

Program Review and Assessment Committee

Thursday, November 16, 2006

3:00 – 4:30 p.m.

University Library 1126

Karen Johnson, Chair

Joshua Smith, Vice Chair

AGENDA –

1. Approval of the October Minutes K. Johnson
2. Discussion of assessment data bearing on J. Smith and G. Pike
IUPUI Black students' perceptions
3. Preview of upcoming panel on program review K. Johnson
4. General Discussion of Priorities for 2006-07 K. Johnson and J. Smith
5. Subcommittee Overview K. Johnson
6. Committee Reports
 - Grants..... Linda Houser
 - Graduate Affairs..... Rachel Applegate
 - Other
6. Adjournment K. Johnson

MINUTES –

Members Present: W. Agbor-Baiyee, R. Applegate, K. Baird, T. Banta, K. Black, P. Boruff-Jones, E. Cooney, W. Crabtree, M. Hansen, L. Houser, K. Johnson, S. Kahn, J. Mac Kinnon, C. McDaniel, H. Mzumara, M. Nemeth, J. Orr, M. Palmer, G. Pike, I. Queiro-Tajalli, E. Rubens, J. Smith, K. Steinberg, R. Stocker, M. Urtel, R. Vertner, and D. Winikates.

Minutes from the October meeting were approved without correction.

African American Experiences and Perceptions at IUPUI

Karen Johnson opened the discussion regarding the Black Student Initiative (BSI) and the exchange of proposals from the BSI with the IUPUI administration. Students were raising concerns about funding for student groups, the lack of a multicultural center, and the lack of classes and programs. T. Banta asked G. Pike to look at some of the existing data to see if they might shed some light on elements of campus climate. Pike described how NSSE is administered on the campus and how results are reported. IUPUI had a 30% response rate for the NSSE; there were no meaningful differences in response rates for African American and

White students. Of the first-year respondents, 26 were African American and 297 were White. Senior respondents included 64 African American students and 569 White students. In response to a question by C. McDaniel, Pike explained that the 30% response rate represents 30% of the random sample of IUPUI students selected to receive the NSSE survey. In the presentation, Pike placed all items on the same scale (from 0 – 100) so that comparison across items scored on different scales would be possible.

Findings for the NSSE survey were summarized as follows:

▪ First-Year Students

- Diversity Experiences: African American students report interacting with more diverse groups of peers than do White students.
- Support for Student Success: African American students generally perceive the university to be more supportive than do White students. Both African American and White students report low levels of support in dealing with non-academic responsibilities.
- Interpersonal Environment: Although African American students report more positive interactions with peers and administration, White students report more positive interactions with faculty.
- Satisfaction: There are no meaningful differences in responses to the satisfaction items.
- The differences between African American and White students were much smaller than the variations within the two groups.

▪ Senior Students

- Diversity Experiences: African American students report interacting with more diverse groups of peers than do White students..
- Support for Student Success: African American students perceive the university to be more supportive than do White students. Both African American and White students report low levels of support in dealing with non-academic responsibilities.
- Interpersonal Environment: Compared to Whites, African American students reported more positive interactions with peers, faculty and administrators.
- Satisfaction: There were no meaningful differences in the levels of satisfaction of African American and White students.
- The within group standard deviations for African American and White students are substantially larger than the between-group differences. Related to this finding, Banta observed that the large variance in Support categories indicates that some students have negative experiences while other students have positive experiences.

FSSE-Faculty Report of Diversity

Next, Pike shared some findings from the Faculty Survey of Student Engagement (FSSE). Seventy percent of faculty teaching in lower division courses indicated that it is important or very important for students to understand viewpoints different from their own, yet only forty percent reported widespread interaction (50% or more) with students from different backgrounds and only forty percent of the faculty reported structuring their courses to include topics related to diversity.

C. McDaniel asked if student satisfaction is related to academic success. Pike indicated that there is a positive relationship and suggested that focusing on academic success might influence student rates of satisfaction. Pike reported on a retention statistic: 40 – 45% of students who leave IUPUI at the end of the first year are in good academic standing.

J. Smith presented a mixed method study that examined the expectations and experience of African American students at IUPUI. The study included survey research (n = 46) and interviews (n = 9) with first-year African American students. Survey results demonstrate that students enter IUPUI feeling high levels of personal concern and high aspirations for academic success. Comparisons with White students show that African American students have a higher sense of ethnic identity, higher levels of personal concern, and lower levels of concrete attitudes toward school. Analysis of interview data shows that African American students under-estimate the academic challenges of college, identify both opportunities and challenges around social issues, and often go to their families for support. Students also identify faculty and student support services as places to go for help. Smith suggested that it is important to help students understand the social and academic differences between high school and college. He also pointed to the importance of intrusive advising practices that serve as proactive, protective influences for first-year students.

Pike recommended a parent orientation for first-generation students. M. Palmer suggested that we need to bridge the gap between families and the university. She reported that OPD is piloting a study, interviewing 20 students about their academic and social integration. Half of the sample graduated in May and the other half left IUPUI prior to graduation. Early findings show that most students who left IUPUI report positive experiences and want to return to their studies. Similar to the Smith finding, students in the interviews spoke positively about their family support.

W. Agbor-Baiyee asked how IUPUI should address the 8% retention rate for African American males. He asked members to consider "What is the larger context?" W. Crabtree asked if concerns of the BSI represent just a few students.

Pike noted the complexity of retention rates. There is a lack of student commitment and integration on the part of IUPUI students. The majority of students live at home. Johnson said the broad issue is one that we can come back to in the future.

Preview of the Upcoming Panel

K. Johnson described a possible new approach for units to report on the Program Review process at PRAC meetings. She asked for suggestions of questions that we could pose to the group.

- R. Applegate: Could they discuss how the program review interacted with unit planning?
- R. Vertner: How does the school decide which department is going to be reviewed and how often?
- E. Cooney: What information is most and least beneficial?
- Pike: How do you pick the external people?
- Agbor-Baiyee: What were the challenges of the process? What is the deviation between what you thought (expectations) and experienced?
- Vertner: For programs that have accreditation, how did the program review align and schedule with other internal reviews?
- H. Mzumara: Describe the ways in which system-wide programs collaborate across campuses.

Committee Reports

Grants: L. Houser indicated that her PRAC subcommittee members reviewed seven grants and recommended two for funding. Each proposal will receive the full amount requested. A vote was taken: the results were unanimous. The grant proposals selected are:

- Assessing the Effectiveness and Appropriateness of the Technical Communication Certificate at IUPUI – Marjorie Rush Hovde - \$2500.

- Gateway Scholars Program Assessment – Jesse Nelson and Jennifer Beasley - \$2000

Graduate Issues: Applegate stated that interest in PRAC is primarily at the undergraduate level. The main issue is accreditation; some schools have it and some do not. She stated that different programs have different configurations and listed some of the various ways in which units are organized. She suggested that the committee might get together to discuss the hands-on nature of clinical programs in terms of structural issues. It is important to consider the extent to which institutions commit resources for assessment. Also, she indicated that an important component is the extent to which faculty members are satisfied with assessment. Vertner pointed to a **USA Today** article about the assessment initiatives at Earlham College. It was a positive article about assessment. The piece noted the strong support by the provost and president of the college. Banta asked if they are using the College Learning Assessment. Vertner replied, yes.

Meeting was adjourned at 4:25 PM.



African American Students' Expectations and Experience in the First Year of College

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Theoretical Perspectives

- Perceptual theory – distinctive features (Gibson, 1969)
- Individual and group differences (Banks, 2006)
- Academic and social integration (Harper, 2005; Kuh, 1995; Tinto, 1993)



Inquiry Questions

- What do first-year African American students expect from the first year of college?
- How do first-year African American students describe their academic and social experiences?



Literature

- Academic/social disconnect (Smith & Wertlieb, 2005)
- Successful African American students and campus involvement (Furr & Elling, 2002; Harper, 2005)
- Identification with school (Osborne, 1999; Steele & Aronson, 1995)



Setting and Participants

- **IUPUI**
 - **Urban campus**
 - **Commuter (3% in residence)**
 - **Life Science Campus of IU system**
 - **Six-year retention rate for African American students in <10%**
- **Forty-six first-year college students**
 - **African American (self-report)**
 - **83.3% female, 16.7% male**
- **Nine one-on-one interviews**
 - **Seven female**
 - **Two male**



Mixed Method Design: Survey

- Personal concerns
- Student responsibility
- Ethnic identity
- Academic expectations
- Social expectations
- Academic motivation
 - Performance goal orientation
 - Learning goal orientation items
 - Self regulation



Mixed Method Design: Interviews

- **Semi-structured interviews**
 - **Invited students from survey respondents**
 - **Conducted by graduate student**
 - **Held in the campus center**
- **Questions**
 - **Social and academic experiences**
 - **Differences between college and high school**
 - **Assistance seeking during the school year**



Table 1

Personal Concerns

Item/Subscale	Mean	Standard deviation
Meeting academic demands	4.40	1.10
Balancing responsibilities	4.40	0.86
Paying for tuition and books	4.18	1.07
Finding assistance	4.24	1.13
Securing transportation	3.78	1.36
Making friends	3.73	1.39
Finding time to study and have fun	3.93	1.37
Locating quality daycare	1.87	1.58
Balancing responsibilities	3.91	1.47



Table 2

Ethnic Identity.

Item/Subscale	Mean	Standard deviation
I have spent time finding out my ethnic history	3.18	1.35
I am active in social groups of my own ethnic group	3.27	1.44
I have a clear sense of my ethnic group	3.73	0.89
I think about the effects my ethnic group has on my life	3.34	1.16
I am happy to belong to my ethnic group	4.36	1.05
I am not clear about the role of ethnicity in my life	2.87	1.41
I have not spent much time finding out about my ethnic history	2.70	1.34
I have a strong sense of belonging to my ethnic group	3.93	0.99
I understand what my ethnic group membership means to me	3.82	1.19
I have talked to others about my ethnic group to learn more	3.56	1.24
I have pride in my ethnic group and its accomplishments	4.29	1.08
I participate in cultural practices of my ethnic group	3.49	1.44
I feel a strong attachments towards my ethnic group	4.02	1.14
I feel good about my ethnic background	4.51	0.79



Table 3

Student Responsibility

Item/Subscale	Mean	Standard deviation
Attend all classes	4.80	0.62
Arrive on time	4.80	0.62
Actively participate	4.72	0.72
Complete reading assignments before class	4.74	0.57
Go to professor's office hours	4.41	0.78
Develop a study schedule	4.65	0.71
Get to know other students	4.17	0.82
Study every night	4.54	0.81
Visit an academic advisor more than once per semester	4.54	0.69



Table 4

Academic Difference Between High School and College

Item/Subscale	Mean	Standard deviation
Pacing of course will be faster	4.13	1.02
I will need to study differently	4.67	0.63
I will have to motivate myself	4.35	0.99
Grades are based on different things	4.15	1.15
Professors will allow extra credit	3.04	1.46
Regularly attending class is important	4.67	0.79
I will need to memorize more for college	4.50	0.72
Professors will lecture from textbook	3.15	1.17
A good grade will depend on ability to define concepts	4.22	0.92
I will need to study more	4.53	0.76
Professors will give reminders for assignments	2.35	1.51
I will need to set goals	4.42	0.84
I will be able to submit assignments late	2.52	1.47



Table 5

Social Difference Between High School and College

Item/Subscale	Mean	Standard deviation
My friends will be able to talk me out of studying	2.39	1.67
I plan on being actively involved in campus events	3.98	1.04
Social activities will not get in the way of academics	3.93	1.12
I will have intellectual discussions outside of class	4.02	0.91
I will make friends with people who have a different ethnic background	4.26	1.00
It will be easy to make friends	4.00	1.07
I will be part of a close community	3.85	1.05
I will not hang out with people who have different values than me	3.02	1.36
I will be able to stay up late with friends without affecting my academics	3.00	1.53
I will be able to confide in my new college friends	3.46	1.28
I am worried there is a lack of social events on campus	2.70	1.38
I will not make any lifelong friends in college	2.43	1.50



Qualitative Analysis

- Transcribed interview audiotapes verbatim into Microsoft Word
- Independent open and axial coding
 - **Multiple readers organized information into categories**
 - **Detected similarities, differences, and consistencies of meaning**
- Consensual Qualitative Research process



Emerging Themes

- Academic differences
- Social differences
- Systems of support



Academic Differences

- **“I had a difficult time with the pace of some of my classes. I just got really far behind and could not catch up.”**
- **“My first semester was harder than I thought it would be. I shouldn’t have taken anatomy my first semester. School is more challenging than I thought it would be.”**
- **“In my high school they weren’t really hard on us about studying and doing work to the best of our ability. I never really learned how to study hard like that.”**



Academic Differences Continued

- **“It is harder than I thought definitely, because of the amount of time studying. You don’t have to go to school as much as in HS, 8 hours straight, but you also have to study a lot more to pass classes.”**
- **“I think high school should have prepared me more. Really I do. I think they should have gave us harder classes. Like my English teacher; we didn’t do papers, so when I came to English class it was the first time we had to write a paper. I was so scared because I didn’t know nothing about it.**



Social Differences

- **“I might be having too much social time, and could probably use a little more study time and not procrastinate. I’m working on that right now.”**
- **“There’s a lot of stuff, I know I see a lot of flyers that go around telling you about what is going on around campus, whatever that is, the UC. There is a lot of stuff on campus for you to do as far as social events.”**



Support Sources

- **Teachers**
 - **“By talking to my teachers and keeping communication open, my teachers are willing to work with me.”**
- **Family**
 - **“Either my mom or my friends would help me.”**
 - **“My parents were most helpful, but I helped myself a lot too. My parents believed in me, and that has helped me.”**
- **Student support centers**
 - **“They have counselors and advisors. If you just want to go in there to talk or if you need help with school.”**



Implications for Advising

- Intrusive advising
- Cultural competency in college student personnel programs
- Mentoring programs
- Multicultural centers