

Program Review and Assessment Committee

Minutes from Thursday, March 10, 2022

1:30 – 3:00pm

Meeting Minutes and [Video Recording](#)

Attendees:

Adams, Heather; Altenburger, Peter; Babich, Sue; Leslie Bozeman; Brehl, Nicholas; Broeker, Camy; Daday, Jerry; Dombrowski, Lynn; Easterling, Lauren; Giddings, Anita; Graunke, Steve; Haberski, Ray; Hahn, Tom; Hassell, John; Hayes, Cleveland; Hundley, Stephen; Keith, Caleb; Lee, Jennifer; Levine Daniel, Jamie; Lowe, Sara; Macy, Katharine; Marsiglio, Clif; Morris, Pamela; Ninon, Sonia; Obergfell, Ann; Otte Julie; Pierce, Barb; Purkayastha, Saptarshi; S. Rao, Anusha; Scaggs, Emily; Sheeler, Kristy; Thigpen, Jeffry; Wager, Elizabeth; Weeden, Scott; Williams, Jane; and Zheng, Lin

1. Welcome, review and approve previous meeting minutes (5 minutes) – Caleb Keith

Minutes from February 2022 meeting were approved.

2. Kristy Sheeler, Assessing and Improving Undergraduate Education at IUPUI, Interim Associate Vice Chancellor for Undergraduate Education and Dean of University College

Kristy Sheeler shared information about each of the main units within DUE. The main focus of this year is the scale up Bridge week that will serve all incoming students. We are reimagining the entire first-year experience, what we are calling Enhanced First-Year Seminars. We are moving to a 1-day orientation and start their first-year experience during Bridge (the week before the start of fall semester). We know the impact Bridge and FYS have – and scaling this and requiring it for all students is a wonderful opportunity. Heather Bowman and her team are working with campus partners on this scale up.

For 2019 cohort, Bridge participants one year retention rate was 76%, versus 71% non-participants. For the Fall 2021 cohort, Bridge participants had significantly higher fall to spring retention rates (89-94% versus 71% for non-participants). We also know traditionally underserved students benefit from Bridge as well.

The IEL team is working to embed four high-quality and scaffolded engaged learning experiences – starting in foundation experiences, pathway experiences, and capstone experiences. IEL is touching all students in all the schools.

Within University College, Matt Rust leads Advising and Career Development work, Eric Williams leads Educational Equity Programs, and Andrea Engler leads the Student Transition and Success Unit. Each of these units has 4-6 offices/programs. Office of Student Employment is a unit within advising and career development; they are using Handshake to

promote campus and off-campus employment opportunities. We know based on research that on-campus employment positively impacts retention of students. We want students to find on-campus employment and internship opportunities.

Successes include proactive advising (met with 43.3% of UCOL students in first 7 weeks of semester), campus and career advising services (first point of contact for employers – posted more than 20,000 full-time and part time and internship opportunities within Handshake in the fall semester). LHSI serves 75 interns in 70 sites; trying to expand Sophomore Internship Program; and Center for Transfer and Adult Services. The Bepko Learning Center had record attendance, great mentoring training program for peer mentors.

Honors College has strong retention and graduation rates. We have data showing that Honors College students have higher retention rates compared to students who are not in the Honors College (but who have similar academic success measures).

Tom Hahn has collected great data across all the IEL. Across all programs, the retention rate is higher than 90%. Jaguar Leadership Network – program for students with high levels of unmet financial need. Retention is over 90% and GPA is at 3.0. Seeing some strong results. Students talking about the importance of the community.

Leslie Bozeman mentioned the collaboration between Office of International Affairs and global engagement in FYS. Stephen Hundley highlighted the importance of these evidence-based interventions. Kristy said it was important to continuously remind the campus of the great work that is happening to support students.

3. Update on the Institute for Engaged Learning and the Record

Jerry Daday and Tom Hahn provided an update on the Institute for Engaged Learning. Institute created in summer of 2018 to address this core challenge of equity and access to HIPs and engaged learning. Goal/mission is for all undergraduate students to receive four high-quality engaged learning experiences using existing resources (no new funding). We know based on research that students who have high social, cultural, and economic capital seek out engaged learning experiences (parents and guidance counselors encourage them to do this). We also know that students who are traditionally underserved do not participate in these experiences for many reasons. To achieve equity, we need to scale high-impact practices and engaged learning, by making them pervasive and building them into the curriculum so that students can't avoid them. We also need to make sure we have quality in the experience. And we must assess these experiences, to make sure students are achieving the learning goals/outcomes.

Jerry talked about the goal of providing all students with an engaged learning experience within a foundational experience (like Bridge and enhanced FYS), multiple pathway experiences (e.g., internships, study abroad, undergraduate research, project-based learning, etc.) and a capstone experience – and do reflection and integration of knowledge within an ePortfolio.

Jerry talked about efforts to integrate programming across the Center for Service and Learning and the Center for Research and Learning. Trying to identify efficiencies and common practices across cohort programming within the Institute and project-based programming

within the Institute. This included developing common student professional development (e.g., StrengthsFinder), reflections, assessment; use AAC&U rubrics to assess student reflections, aligned to Profiles. Identifying resources that can support faculty and staff mentors. Transitioning mentored, project-based learning from scholarship to employment model, which provided the opportunity to take advantage of federal work study. We worked with Jason Kelly in IAHI to create a new Humanities Lab. And we are working to gather data to ensure we have equity throughout the entire process (we know the students who are interested; who have applied; who are selected; and who succeed).

Jerry mentioned some curricular transformation efforts – including the creation of a new Project-Based Learning lab, working with eight other faculty to develop a PBL taxonomy, a PBL toolkit, ways/models of dissemination for students, models, and examples of student work, and working with departments to scaffold PBL – foundation course, pathway course, and capstone course. He also mentioned the creation and availability of a Canvas Expand Site: SL: the Basics Course - 4 modules covering the fundamentals of service-learning course design and development: introduction to service learning as pedagogy, critical reflection, community project planning, community partnership development.

He mentioned the creation of a new ePortfolio studio to support students and their development of an ePortfolio – located in the IEL Office Suite in Hine Hall.

Tom Hahn provided an update on IEL's tracking and assessment efforts. We now have student programming data centralized in one location: equity and retention analysis for all programs. We are generating individual reports for each program. We have developed a common reflection prompt, and we assess student learning using AAC&U Value Rubrics aligned to Profiles; this direct assessment work was a core component of the Institute's contribution to the DUE PRAC Report. We secured a new \$15,000 grant from AACRAO to make enhancements to the Record, which included the creation of an automated upload process for entering students into the Record (makes it easier for faculty and program directors to enter students in larger experiences). We also created a tool that allows students to search for and filter for Record bearing experiences. Record now has 370 experiences and nearly 4,400 students.

Tom shared some of the quantitative and qualitative results from our assessment work. We are promoting the Record among faculty and staff across campus. Record allows us to document high-quality experiential and applied learning for our students; helps students articulate their learning with graduate/professional programs and/or prospective employers; and elevate evidence-based teaching and mentoring among our faculty and staff. Resources include:

Record Application and other resources: <https://getengaged.iupui.edu/faculty-and-staff/record/index.html>

JagNews article on Record: <https://news.iu.edu/stories/2020/05/iupui/jagnews/05-experiential-applied-learning-record-provides-job-hunting-resource.html>

IRDS Tableau Report on Record: https://tableau.bi.iu.edu/t/prd/views/TheRecordExample/TheRecord-Overall?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

NILOA Case Study on Record: <https://www.learningoutcomesassessment.org/wp-content/uploads/2021/03/IUPUI-Case-Study-1.pdf>

Caleb posted questions in chat:

What are examples of the connection between or among student learning, HIPS, and equity/equitable assessment from within your unit or elsewhere on campus? Are there any about which you are particularly excited?

Where are additional opportunities to reinforce (or establish) a connection between or among student learning, HIPS, and equity/equitable assessment?

Where or how do you see these efforts (i.e., student learning, HIPS, and equitable assessment) linked to other institutional processes (e.g., evaluation of operations, planning, budgeting)? Do additional opportunities exist? If so, what, or how?

What additional information could—or should—PRAC provide related to student learning, HIPS, and equity/equitable assessment?

Ray Haberski asked how the Record is different from Handshake. Jerry said Handshake promotes opportunities inside and outside of IUPUI. We don't know the quality associated with these experiences. The Record captures experiences where we know there are learning outcomes aligned to the Profiles, where students are engaged in reflection, and where student learning is assessed.

A question was asked about the Record and whether or not students at FW and Columbus can be on the Record. The answer is no – currently Record only captures IUPUI students. Tom said this will be a topic of conversation/discussion at Record subcommittee retreat in mid-May.

Jennifer Lee mentioned that internships should count automatically, especially ones that have been offered for years. She said the application process is too onerous. Jerry and Tom said the application process has been revised – and we want to do anything possible to make this easy so faculty can get their experiences on the Record.

Ray Haberski asked, what is success in the context of the Record? Jerry suggested that knowing our students and graduates have high levels of proficiency related to the Profiles and got a job would be two indicators of success. Ray asked about what is happening with community connection, public funding, public communication. Jerry said it was a great question and offered to follow-up with Ray to have a conversation.

4. Announcements (5 minutes) – PRAC members

Future PRAC Meeting Dates:

- Thursday, April 14, 2022, from 1:30–3:00 pm
- Thursday, May 12, 2022, from 1:30–3:00 pm