All this great work is already happening

First Year Experience
Majors in Schools
Service Learning
Student Employment
Study Abroad & Internationalization
Internships
Student Life
Civic Engagement
Capstone Experiences
Common Intellectual Experiences
Learning Communities
Undergraduate Research
Internships
Student Employment
Capstone Experiences
Professionals the Record

The Institute is an intentional effort to bring all of this together for promote student success

every undergraduate student
the Institute
Faculty & Staff

[Diagram showing connections between various educational and experiential elements]
Institute Goals – 2019-2020

Develop and implement a targeted engaged learning marketing campaign for students, especially for traditionally under-served student populations

Track student participation and assess student learning within engaged learning opportunities offered by IEL and DUE (later, within schools and across campus)

Develop and/or facilitate intentional and integrated professional development programming and practices in support of faculty and staff efforts to comprehensively integrate engaged learning into curricular and co-curricular experiences with fidelity

Develop and execute formalized assessment plan of engaged learning within IEL programming for “communicator” profile (100 artifacts; AAC&U Written Communication VALUE rubric)

The Record

Many thanks to Tom Hahn and the PRAC Record Subcommittee for their work in reviewing and approving applications

• 83 experiences have been approved (only 50% have entered data)
  • 39% are co-curricular
  • 35% are credit-bearing
  • 20% can be either

• 708 unique students have experiences listed in Record/SIS
• 92 students have achieved 2+ experiences

Data current as of 9/13/19
The Record - Examples

Honors College students providing English or basic dental instruction in Costa Rica
Business students working with Delta Faucet to develop a marketing plan
Service scholars tutoring high school students
Internships with Duke Energy
Hospice volunteer experiences
Capstone Sports Marketing Project with an Industry Partner

Efforts this year to promote Record

IU Communication is writing a feature story on Institute – Record will be part of story
Year of Capstone at IUPUI – intentional effort to get Capstone experiences on Record
Promoting the Record at Major and Career Information Day (October 1)
Meeting with IUPUI Career Services Council on October 22
Session at Assessment Institute on Record
Multiple workshops for faculty/staff; individual consultations
Intentionally reaching out to faculty and staff who have offer engaged learning experiences
EXPERIENTIAL AND APPLIED LEARNING RECORD

What is The Record?
The Experiential and Applied Learning Record is a registrar verified document that demonstrates your experiences and learning across seven achievement categories.

Seven Achievement Areas

- Global Engagement
- Service
- Leadership
- Internship/Career Development
- Research
- Diversity
- Creative Expression

As a student at IUPUI, you will have numerous experiential, applied, integrative, and engaged learning experiences. These experiences will teach you how to communicate information and complex ideas, develop innovative solutions to real-world problems, and embrace civic engagement and service in partnership with your local and global communities. The Record is designed to provide you and potential employers with a better tool to verify your experiences and your overall learning.

For more information and a list of approved experiences, visit: getengaged.iupui.edu/record
Reference Information

Units within IEL

- First Year Experience
- Center for Service & Learning
- Center for Research & Learning
- Gateway to Graduation
- ePortfolio
- RISE
- Engaged Learning Fellows

Partnerships / Collaborations

- Internships / LHSI
- Study Abroad
- Curriculum Internationalization
- Student Employment
- Center for Teaching & Learning
- Office of Community Engagement
- IUPUI Schools

https://getengaged.iupui.edu/

Jerry Daday
jdaday@iupui.edu
Phone: 317-278-4013