Program Review and Assessment Committee

January Meeting 2017: Thursday, January 12, 1:30-3:00 pm, AD 1006

Attending: K. Alfrey, K. Black, J. DeFazio, L. Easterling, T. Freeman, S. Graunke, T. Hahn, S. Hendricks, M. Huffman, S. Hundley, D. Jerolimov, C. Kacius, S. Kahn, J. King, M. Kolb, J. Lee, X. Liu, S. Lowe, A. Mitchell, H. Mzumara, K. Norris, B. Orme, E. Ramos, S. Scott, K. Sheeler, A. Teemant, M. Urtel, S. Weeden, C. Walcott, L. Zheng.

Guests: No guests

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1. Welcome and Review/Approval of Minutes
    a. Stephen Hundley welcomed everyone, acknowledged Jennifer Lee's service as previous chair and introduced Scott Weeden as the new chair and Tyrone Freeman as the new vice chair. Freeman will serve as chair next year.
    b. Members introduced themselves
    c. Scott Weeden noted that the minutes from last month did not go out during previous communication; gave members the opportunity to suggest changes.
    d. Question put to the floor for needed changes to the minutes:
        i. Mary Beth Myers was the guest last month
    e. Motion made to approve, seconded. Minutes approved with changes.

2. Sharing of Assessment Findings with Advisory, Industrial, Alumni Boards or Other Groups — Susan Kahn and Susan Scott
    a. Susan Kahn: Interested if departments or schools have shared either assessment information or eportfolios with external stakeholders. She would like examples of units that have done so as well as responses from those stakeholders. She requested that members follow up with her after the meeting if either assessment findings or student eportfolios have been shared with external groups.

3. Trends in Assessment from Accredited Disciplines — Karen Alfrey, Max Huffman, Jennifer Lee, and Carole Kacius) (40 minutes)
    a. Karen Alfrey (Engineering and Technology) served as moderator and introduced panelists; each panelist gave an overview of assessment procedures in their units.
    b. Jennifer Lee (Herron): Herron has an external national accreditor, National Association of Schools of Art and Design with an approximately 200-page compliance document that contains a very small portion dedicated to "results."

The space dedicated to evaluation of competencies is not significant either. There is also a roughly 17-page "manifesto" that argues against imposition of external measures for assessment. The accreditor is moving toward assessment of artifacts, but not forcing it through systematic process. The accreditor has a 10-year review cycle and wants to see student artifacts. During the last accreditation visit, Herron had approximately 6 rooms and 4 hallways dedicated to showcasing student artifacts from each program at varying degrees of quality.

c. Max Huffman (IU McKinney School of Law): American Bar Association (ABA) has traditionally only tracked employability of graduates based on bar exam scores and placement. ABA started imposing outcomes assessment onto law schools in 2015-2016. Now it assesses outcomes similar to IUPUI Principles of Graduate Learning. It gave law schools the chance to create their own outcomes. There is not much overlap between university reporting and ABA reporting requirements. ABA does not ask about student success. A full-time staff member is dedicated to tracking data and reporting for ABA, but this data does not track well to PRAC reports and other university assessment processes. Max sees this new context as an opportunity for the law school to improve its use of resources by implementing outcomes assessment in a way to bridge the gap between ABA requirements and PRAC reporting.
d. Carole Kacius (Public Health): The School has 3 accrediting agencies: EHAC for the undergraduate Environmental Health Science major; CAHME for the Master of Health Administration program; and CEPH for the entire school of public health. The school was officially launched in 2012. The Council on Education for Public Health (CEPH) recently went through 18-month process to review its criteria, incorporating input and feedback from academia and practice. The newly revised criteria were released in November of 2017 and have a much greater emphasis on assessing quality of learning, simplifying the reporting burden, and increasing flexibility for innovation.
e. Questions posed by Karen Alfrey:
    i. Is assessment an emerging, growing, or mature aspect of your accreditation process?
        1. Engineering and Technology: It is mature, as it has been steadily developing over the past 3 decades.
        2. Herron: It is primitive, but developing. New leadership is in place at the accreditor that is energizing the process. The field has always used portfolio review to assess students, but using them to assess instructors and programs is new and developing.
        3. McKinney School of Law: It is developing as they move from collecting data on employment and bar exam passage to more meaningful and comprehensive metrics with respect to learning.
        4. Public Health: Schools of Public Health used to choose from 112 ASPPH competencies, and after the recent CEPH revisions to the accreditation criteria, there are foundational competencies for MPH programs (22), as well as foundational competencies for DrPH and BSPH programs.

ii. How has your unit connected the discipline's accreditation process with those of the campus (PRAC, 5-year review, etc.)?
    1. Public Health: The process for reporting to CEPH is not aligned with the process for reporting to PRAC. The PULs are discussed at the course level and are included in all undergraduate course syllabi.
    2. McKinney School of Law: There is some alignment because the development of outcomes included both the accreditor and campus processes, but more work needs to be done.
    3. Herron: PULs were mapped to program outcomes, but they are used primarily for PRAC reporting.
    4. Engineering and Technology: Accreditor outcomes are mapped to the PULs, but not to the PGLs.

iii. How has changing technology affected standards for assessment?
    1. Herron: Not much. Online courses need to be just as good as face-to-face courses.
    2. McKinney School of Law: ABA set limits on credit hours related to online degrees. Online course development has greatly informed the overall perspective on assessment.
    3. Public Health: The accreditor prohibited online courses, but members offered them until finally the accreditor had to acknowledge them and address them.

iv. What future trends or issues might you be asked to address in your next review cycle?
    1. Public Health: The newly revised CEPH criteria were released in November of 2016, so schools and programs have yet to be reviewed under the new criteria. Faculty in the school are volunteering to be trained as accreditation site visitors to gain a better understanding of the expectations under the new criteria.
    2. Herron: Knowledge from PRAC will be helpful because the campus is further along than the accreditor.

4. Collaboratory and Community-Based Learning — Kristin Norris (20 minutes)
    a. Curricular Engagement Report: The purpose is to capture the frequency of community-based engagement through courses. Information will be used for faculty development and tracking of offerings across campus as a basis for completing campus applications for awards.
    b. The campus shifted from "service learning" to "community based learning" (CBL) to emphasize partnerships with the community and the two-way relationship between the campus and the community. Data was collected by talking to deans and contacting faculty or liaisons who were asked to estimate the number of hours and identify community partners.
    c. 1,733 instructors were emailed with a 30% response rate. Liaisons helped to capture information from 247 faculty.

d. Nine percent of IUPUI courses are community based courses which is significant (3-4% is the national rate):
    i. Of the courses, 64% are lecture/seminar format, 15% are internships, and 20% are clinical practica;
    ii. CBL courses are fairly well distributed across the curriculum (across course levels); 164 sections of courses in which RISE designation were given were taught by faculty who could not name community partner; as a result it will be helpful to clean up RISE designations in the system.
    iii. Discussion on reasons for problems with RISE designations:
        1. Coding for RISE is "wonky" and carries over from semester to semester.
        2. "Course drift" (the faculty of record shifting without consistent overlap in working with CBL) at least partially responsible for some of these disconnections between RISE designations and actual course content.
        3. Lack of communication within schools regarding RISE designations.
e. An impressive 1,106,713 hours of course-based learning was completed: 35% from internships; 65% from lecture/seminar courses; 64% were undergraduate and 36% were graduate courses.
f. Unduplicated headcount of 9,737 students engaged in CBL; 1/3 of IUPUI students complete some sort of CBL.
g. 390 instructors use CBL in their courses; 29% of CBL courses taught by tenure or tenure track, but majority taught by non-tenured.
    i. PRAC members noted that non-tenured faculty in some schools have significant leadership and curricular responsibilities, which need to be better accounted for in this data point.
h. Of the 875 community partners, 29% were nonprofits, 13% were education-related, 30% were healthcare-related; 14% were business-related, and 12% were government-related.

5. Surveys and their use in assessment and improvement — Anne Mitchell
    a. An overview of surveys and their use across campus was presented, as well as how to do a survey in partnership with Institutional Research and Decision Support (IRDS).
    b. Campus-wide surveys: There are 4 surveys for students:
        i. Entering Student Survey before starting class—focused on why students chose to come to IUPUI, characteristics and barriers to success, and so on;
        ii. Mentor Intake in first year seminar to assess student perception of support needed for finances, housing, study skills, mental health support, and student life;

iii. NSSE for benchmarking student engagement; alumni surveys to assess outcomes, employment, debt, satisfaction measures, school-based items;
iv. Climate survey for perception of campus environment on diversity, inclusion, safety. The faculty survey measures job satisfaction, use of High Impact Practices, teaching practices, perception of services. The staff survey measures job satisfaction, engagement, mentoring, and services. Unit specific surveys are used in academic program reviews, accreditation, exit surveys, and to survey alumni.

c. IRDS has created surveys for units to use based on specific needs and questions.
d. Questions to consider when wanting to do a survey: What do you want to know? What are you going to do with the information? Is the information already available? Is survey the best collection method? Have you consulted with others who have done something similar?

6. Adjournment
    a. Adjournment at 3:03 pm.

Future PRAC Meeting Dates:

Thursday, February 9 from 1:30 to 3:00 in University Hall (AD) 1006

Thursday, March 9 from 1:30 to 3:00 in University Hall (AD) 1006

Thursday, April 6 from 1:30 to 3:00 p.m. in University Hall (AD) 1006

Thursday, May 11 from 1:30 to 3:00 p.m. in University Hall (AD) 1006


Institutional Research and Decision Support
IUPUI Surveys – An Overview
INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS


Campus Wide Surveys

IUPUI Campus-Wide Surveys

1. Entering Student Survey – prior to starting class
   - Why students choose IUPUI, characteristics of success and barriers to retention and graduation
2. Mentor Intake – 2-6 weeks into first semester
   - Student services needs / concerns
3. National Survey of Student Engagement (NSSE)
   - Engagement measures (both student behavior and student perception of institutional support), benchmarking
4. Alumni Surveys
   - First-Destination Survey (career services focused)
     - Outcomes, debt, satisfaction, school items
   - Campus-Wide Survey (last administered in 2014; used contacts from Alumni Association; very poor response rate)
     - Outcomes, debt, engagement measures, PULs

IUPUI Campus-Wide Surveys

5. Climate Survey
   - Faculty/staff/students' perception of campus environment, experiences with bias/harassment/discrimination
6. Faculty Survey

   - Job satisfaction, engagement in high impact practices, community engagement, teaching practices, perception of services
7. Staff Survey
   - Job satisfaction, community engagement, mentoring, performance evaluations, perception of services

Unit-Specific Surveys

Unit-Specific Surveys

1. Academic Program Review
   - Data collection via surveys and focus groups for the purposes of Program Review
2. Program Level Surveys
   - Student Affairs, University College, Diversity, Equity and Inclusion, etc.
3. Other Surveys that are school or unit driven
   - Accreditation driven, improvement driven, etc.
   - Exit Surveys
   - Alumni Surveys

Academic Program Review Surveys

Examples from the past year

1. Program wanted to understand how students became interested in taking their TLC
2. Multiple programs have wanted information on alumni
3. Program wanted information from employers
4. Program wanted information about how advisors viewed their program
5. Program wanted information about whether they should create an online program

So You Want To Do A Survey….

Some Things to Consider:

1. What do you want to know
   - Is it specific to your unit? Do you want comparison data?
   - What populations do you need to get this information from? Faculty, Staff, Current Students, Prospective Students, Former Students, etc. Are you generalizing to the whole campus? Your unit? A particular demographic? Etc.
2. What are you going to do with the information? Is it actionable?
3. Is the information (or similar information) already out there?
4. Is a survey the best data collection method? And how is it best to administer that survey?
5. Consult with individuals who have done something similar before
   - Survey design, approach to recruiting participants, etc.

Survey Policy

The IUPUI Survey Policy

1. Purpose/Background
   - New policy
   - Aligned with IU Bloomington's Survey Policy
   - Survey policies on campuses are normative
   - Allows us to understand how many surveys students, faculty, and staff receive
   - Allows us to better coordinate the timing of surveys
2. Specifics
   - If you want to do a campus wide survey, you need to go through the survey committee
   - Approval is dependent on IRB, FERPA, Faculty/Staff data policies
   - http://irds.iupui.edu/Surveys/Survey-Approval-Process

Contact Information

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IUPUI Data Link

Contact us with questions or requests for information!

CURRICULAR ENGAGEMENT REPORT ACADEMIC YEAR 2016

OFFICE OF COMMUNITY ENGAGEMENT

JANUARY 2017

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UNIT OVERVIEW

The Office of Community Engagement (OCE) was launched in January of 2015 as a priority within the IUPUI Strategic Plan: Our Commitment to Indiana and Beyond. Community Engagement provides campus leadership to deepen campus culture, promote strategic community engagement, and assess the impact of IUPUI student, faculty, and staff engagement activities.

MISSION

We cultivate knowledge, relationships, and resources through collaboration that will:

- Contribute to healthy and vibrant communities,
- Foster mutual growth, equity, and social justice,
- Strengthen our commitment to democratic engagement, and
- Prepare civic-minded graduates and professionals.

PURPOSE

The purpose of the Curricular Engagement Report is to provide faculty, staff, and administrators with information about the frequency of community engagement through course-based experiences at IUPUI.

The report contains descriptive information about curricular engagement and examines the data in a variety of ways including by type of course (e.g., RISE, internship), school, course level (i.e., 100-, 200-, 300-, 400-level, and graduate).

The information is intended to be used as a starting point for conversations within and between academic units about faculty partnerships with the community and opportunities to explore how this is related to both student learning and success and/or partnership outcomes. The information is also used as evidence to support the civic engagement mission of the institution including award applications, reports, performance indicators, faculty/staff/departmental development strategies, and to reinforce the strategic plan.

Special thanks to staff within Institutional Research and Decision Support, specifically Michele Hansen, Anne Mitchell, Steve Graunke, and Teresa Troke, for their assistance with data collection, feedback, and supplementary data.

We invite questions and conversations related to information contained in this report. Please contact Kristin Norris (norriske@iupui.edu), Director of Assessment, if you have questions or would like information specific to your school.

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Community-Based Learning Courses at IUPUI

1,106,716	9,737	875
hours of engagement	students	community partners

1,224 courses

Nearly **9%** of all courses offered during AY16 (N = 13,903) contained a community-based learning component.

OF THE 1,224 COMMUNITY-BASED LEARNING COURSES:

- **15.4%** are internships
- **20.5%** are clinical, practicum, or practice
- **64.1%** are lecture, seminar, etc.
- **35%** are graduate and professional courses

390 faculty

CHARACTERISTICS OF FACULTY* TEACHING COMMUNITY-BASED LEARNING COURSES:

- **29%** are taught by tenured or tenure-track faculty
- **67%** are taught by women
- **29%** are taught by non-white faculty

**Faculty refers to any instructor of record regardless of rank and status.*

METHODOLOGY

The methodology and data collection for the AY16 was determined after meeting with the deans from each school and anyone who had historically assisted in data collection, who are referred to as Data Liaisons. The purpose of data collection, data sources, process, and how the information is intended to be used was discussed. Based upon the dean's preference, data were collected by either:

A. School Data Liaison(s) (e.g., course coordinator, program director, staff) with the assistance of the Office of Community Engagement. The following schools utilized this method: DENT, EDUC, LAW, MED, NURS, SPEA, SWK.
B. Direct email to each instructor of record. In this case the dean sent an email to all instructors, followed by an email from OCE using a mail merge tailored to the courses each instructor taught during AY16. The following schools utilized this method: BUS, ENGT, HERR, INFO, PBHL, PETM, PHST, SCI, SHRS, SLA.

Based upon AY16 registrar's data and regardless of method (email or data liaison) everyone was asked:

1. "Did your students make a significant contribution (time, knowledge, skills, and/or resources) to address a community-identified issue/question?" (Y/N)
2. "Did your students make a significant contribution (time, knowledge, skills, and/or resources) in a community setting?" (Y/N)

If either question was answered "Yes," the course was determined to be a community-based learning course and the following additional information was requested:

- the name of community partner(s),
- estimated number of hours per student, and
- the number of students who completed service (if different than course enrollment).

RESPONSE RATE

Seven schools utilized data liaisons and captured information regarding 797 courses representing 247 instructors. Ten schools opted to email faculty directly, so staff within the OCE worked with the dean to customize an email that went to each instructor of record. The direct email method had an overall response rate of 30.2%, which includes instructors who said "Yes" (N = 164) or "No" (N = 457) to questions #1 or #2 outlined in the methodology.

LIMITATIONS

REQUIRED VS. OPTIONAL SERVICE

Service is not always required and faculty were not asked if service was optional or required. Course enrollment data were based on registrar data and was pre-populated. However, faculty had the ability to edit the enrollment to represent the actual number of students who completed service. In fact, faculty edited the number of students in 221 course sections (17.9% of CBL course sections). Results indicated that 15,336 students were enrolled in a course that required service, which, based upon the registrar's data, is 89.1% of total enrollment for those courses.

HISTORY AND LANGUAGE

In AY14, the focus of this data collection process shifted from "service learning" to "community-based learning" to capture a broader scope of engaged learning, including service learning, to reflect the wide range of partnerships with the community. The same questions were used during the AY16 data collection process as were used in AY14 and AY15 (see pg. 7). Questions are always subject to interpretation, however, so steps were taken to address potential confusion. First, deans were able to customize the email for their school to reflect language from their discipline related to community-based learning. And second, using email (as opposed to a survey tool) allowed faculty to ask questions for clarification. When a school data liaison was used, we met with each individual to discuss the questions and offer support (e.g., email template) to ensure clarity and consistency.

STUDENT ENROLLMENT VS UNDUPLICATED HEADCOUNT

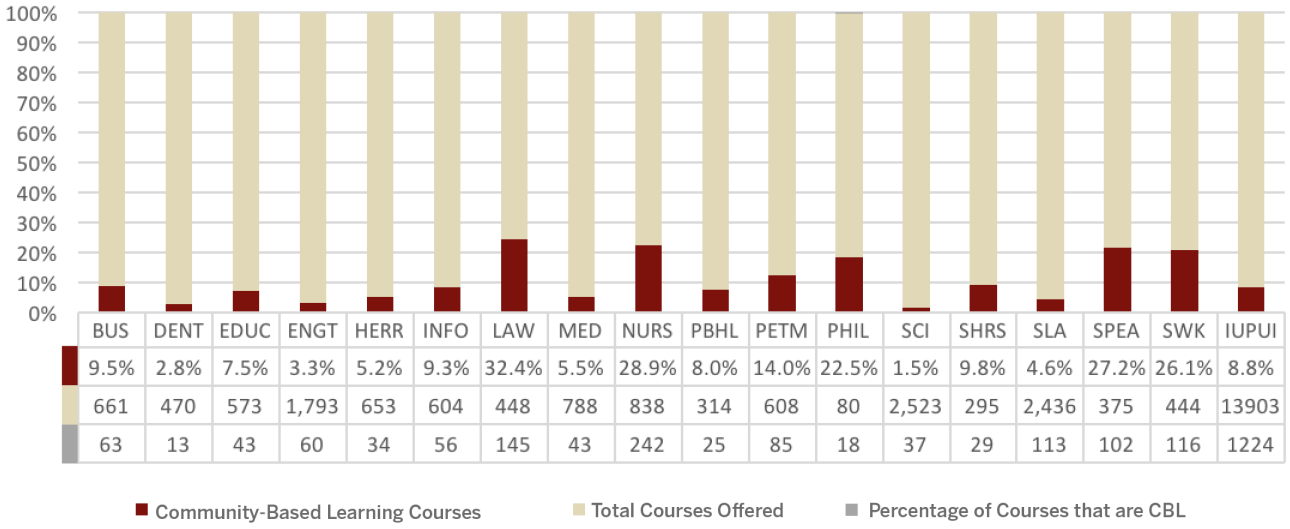
Institutional Research and Decision Support was able to provide an overall unduplicated headcount (N = 9,737) based upon course enrollment. However, this does not take into account instances where service was optional or if the faculty member edited the enrollment to reflect the number of students who completed service (see "Required vs. Optional Service" above). Comparing the number of students who participated in service (N = 15,336) to the unduplicated headcount (N = 9,737) suggests students are likely to take more than one community-based learning course section during an academic year or even during a single semester.

1,224 COMMUNITY-BASED LEARNING COURSE SECTIONS

Of all graduate and undergraduate courses sections offered during the AY16 at IUPUI (N = 13,903*), 8.8% contained a community-based component (see Figure 1). The 1,224 community-based learning course sections are made up of the following types of courses:

- 15.4% are internships
- 20.5% are clinical, practicum, or practice
- 64.1% are lectures, seminars, etc.

Figure 1. Percentage of All Community-Based Learning Course Sections by School



	BUS	DENT	EDUC	ENGT	HERR	INFO	LAW	MED	NURS	PBHL	PETM	PHIL	SCI	SHRS	SLA	SPEA	SWK	IUPUI
Percentage of Courses that are CBL	9.5%	2.8%	7.5%	3.3%	5.2%	9.3%	32.4%	5.5%	28.9%	8.0%	14.0%	22.5%	1.5%	9.8%	4.6%	27.2%	26.1%	8.8%
Total Courses Offered	661	470	573	1,793	653	604	448	788	838	314	608	80	2,523	295	2,436	375	444	13903
Community-Based Learning Courses	63	13	43	60	34	56	145	43	242	25	85	18	37	29	113	102	116	1224

** Total courses offered does not include University College, Honors College, or the Graduate School. Courses with zero enrollments were removed.*

390 FACULTY TEACHING COMMUNITY-BASED LEARNING COURSE SECTIONS

Tables 1-3 illustrate the demographics (gender, race/ethnicity, and rank/status) of reported instructors teaching community-based learning courses. Figure 2 includes a breakdown of rank or status by school.

Table 1. Instructor Race/Ethnicity (N = 390)

Race/Ethnicity	**%**
White	81%
Black/African American	10%
Asian	4%
Hispanic/Latino	3%
Two or More Races	2%
International	1%

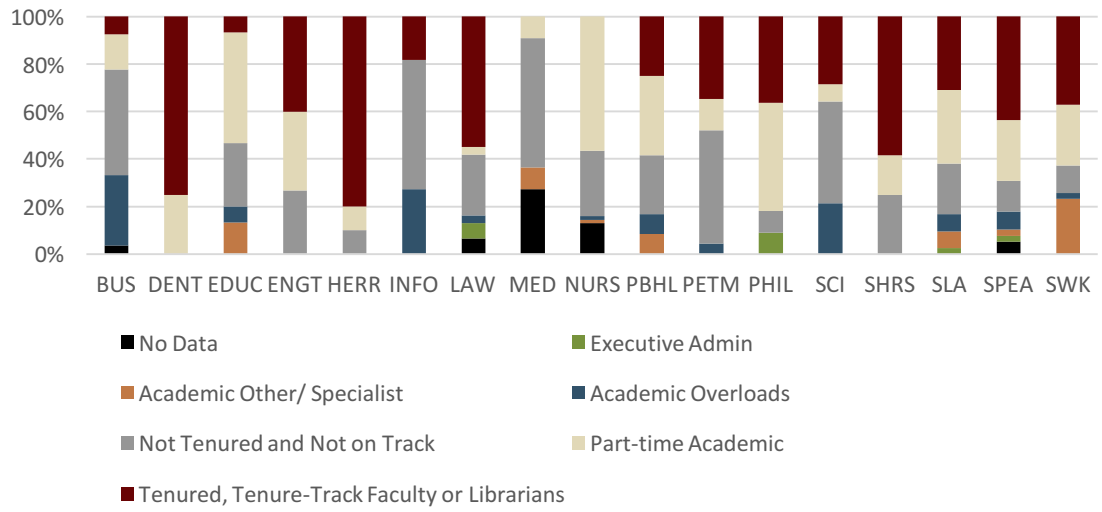
Table 2. Instructor Rank/Status (N = 390)

Rank/Status	**%**
Tenured Tenure-Track Faculty & Librarians	29%
Part-time Academic	28%
Not Tenured and Not on Track	26%
Academic Overloads (staff who teach)	7%
Academic Other/Specialist	5%
No Data	4%
Executive Amin.	1%

Table 3. Instructor Gender (N = 390)

Gender	**%**
Male	33%
Female	67%

Figure 2. Instructor Rank or Status (N = 390)



1,106,713 HOURS OF STUDENT ENGAGEMENT THROUGH COURSES

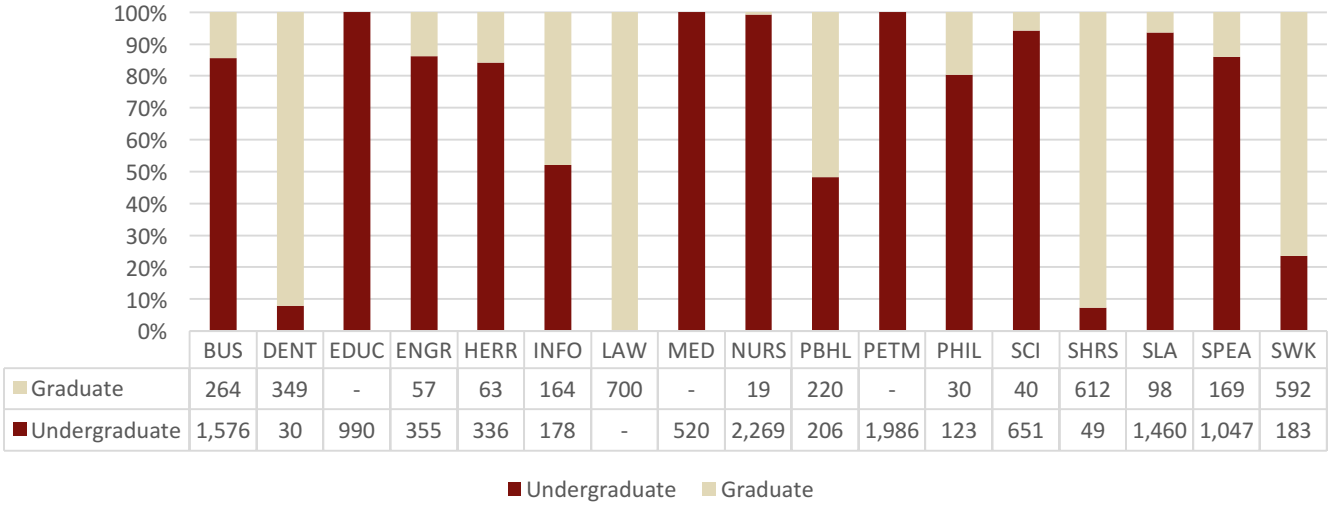
Students completed 1,106,713 hours of service through a community-based learning course. Service hours can be attributed in the following manner:

- 64% were completed in an undergraduate course
- 35% of the hours were completed through a course that was categorized as internship, clinical, practicum, or practice
- 65% of the hours can be attributed to traditional courses (e.g., lecture, seminar, etc.)

9,737 STUDENTS ENROLLED IN COMMUNITY-BASED LEARNING COURSE SECTIONS

Approximately one third of all students at IUPUI were enrolled in at least one community-based learning course during the AY16. Figure 3 includes the number of students enrolled by school (N = 15,337). As noted in the limitations, the information in Figure 3 does not represent unduplicated headcount because students can take more than one community-based learning course during an academic year.

Figure 3. Student Enrollment in Community-Based Learning Course Sections (N = 15,337)

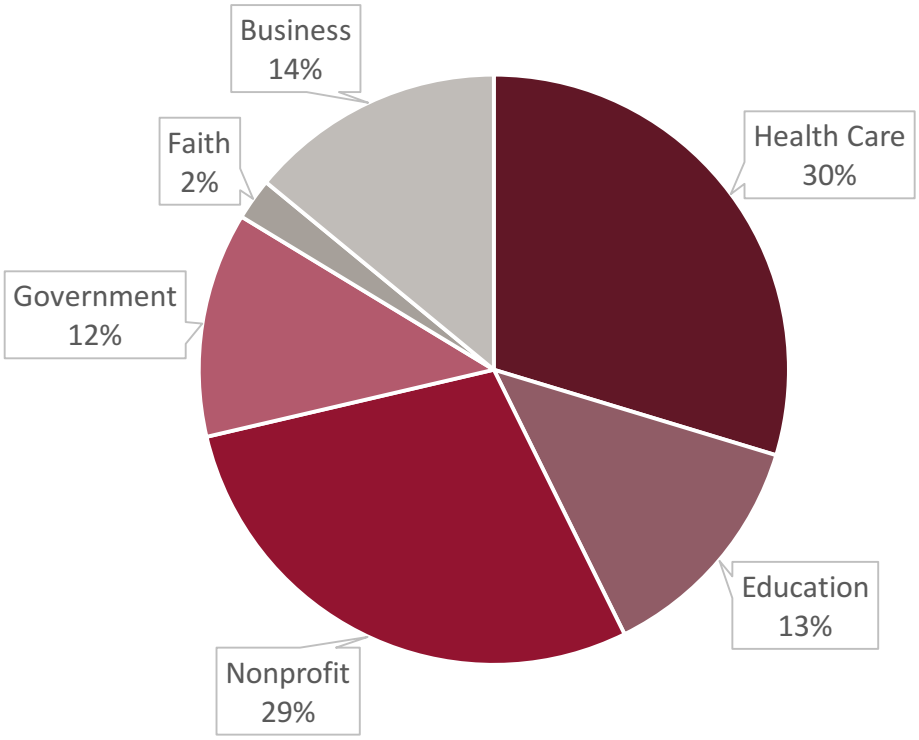


	BUS	DENT	EDUC	ENGR	HERR	INFO	LAW	MED	NURS	PBHL	PETM	PHIL	SCI	SHRS	SLA	SPEA	SWK
Graduate	264	349	-	57	63	164	700	-	19	220	-	30	40	612	98	169	592
Undergraduate	1,576	30	990	355	336	178	-	520	2,269	206	1,986	123	651	49	1,460	1,047	183

875 COMMUNITY PARTNERS INVOLVED WITH COMMUNITY-BASED LEARNING COURSES

Figure 4 represents the type of community partner cited (i.e., health care, education, nonprofit, governmental agency, faith-based organization, or business). Nearly a fourth of all partners are cited by more than one faculty member. For example, Riley Hospital for Children (n = 14), Wheeler Mission (n = 8), Boys & Girls Club (n = 7), and the Humane Society (n = 6) to name a few. Schools might be interested in learning more about others on campus who are working with the same community partner and the Office of Community Engagement is interested in facilitating those discussions.

Figure 4. Community Partners Cited by Type of Organization (N = 875)



DESIGNATIONS (RISE, EL, GRE)

The number of designated courses about which the faculty responded "No," the course does not contain a community-based learning component (N = 164), is worthy of attention (see Table 4). In essence, students registered for a course that was designated* as if it had a community-based component (e.g., EL, SL), but the faculty verified there was no community component to the course. In partnership with the RISE Director, Jennifer Thorington-Springer, we suggest schools work with their recorders and the faculty to remove designations when the course does not meet the requirements.

Additionally, we acknowledge that not all community-based learning courses meet the requirements and expectations of the designations. However, in addition to removing some designations, there is also an opportunity to add designations. For example, only 54% of all internships have a designation. These findings suggest the discussions on campus related to what it means to be a high-impact practice based upon the taxonomies (see RISE Taxonomies) coupled with this information is an opportunity to examine the fidelity of high-impact practices and better assess the impact on student learning and success.

Table 4. Community-Based Learning Courses and RISE Designations*

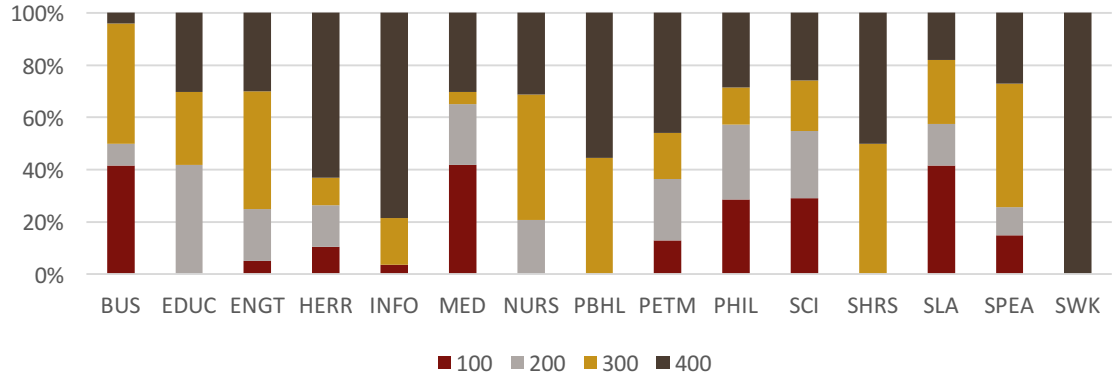
Year	Number of CBL Courses with a Designation	Total # of CBL Courses	% of CBL Courses with Designation	Instructor said "NO" CBL, but Course is Designated
2012-13	410	501	82%	No Data
2013-14	392	522	75%	No Data
2014-15	275	561	50%	114
2015-16	535	1,224	44%	164

**"Designated" courses represents courses with the following Registrar codes: N=23*
EL01, EL02, EL03, EL04, EL 35, GRE0, GRE1, GRE2, GRE3, GRE4, GRE7, GRS1, GRS2, GRS3, GRS4, GRS7, GRS8, SL01, SL02, SL03, SL04. SL13, SL23

COMMUNITY-BASED LEARNING ACROSS THE UNDERGRADUATE CURRICULUM

Figure 5 illustrates where community-based learning courses are being offered across levels of the curriculum (i.e., 100-, 200-, 300-, 400-level). Schools are encouraged to use this information to examine where community-based learning approaches are being used within a program of study, how the learning is scaffolded across the curriculum, and to foster a dialogue about who is partnering, where, and for what purpose in order to enhance opportunities for student learning and community impact. Instructors who are interested in designing community-engaged courses or resources and support should contact Morgan Studer (mohughes@iupui.edu), Director of Faculty and Community Resources, or Dr. Mary Price (price6@iupui.edu), Director of Faculty Development, in the Center for Service and Learning.

Figure 5. Community-Based Learning Across the Undergraduate Curriculum



Recognizing where community-based learning occurs in the curriculum in conjunction with the demographics of instructors who teach community-based learning courses offers opportunities to discuss the curriculum and teaching strategies being employed. One potential challenge is that only 29% of all faculty teaching community-based learning courses are tenured or tenure track – those who make the majority of curricular decisions (see page 10). Findings suggest that part-time or associate instructors can add value to the conversations as well.

METHODOLOGY AND THE ADDED VALUE OF DATA LIAISONS

Results indicate there are benefits to utilizing both methods of data collection (direct email to faculty and/or data liaisons) and highlight potential implications for this activity in the future. Schools that used data liaisons reduced the burden on faculty and resulted in more data. But perhaps more importantly, these relationships led to dialogue and greater clarity regarding what community engagement is, why it matters, and how this information can be used. Having a data liaison(s) encourages a two-way cycle of communication and increases the usefulness of the information.

The alternative data collection method, direct email, allowed us to engage a new group of faculty and in some schools, was the best solution given size, structure, and timing (summer). The overall response rate from the email method was 30% suggesting that email is easier for respondents to use. The greatest benefit of using the email method was that it allowed faculty to ask questions and resulted in greater clarity.

Moving forward, the Office of Community Engagement will continue to develop relationships with the schools and identify data liaison(s) when possible in order to reduce the amount of faculty effort and burden involved with data collection. We will work closely with the schools to determine the best methodology for data collection, what information is necessary to collect, with what frequency, and alternative sources of data (e.g., Common Core, Program Evaluation, IRB, etc.). We appreciate any and all input on what data would be useful to schools to enable informed decision-making, support achievement of campus goals, and create opportunities to partner with the community to address societal challenges.

FOR ADDITIONAL INFORMATION:

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IUPUI Office of Community Engagement

Curricular Engagement Report
AY16

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

January 2017

Purpose

The purpose of the Curricular Engagement Report is to provide faculty, staff, and administrators with information about the frequency of community engagement through course-based experiences at IUPUI.

The report contains descriptive information about curricular engagement and examines the data in a variety of ways including by type of course (e.g., RISE, internship), school, and course level (i.e., 100-,200-,300-, 400-level, and graduate).

The information is intended to be used as a starting point for conversations within and between academic units about faculty partnerships with the community and opportunities to explore how this is related to both student learning and success and/or partnership outcomes. The information is also used as evidence to support the civic engagement mission of the institution including award applications, reports, performance indicators, faculty/staff/departmental development strategies, and to reinforce the strategic plan.

3

History

- As early as AY2001, the Center for Service & Learning started capturing information about service learning courses at IUPUI.
- In AY2014, the focus shifted from “service learning” to “community-based learning” to capture a broader scope of engaged learning, including service learning, and reflect the wide range of partnerships with the community.

4

Methodology

In the Spring of 2016, meetings were held with the Deans from each School and anyone who had historically assisted in data collection. Depending on the Dean’s preference we either:

A. Worked with School Data Liaison(s) (e.g., course coordinator, program director, staff) (DENT, EDUC, LAW, MED, NURS, SPEA, SWK)

B. Contacted each instructor of record (Dean sent an email, followed by a mail merge tailored to the faculty member) (BUS, ENGT, HERR, INFO, PBHL, PETM, PHST, SCI, SHRS, SLA)

C. Some combination of A and B.

Based upon AY16 Registrar’s data and regardless of method (email or data liaison) everyone was asked:

1. “Did your students make a significant contribution (time, knowledge, skills, and/or resources) to address a community-identified issue/question?” (Y/N)
2. “Did your students make a significant contribute (time, knowledge, skills, and/or resources) in a community setting?” (Y/N)
3. *If Yes to either question, provide:* 1) the name of your community partner(s), 2) estimate the number of hours per student, and 3) the number of students who completed service (if different than course enrollment).

5

Response Rates

Direct Email

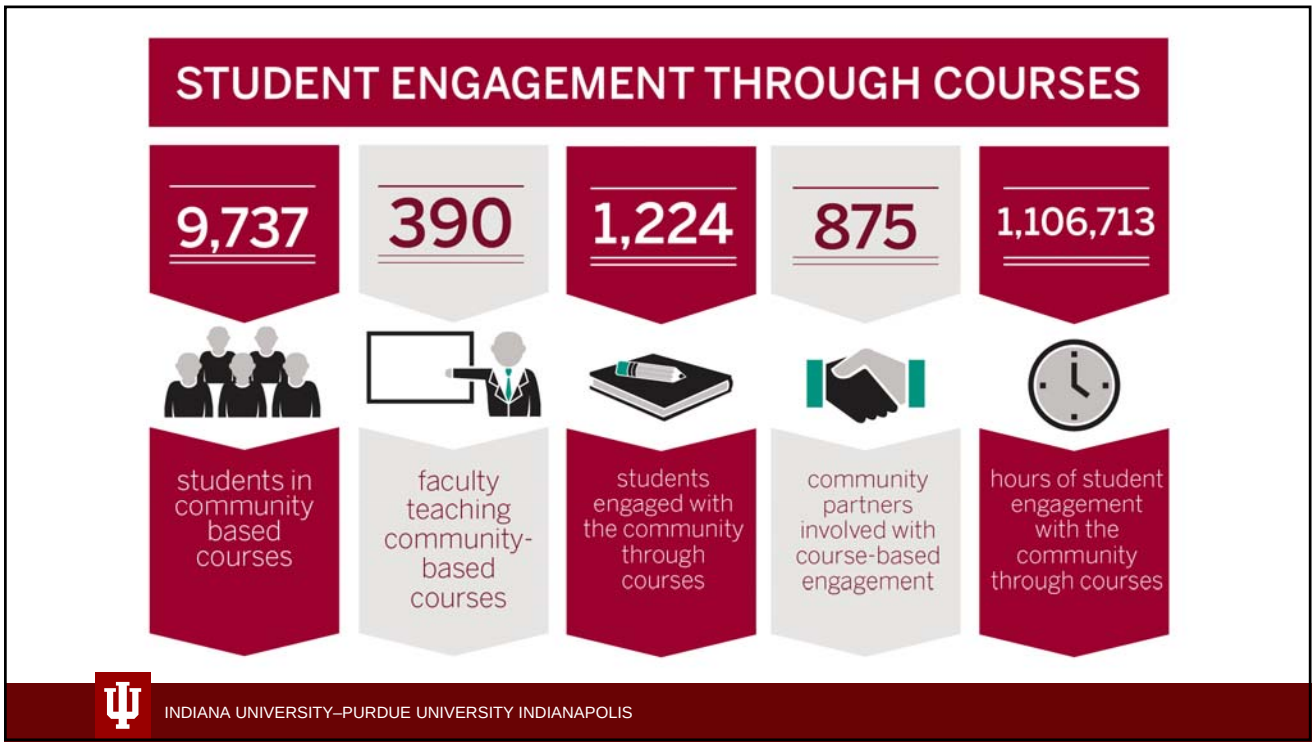
- Emailed 1,733 instructors in 10 schools and received a 30.2% response rate, which includes those who said “yes” (n = 164) and “no” (n = 457).

School Data Liaison

- Data liaisons at seven schools captured information regarding 797 courses representing 247 instructors.

Respondent Demographics - Email

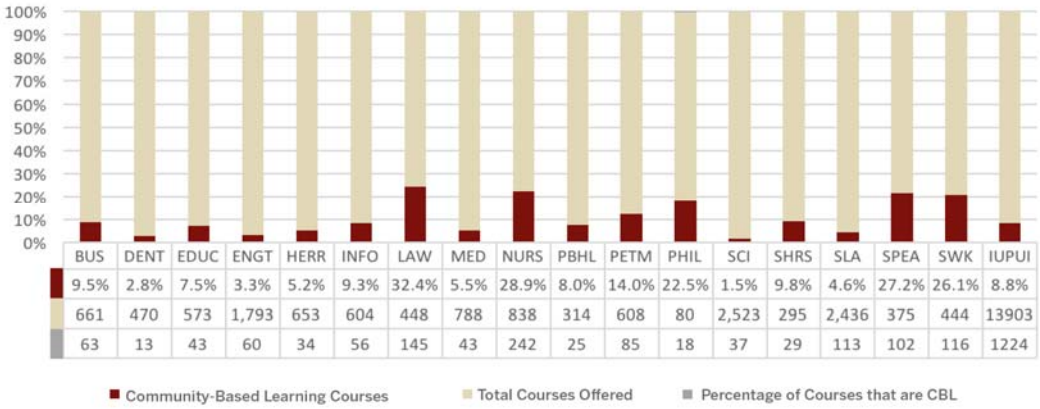
Response	N	Gender	Race/Ethnicity	Status/Rank
Yes, CBL Course	164	43% Male 57% Female	4.3% Asian 7.3% Black/African American 3.0% Hispanic/Latino 2.4% International 1.8% Two or more races 81.1% White	1.2% Executive Admin **33.5% Tenured Tenure-Track Faculty & Librarian** 32.3% Not Tenured and Not on Track 2.4% Academic Other/Specialist 22.6% Part-time Academic 7.9% Academic Overloads (staff who teach)
No, Not a CBL Course	457	55% Male 49% Female	6.8% Asian 2.8% Black/African American 3.7% Hispanic/Latino 3.9% International 0.9% Two or more races 81.8% White	1.5% Executive Admin 36.5% Tenured Tenure-Track Faculty & Librarian 21.2% Not Tenured and Not on Track 2.2% Academic Other/Specialist 31.1% Part-time Academic 7.4% Academic Overloads (staff who teach)
No Response	1,341	58% Male 42% Female 0.1% No Data	9.8% Asian 6.0% Black/African American 3.2% Hispanic/Latino 3.6% International 1.0% Two or more races 75.9% White 0.2% Amer. Indian/Alaskan Native 0.2% No Data	8.9% Executive Admin 24.9% Tenured Tenure-Track Faculty & Librarian 15.4% Not Tenured and Not on Track 6.9% Academic Other/Specialist **45.8% Part-time Academic** 6.0% Academic Overloads (staff who teach) 0.1% No Data



1,224 Community-Based Learning (CBL) Course Sections

9

Percentage of All Community-Based Learning Course Sections by School



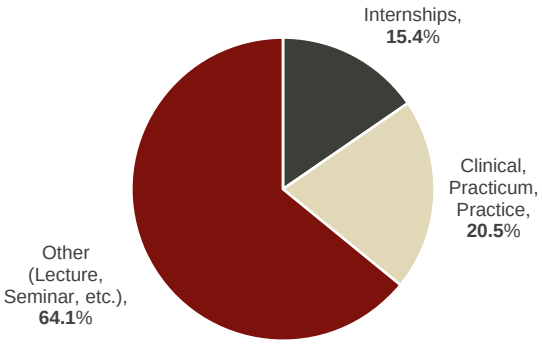
	BUS	DENT	EDUC	ENGT	HERR	INFO	LAW	MED	NURS	PBHL	PETM	PHIL	SCI	SHRS	SLA	SPEA	SWK	IUPUI
Community-Based Learning Courses	9.5%	2.8%	7.5%	3.3%	5.2%	9.3%	32.4%	5.5%	28.9%	8.0%	14.0%	22.5%	1.5%	9.8%	4.6%	27.2%	26.1%	8.8%
Total Courses Offered	661	470	573	1,793	653	604	448	788	838	314	608	80	2,523	295	2,436	375	444	13903
Percentage of Courses that are CBL	63	13	43	60	34	56	145	43	242	25	85	18	37	29	113	102	116	1224

* Total courses offered does not include University College, Honors College, or the Graduate School. Courses with zero enrollments were removed.

10

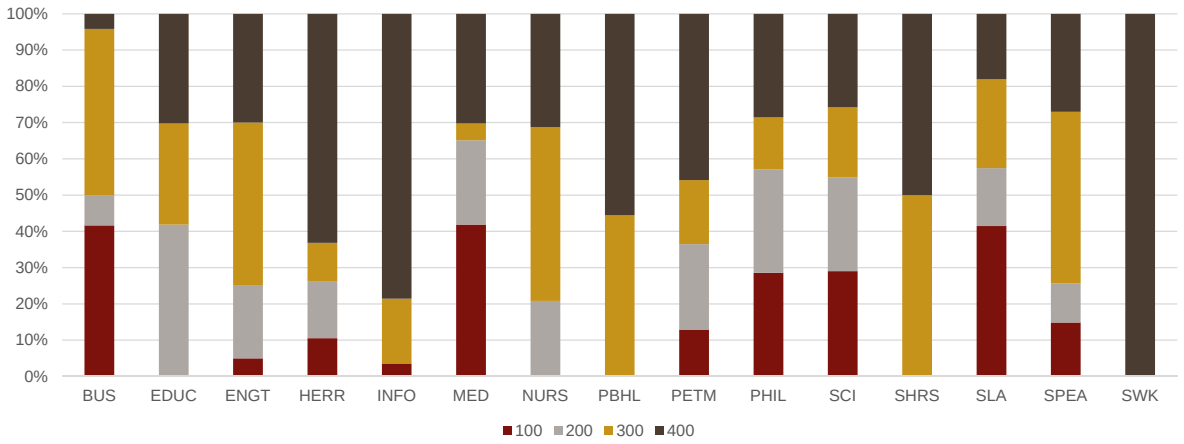
Attribution of Courses

Of all sections of courses that said “Yes” to being CBL (N=1,224):



Community-Based Learning Across the Undergraduate Curriculum

11



12

Examining RISE Course Designations

Year	Total # of CBL Courses	% of CBL Courses with Designation	Instructor said "NO" CBL, but Course is Designated
2012-13	501	82%	No Data
2013-14	522	75%	No Data
2014-15	561	50%	114
2015-16	1,224	44%	164

"Designated" courses represents courses with the following Registrar codes: N=23
EL01, EL02, EL03, EL04, EL 35, GRE0, GRE1, GRE2, GRE3, GRE4, GRE7, GRS1, GRS2, GRS3, GRS4, GRS7, GRS8, SL01, SL02, SL03, SL04. SL13, SL23

1,106,713
Hours of Service

Attribution of Hours

Of all 1,106,713 hours (completed within a courses that said “Yes” to being CBL)

* 35% of those hours were completed through an internship, clinical, practicum, or practice course.

* 65% of those hours were completed in a traditional manner (e.g., lecture, seminar, etc.).

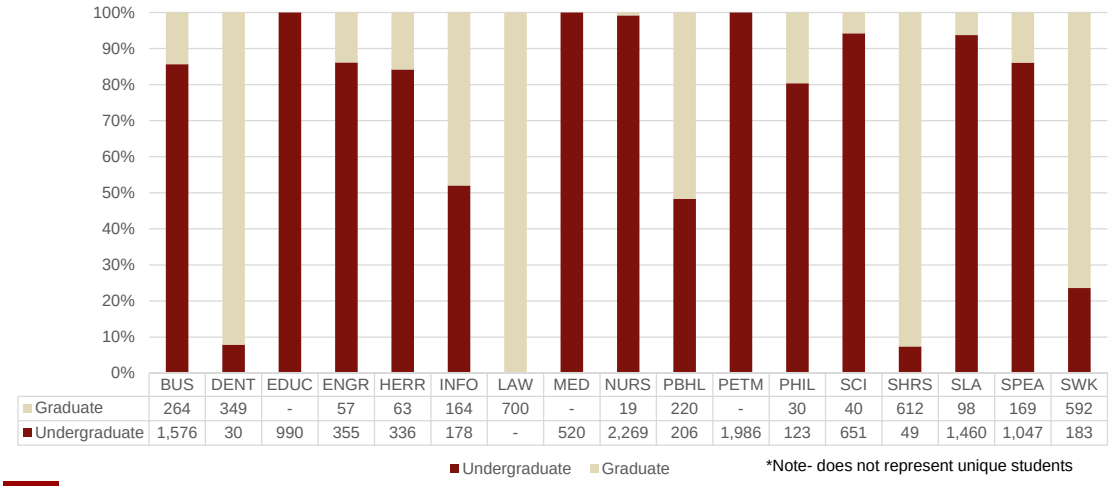
Attribution of Hours

Of all 1,106,713 hours (completed within a courses that said “Yes” to being CBL)

* 64% of those hours were completed in undergraduate classes and
* 36% in graduate classes.

9,737 Students

Percentage of Undergraduate/Graduate Students* Enrolled in a Community-Based Course Section (N = 15,337)



	BUS	DENT	EDUC	ENGR	HERR	INFO	LAW	MED	NURS	PBHL	PETM	PHIL	SCI	SHRS	SLA	SPEA	SWK
Graduate	264	349	-	57	63	164	700	-	19	220	-	30	40	612	98	169	592
Undergraduate	1,576	30	990	355	336	178	-	520	2,269	206	1,986	123	651	49	1,460	1,047	183

*Note- does not represent unique students

390 Instructors

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Demographics of Community-Based Learning Faculty (N = 390)

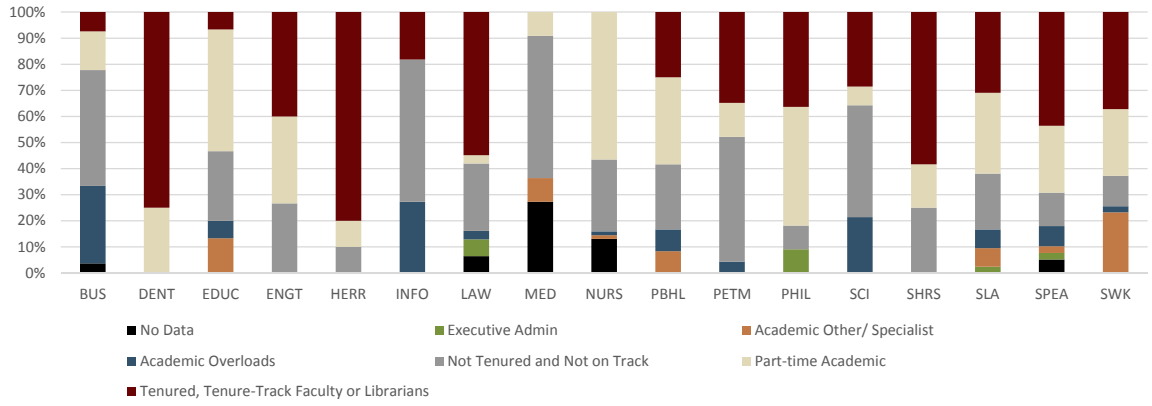
Race/Ethnicity	%
White	81%
Black/African American	10%
Asian	4%
Hispanic/Latino	3%
Two or More Races	2%
International	1%

Gender	%
Male	33%
Female	67%

Rank/Status	%
Tenured Tenure-Track Faculty & Librarians	29%
Part-time Academic	28%
Not Tenured and Not on Track	26%
Academic Overloads (staff who teach)	7%
Academic Other/Specialist	5%
No Data	4%
Executive Amin.	1%

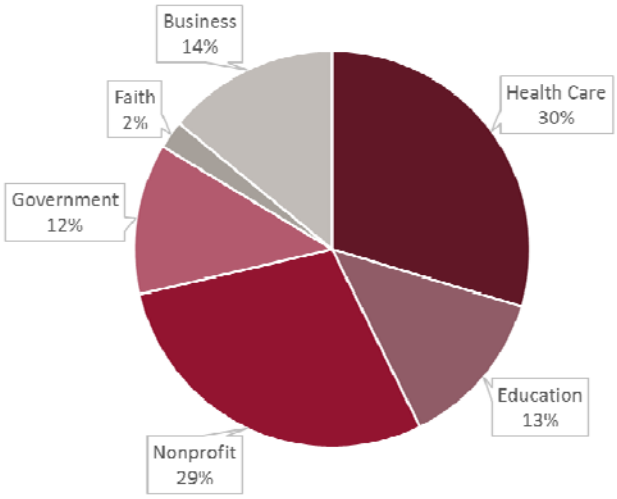
20

Rank or Status of Community-Based Learning Faculty (N = 390) by School



875 Community Partners

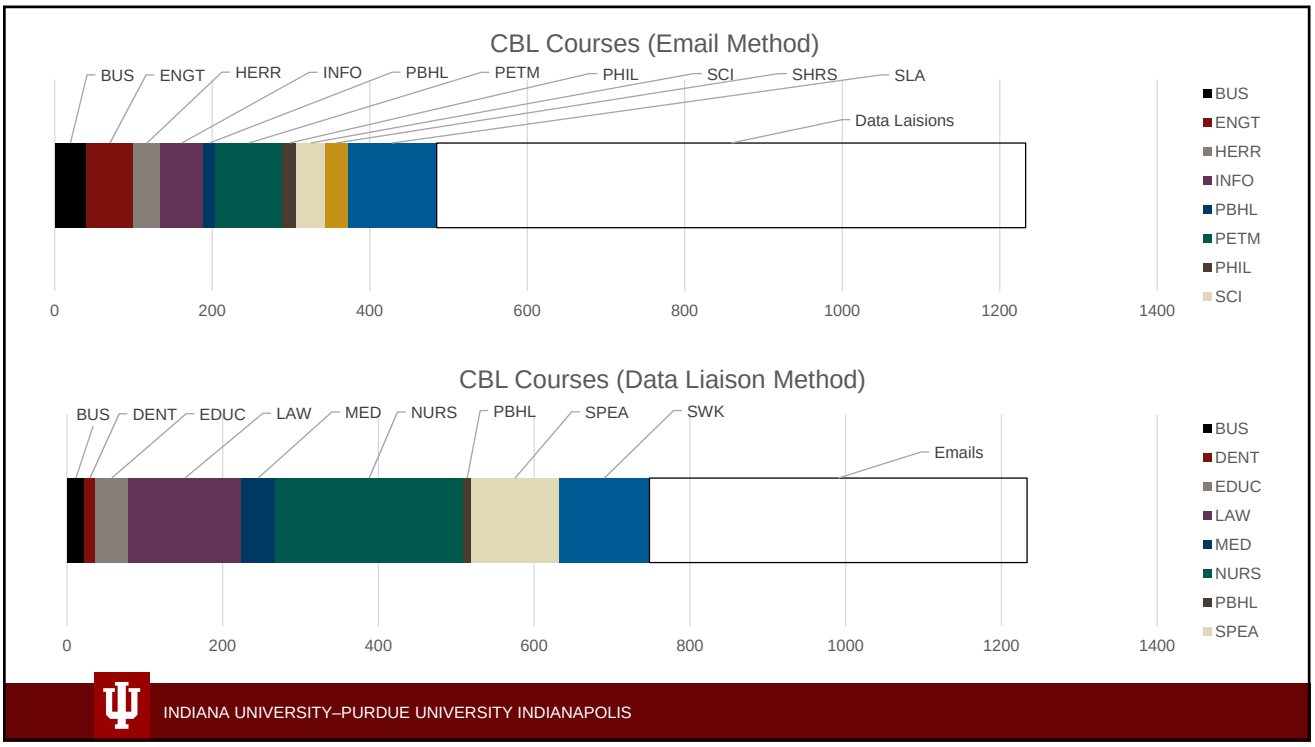
Community Partners Cited by Type of Organization (N = 875)



More on Methodology

Limitations

- Required vs Optional Service
  - Faculty do not always require all students to participate in service elements of a course. Course enrollment data was based on registrar data and was pre-populated. However, faculty had the ability to edit the enrollment data to represent the actual number of students who completed service. In fact, faculty edited the number of students in 221 course sections (17.9% of CBL course sections). Results indicated that 15,336 students were enrolled in a course that required service, which, based upon the registrar's data, is 89.1% of total enrollment for those courses..
- History and Language
  - In AY14, the focus of this data collection process shifted from "service learning" to "community-based learning" to capture a broader scope of engaged learning, including service learning, to reflect the wide range of partnerships with the community. The same questions were used during the AY16 data collection process as were used in AY14 and AY15 (see pg. 7). Questions are always subject to interpretation, however, steps were taken to address potential confusion. First, deans were able to customize the email for their school to reflect language from their discipline related to community-based learning. And second, using email (as opposed to a survey tool) allowed faculty to ask questions for clarification. When a school data liaison was used, we met with each individual to discuss the questions and offered support (e.g., email template) to ensure clarity and consistency.
- Student Enrollment vs Unduplicated Headcount
  - Institutional Research and Decision Support was able to provide an overall unduplicated headcount (N = 9,737) based upon course enrollment. However, this does not take into account instances where service was optional or if the faculty member edited the enrollment to reflect the number of students who completed service (see "Required vs. Optional Service" above). Comparing the number of students who participated in service (N = 15,336) to the unduplicated headcount (N = 9,737) suggests students are likely to take more than one community-based learning course section during an academic year or even during a single semester.



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For more information, please contact Kristin Norris (norriske@iupui.edu).