

Program Review and Assessment Committee Minutes

October Meeting 2016: Thursday, October 20, 1:15-2:45pm, CE 309

Attending: K. Alfrey, F. Cafaro, L. Easterling, T. Freeman, S. Graunke, T. Hahn, M. Hansen, B. Helling, S. Hendricks, S. Hundley, C. Kacius, S. Kahn, J. Lee, S. Lowe, L. Maxwell, A. Mitchell, H. Mzumara, C. Nielsen, B. Orme, L. Ruch, K. Sheeler, M. Urtel, C. Walcott, S. Weeden, L. Zheng

1. Welcome and Review/Approval of Minutes
 - Chair Jennifer Lee asked for suggestions, amendments, and adjustments to the minutes for September. None came from the floor. A motion to approve the minutes was offered and it was seconded. The minutes were approved unanimously as circulated.
2. PRAC Grant Report: “Community Engagement in Professional Outcomes Measurement” – William Helling, Department of Library and Information Science
 - Background: The IU School of Informatics tracks eight outcomes. It uses an ePortfolio for this purpose, into which artifacts are submitted by students. The ePortfolio was begun in Oncourse and it was transferred to Taskstream when the school switched to it. Several internal grants have been used to support the effort to assess using ePortfolios.
 - Purpose of the PRAC Grant: To engage community groups in assessing student achievement.
 - Method: Eleven reviewers from the community were recruited. Twenty-five to thirty (25 to 30) student artifacts were collected for each outcome and accessed through Box. The project director organized the material and the assessment. Reviewers were split into two groups. Evaluation of student work entailed numeric scores on each artifact with optional written comments. High and low examples from the student work were identified. Reviewer comments were collected and compared.
 - Results: Some artifacts showed some irrelevance in terms of what was submitted. Some artifacts showed a lack of depth or vagueness. The reflections that were included with the artifacts were inconsistent. Average scores for the artifacts were 2.9 out of 4. The reviewers appreciated the outcomes and the standards being used. Some reviewer comments suggested that the assessment provided a good cohesive sense of the program.
 - Program Reflections on What Was Learned: It will be helpful to introduce students to the portfolio process early and train them on how to construct the portfolio. It will also be helpful to learn how to make Canvas easier to use for this purpose. Students would likely benefit if they are advised of the standards for submission early in their course work. A new consideration for the process is to use double submissions, one early and one late, with reflections added after the second submission. In addition, advisor feedback could be added to each submission, and instructors could be asked to consider ePortfolio needs when they develop assignments.
 - [See the related presentation slides.]

- Questions and Discussion:
 - Do students get feedback on their portfolios? Answer: Not until now because of the way the process has worked. A more deliberate approach has been recognized as needed, one that would include feedback to students.
 - Have you considered using earlier ePortfolio submissions? Answer: Yes, through advisor feedback.
 - Have you considered having students do a peer review earlier in the process? Answer: It is hoped the advisor will provide the guidance.
 - Suggestion: Involving students in the feedback process, especially as they review one another's portfolios, can help them to understand what it means to work with the portfolios effectively.
 - Comment: Philanthropy has found a similar need to have portfolios reviewed early.
 - Have community partners been invited to add comments? Answer: There is a plan to involve them more, which may have a professional development benefit.
 - What was the process of recruiting reviewers? Answer: A range of librarians were targeted who were not connected to IU, which was difficult. Involving reviewers more frequently and early in the process is something that has been learned.

3. Understanding IUPUI Transfer Students – Michele Hansen and Steve Graunke, Institutional Research and Decision Support

- Hansen and Graunke began by saying that they were presenting in order to enhance understanding of the general student population and transfers. They also wished to provide a progress update on retention and graduation rates, to explain what factors are associated with student success outcomes, and to facilitate dialogue between their office and other units on the campus.
- National Demographic Background on Transfers:
 - Transfers make up 30% of the student body at a typical campus nationally. Nearly 60% of college graduates have transfer in their background.
- IUPUI Background:
 - Overall, this is the largest first time, new beginner student body in IUPUI's history, and it is more diverse. We are, though, down in the number of students enrolled overall.
 - About a quarter of the new students at IUPUI in 2016 are transfers. About 25% of these students are 25 years old or older, 30% are students of color, 31% are first-generation students, 19% are part-time students, and 51% are female. Eighty-five percent (85%) of transfers plan to work off campus. A third of transfer students are part-time, 31% are married, and 32% have children at home. In general, the number of transfer students applying to IUPUI is declining. This may be a result of the application process itself (which may create difficulties) and of IUPUI being more and more a first-choice for applicants. About half of the entering external transfers are UCOL admits, the rest dual/direct admits. As has been true in the past, the majority of external transfers enter as sophomores.
- Reasons Transfers Come to IUPUI: Transfers identify specific programs as a draw. They are aware that graduates have career and job opportunities, including internship opportunities, and that graduates get good jobs. That financial aid is available is a draw to

IUPUI, along with the fact that IUPUI has a good reputation. They see the social climate at IUPUI as a positive for them.

- Retention and Graduation Rates:
 - Transfers with less than 30 hours retain at a rate of 72%. Their four-year graduation rate is 41%, while their six-year graduation rate is 35%.
 - In contrast, the retention rate for all transfers is 76%. The four-year graduation rate is 54%, and the six-year graduation rate is 49%.
- The following include ways IUPUI is trying to improve transfer success: ongoing outreach and preparation for faculty and staff; preparing students for planned and unplanned transitions between institutions; having students identify their goals early in their time at IUPUI and identify factors that may inhibit success, with administrative offices used as support and service centers; facilitating faculty engagement in the transfer process; implementing user-friendly admission and enrollment processes; educating students on financial aid options; and using data-driven decision making and in doing so, creating a culture of performance and accountability
- Predictions of Transfer Success: The following demographic features indicate potential success: being a junior or senior; being directly admitted; being an international student; being older; having higher socio-economic status; not being a first-generation student; having a high transfer GPA (average transfer GPA is 2.94); enrolling in 50 or more credit hours; placing in credit-bearing math at entry; and achieving satisfactory academic performance in the first semester.
- Factors Making Transfers Different from New “Native” Students (according to the Entering Student Survey): more external commitments; less connection to other students; less likely that IUPUI is their first choice; lower mathematical ability; lower tendency to seek appropriate help; lower satisfaction with financial aid support; less likely to be satisfied with college life; less likely to change their major field; and less likely to change their career choice.
- Source Institutions: Ivy Tech is our greatest source of transfers, followed by Vincennes, Purdue, Indiana State, Ball State, University of Indianapolis, and University of Southern Indiana.
- Despite faculty uncertainty about this, Ivy Tech students perform as well or better than transfers from other institutions. Overall, students who do well at community college do well here.
- [Other information can be seen in the related presentation slides.]
- Questions and Discussion:
 - What is the number of students beginning in a four-year college, then going to community college, then coming back? Answer: No clear answer is available at the moment, although the literature shows that transfers with an associate’s degree do better when they finish at a four-year institution. Articulation agreements are helpful in support of this positive information.

4. ACRL Report on Evidence of Library Contributions to Student Learning and Success – Bill Orme and Sara Lowe, University Library

- Context: Librarians do not have their own curriculum, so assessment of library effectiveness can be more difficult. Historically, librarians have worked primarily with first year students and have begun using curriculum mapping to document success.

- Purpose of the Presentation: To report on a three-year study carried out by the Association of College and Research Libraries called, “Assessment in Action,” designed to promote collaboration and assessment activities between librarians and higher education stakeholders.
- The Study:
 - Participants included teams from participating institutions (the institutions reflected a variety of institution types—community colleges, four-year schools, master’s granting universities, research universities, and tribal institutions). They were composed of lead librarians and at least two others from other campus units. The teams had fourteen months to develop and complete a project that contributed to assessment activities.
 - What Was Studied—Library factors included collections, space, educational services, and reference. Academic outcomes included course or program learning outcomes, student confidence, retention, and persistence.
 - Results—It was found that students benefit from library services. It also became clear that collaborative programs involving academic programs and libraries enhance student learning. Information literacy education strengthens general education outcomes, and it enhances positive connections between librarians and other units.
 - How University Library Is Responding to the Study—University Library will employ curriculum mapping to support its assessment. In addition, it will create information literacy learning outcomes for the local context, and it will develop a set of information literacy rubrics to assess the outcomes. Beyond that, it will develop tutorials through Canvas that will have associated assessments. Finally, it will participate in additional study through a Central Indiana Community Foundation grant.
- Questions and Discussion:
 - Comment: Work with the librarians has been great. Faculty are encouraged to connect with their librarians.
 - Comment: Working with information literacy guidelines has been great. There is interest in looking for ways to map student contact.
 - Question: How can the institution make sure that contact with librarians is integrated throughout the curriculum? Answer: It is important to contact the library and its librarians and set up dialogue.
- [See the related presentation slides.]

5. Announcements and Adjournment

- A faculty panel on the capstone is scheduled for November. An invitation to faculty was given to consider joining the faculty panel.
- Meeting adjourned at 2:45 PM.

Future PRAC Meeting Dates:

Thursday, November 17, 1:15-2:45 in CE 309

Thursday, December 15, 1:15-2:45 in CE 305

Thursday, January 12 from 1:30 to 3:00 in University Hall 1006

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

Thursday, March 9 from 1:30 to 3:00 in University Hall 1006
Thursday, April 6 from 1:30 to 3:00 p.m. in University Hall 1006
Thursday, May 11 from 1:30 to 3:00 p.m. in University Hall 1006

Respectfully submitted by Scott Weeden
October 27, 2016

IUPUI University Library Faculty/Librarian Course Collaboration Scenarios

Here are some of the ways faculty can collaborate with librarians in their courses:

Minimal Collaboration

- Faculty lists librarian as an as-needed resource in syllabus (see sample language below).
- Librarian links to generic subject guide (<http://iupui.campusguides.com/>) via “Library Research Guide” tab in left-hand navigation of Canvas course site. [NOTE: Research in Library & Information Science suggests students find course specific guides more helpful than generic subject guides.]
- Librarian may visit early in the semester to introduce self, describe Library research support services, & demonstrate the online research guide. [NOTE: Research in Library & Information Science suggests students retain more information when the instruction happens closer to point of need, for example, students have received their research paper assignment and know their topics.]
- Faculty member refers students to course librarian or online Library services as needed.

Standard Collaboration (all of the above plus one or more of the following)

- Faculty adds librarian to their Canvas course site in the librarian role.
- Librarian creates customized online course guide (<http://iupui.campusguides.com/courses>) in consultation with faculty member, which librarian links to via “Library Research Guide” tab in left-hand navigation of Canvas course site.
- Class visits Library (or librarian visits class) for assignment-focused, hands-on research instruction session.
- Students schedule appointments with librarian as needed as they work on a research assignment.

Optimal Collaboration (all of the above plus one or more of the following)

- Class visits library or librarian visits class for two or more assignment-focused research instruction sessions.
- Students schedule required appointments with librarian to discuss research assignment.
- Librarian provides feedback to students on annotated bibliography or paper assignment drafts.
- Faculty assigns students to take the online *Start Your Research* (<http://iupui.campusguides.com/startyourresearch>) or *Academic Integrity* (<http://iupui.campusguides.com/academicintegrity>) tutorials and their companion Library-created Canvas quiz for a modest participation grade.

Sample Language for Placing Information About Your Liaison Librarian in Course Syllabi

(INSERT YOUR LIBRARIAN'S NAME) [*if you don't know – find your subject librarian at <http://iupui.campusguides.com/librarians>*] is University Library's liaison to the (INSERT YOUR DEPARTMENT OR SCHOOL). You can contact them for one-on-one consultations at any stage of the research process at: (INSERT LIBRARIAN'S EMAIL AND/OR OFFICE PHONE NUMBER).

You can also contact another subject librarian should your question be related to a different discipline: <http://iupui.campusguides.com/librarians>. Additionally, library subject guides for a variety of disciplines are available at <http://iupui.campusguides.com/> and the University Library Website is at <http://ulib.iupui.edu/>.

Community Engagement in Professional Outcomes Measurement

William Helling

SoIC

Department of Library and Information Science

Background: MLS Learning Outcomes

Upon completion of the MLS program, graduates are prepared to:

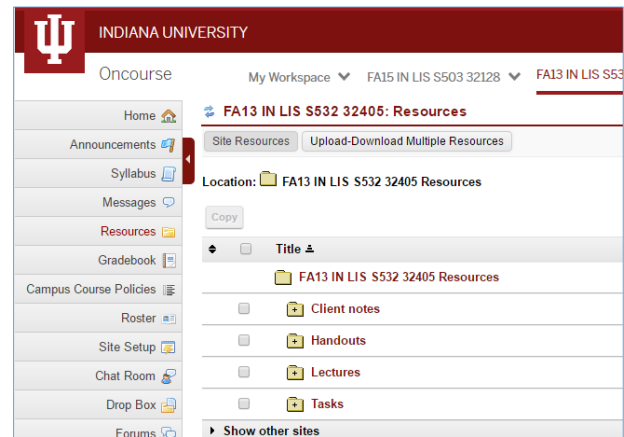
1. Approach Professional Issues with Understanding
2. Assist and Educate Users
3. Develop and Manage Collections of Information Resources
4. Manage and Lead Libraries and Other Information Organizations
5. Represent and Organize Information Resources
6. Use Research Effectively
7. Deploy Information Technologies in Effective and Innovative Ways
8. Reflection Statement

ePortfolio

The LIS department has an evaluation process for the MLS program based on an ePortfolio.

Before graduating, students must submit examples for all program outcomes. Examples often come from class assignments.

This ePortfolio, created in 2011, was based in Oncourse and remained there even as we transitioned to Canvas (Canvas was not yet ready).



Opportunity?

The ePortfolio process had not been assessed since its creation, and Oncourse, was in its last few semesters.

The future of the ePortfolio would be through Canvas via Taskstream.



What We Proposed to Do

Late 2014...we sought a series of internal grants from various sources that supported our summer 2015 ePortfolio program assessment project.

Budget:

\$750 x 2 Stipend for faculty for summer work

\$100 x 10 Stipend for 10 practitioner participants

Department covered any travel costs and secretarial support.

Total: \$2,500

Purpose of project

This project had three purposes, one direct and two indirect.

1. **Primary purpose:** Engage external, community-based practitioners (i.e., reviewers) in the evaluation of our program outcomes.
2. Engage those practitioners in a discussion of a revision of the program outcomes themselves.
3. Fine-tune the ePortfolio evaluation system.

Activity

During summer 2015, LIS faculty engaged various reviewers (librarians, information professionals) in the evaluation:

- Public Library -- Manager, Organizational Learning and Development
- University Library -- Organizational Development Librarian
- Public Library -- Head of Reference Department
- Public Library -- Associate Director of System-Wide Services
- Public Library -- Deputy Director
- State Library -- Library Development Office
- University Library -- Associate Professor of Library Science
- Public Library -- Children & Youth Services Manager
- Public Library -- Teen Librarian
- Public Library -- Branch Manager
- University Library -- Associate Professor of Library Science

Activity

A departmental assistant collected random student artifacts (25-30) from each outcome and anonymized them.

We made the artifacts available to the reviewers in IU Box.

The screenshot shows a file management interface with a red header containing the Psi logo and a search bar. Below the header, the breadcrumb path is "All Files > LIS - Teaching Resources > ePortfolio Samplings". The interface includes buttons for "Upload", "New", and a menu icon. A list of eight outcomes is displayed, each with a folder icon, title, update date, author, and a count:

Outcome Title	Updated	By	Count
Outcome 1 -- Assist and Educate Users	Jul 16, 2015	William Helling	30
Outcome 2 -- Develop and Manage Collections of Information Resources	Jul 16, 2015	William Helling	28
Outcome 3 -- Represent and Organize Information Resources	Jul 16, 2015	William Helling	29
Outcome 4 -- Manage and Lead Libraries and Other Information Organizations	Jul 16, 2015	William Helling	24
Outcome 5 -- Use Research Effectively	Jul 16, 2015	William Helling	27
Outcome 6 -- Deploy Information Technologies in Effective and Innovative Ways	Jul 16, 2015	William Helling	26
Outcome 7 -- Approach Professional Issues with Understanding	Jul 16, 2015	William Helling	27
Outcome 8 -- Program reflection statement	Jul 16, 2015	William Helling	24

LIS project director












- organized materials and information for reviewers
- communicated with and coached reviewers
- organized ratings of artifacts
- gathered and summarized quantitative ratings and qualitative feedback
- reported results to LIS Department, LIS Board, and others

Process

We assumed 4 hours of work, at minimum.

Reviewers were split into two groups:

One group did evens, one group did odds.

	4-01.docx Updated Jul 1, 2015 by Haley Gast 124.6 KB 7
	4-02.docx Updated Jul 1, 2015 by Haley Gast 839.2 KB 10
	4-03.docx Updated Jul 1, 2015 by Haley Gast 18.7 KB 9
	4-04.docx Updated Jul 1, 2015 by Haley Gast 901.8 KB 12
	4-05.docx Updated Jul 1, 2015 by Haley Gast 589.7 KB 11
	4-06.docx Updated Jul 1, 2015 by Haley Gast 17.5 KB 9
	4-07.docx Updated Jul 1, 2015 by Haley Gast 115 KB 10
	4-08.docx Updated Jul 1, 2015 by Haley Gast 39.8 KB 10
	4-09.docx Updated Jul 1, 2015 by Haley Gast 35.3 KB 9
	4-10.docx Uploaded Jul 1, 2015 by Haley Gast 41.7 KB 10
	4-11.docx Uploaded Jul 1, 2015 by Haley Gast 18.1 KB 11

Process

The reviewers:

- read student artifacts related to the outcomes
- provided numeric scores on each artifact:
 - 1 --Omitted parts of the goal
 - 2 --Included all parts but with poor quality
 - 3 --Included all parts at the level of an introductory course
 - 4 --Showed exceptional creativity and/or advanced knowledge
- provided written comments
- provided feedback on the ePortfolio system
- provided feedback on MLS program outcomes

LIS Project Director tabulated the results of each reviewer for each artifact, with averages and standard deviations. Comments on each artifact were collected.

Sample	R1	R2	R3	R4	R5	AVG	STDE	Comments R1	Comments R2	Comments R3
2-01	3	4	3	4	3	3.40	0.55			Still a bit light on ethical & legal standards
2-03	2	1	3	2	3	2.20	0.84	seems incomplete	this looked incomplete -- first section was good but I don't see anything but the instructions in part 2	
2-05	3	3	3	4	3	3.20	0.45			
2-07	3	3	1	4	3	2.80	1.10			Handles ethics; but no evidence of policy design and application or management of resources: weeding, especially.
2-09	4	4	1	4	4	3.40	1.34			Policies & ethics addressed, but how do they manage collections?
2-11	3	3	3	3	3	3.00	0.00			
2-13	4	3	3	4	3	3.40	0.55			
2-15	3	2	1	3	2	2.20	0.84			Does not elaborate on collection maintenance, selection policies and procedures.
2-17	4	3	4	3	3	3.40	0.55	this was between a 3-4 for me, but was missing the section on vendors that would have made it a 4		Very specific and detailed.
2-19	3	2	3	3	2	2.60	0.55			
2-21	3	1	2	4	3	2.60	1.14	Formatting issues		Wow!this is hard to read!!

All reviewer scores were averaged to determine if we had high/low scorers.

Outcome	R1	R2	R3	R4	R5	AVG
1	3.27	3.00	1.53	3.13	2.73	2.72
2	3.29	2.71	2.43	3.50	3.00	2.99
3	3.13	3.07	2.47	3.87	2.92	3.11
4	3.50	3.50	1.92	3.75	3.27	3.18
5	3.64	3.50	2.86	3.36	2.92	3.26
6	3.77	3.38	2.08	3.46	2.69	3.08
7	3.29	3.14	1.86	3.07	2.64	2.80
8	3.25	3.00	2.92	3.67	3.00	3.17
AVG per reviewer	3.39	3.16	2.26	3.48	2.90	3.04

Outcome	R6	R7	R8	R9	R10	R11	AVG
1	3.13	3.20	3.47	2.67	3.57	2.33	3.04
2	3.00	3.07	2.93	2.86	3.07	2.14	2.85
3	2.93	2.71	3.14	2.71	3.00	3.71	3.04
4	3.00	2.08	3.25	2.58	2.67	1.92	2.59
5	2.77	2.00	3.23	2.69	2.92	1.23	2.47
6	3.54	2.31	3.27	2.85	3.15	2.92	2.99
7	3.23	2.92	3.77	2.62	3.31	2.69	3.09
8	3.00	2.75	2.92	2.75	3.33	2.67	2.90
AVG per reviewer	3.08	2.63	3.25	2.72	3.13	2.45	2.87

The average for each artifact from each outcome was then displayed to see high/low examples, if necessary.

Outcome	AVG score	Outcome	AVG score	Outcome	AVG score
1-01	2.00	2-01	3.40	3-01	2.40
1-02	2.00	2-02	3.00	3-02	3.33
1-03	2.80	2-03	2.20	3-03	2.80
1-04	2.17	2-04	2.50	3-04	3.00
1-05	3.00	2-05	3.20	3-05	3.20
1-06	1.83	2-06	3.17	3-06	3.17
1-07	3.60	2-07	2.80	3-07	3.40
1-08	3.50	2-08	3.00	3-08	3.50
1-09	2.80	2-09	3.40	3-09	3.00
1-10	2.83	2-10	3.67	3-10	2.00
1-11	2.80	2-11	3.00	3-11	3.00
1-12	2.50	2-12	3.00	3-12	3.00
1-13	2.60	2-13	3.40	3-13	3.40
1-14	2.83	2-14	2.33	3-14	3.00
1-15	1.20	2-15	2.20	3-15	3.20
1-16	3.50	2-16	1.33	3-16	3.17
1-17	3.20	2-17	3.40	3-17	3.20
1-18	3.50	2-18	3.33	3-18	3.17
1-19	2.60	2-19	2.60	3-19	3.20
1-20	3.50	2-20	3.17	3-20	3.17
1-21	3.00	2-21	2.60	3-21	2.60
1-22	3.33	2-22	3.17	3-22	3.17
1-23	3.20	2-23	3.40	3-23	3.00
1-24	3.83	2-24	3.00	3-24	3.00
1-25	2.25	2-25	3.60	3-25	3.00
1-26	3.67	2-26	2.17	3-26	2.83
1-27	2.75	2-27	2.60	3-27	3.50
1-28	3.83	2-28	3.00	3-28	3.00
1-29	3.00			3-29	3.75

Reviewer comments for each outcome were collected together for comparison.

<p>4 – Manage and Lead Libraries and Other Information Organizations</p> <ul style="list-style-type: none"> • Perform basic managerial functions, including planning, budgeting, and evaluation • Communicate effectively to a variety of audiences • Apply theories of organizational behavior and structure 	<p>7 – Approach Professional Issues with Understanding</p> <ul style="list-style-type: none"> • Understand the social, political, ethical, and legal aspects of information ownership, service, and communication • Anticipate emerging trends and respond proactively
<p>R1: More general “reportings” of interviews from managers instead of looking at different management functions and how to best perform them.</p>	<p>R1: This was a tough one – didn’t see much in the way of major issues or anticipate trends.</p>
<p>R2: As someone who works with library leaders to build we need to transform this outcome in all of our LIS program theory, human behavior, stakeholder analysis and content skills for today’s library leaders that they aren’t learning asked to move into leadership positions. A class that teaches the program.</p>	<p>R2:</p>
<p>R3: All sub-points should be developed for sufficient evidence be accomplished, in my opinion, with a specialized essay.</p>	<p>R3: I found many of these projects insufficient to prove complex, multi-part criteria full evidence of each and every specified sub-outcome, and I think this would be an outcome proof best provided by an essay question with a specific list of requirements.</p>
<p>R4: This, in my opinion, is a subject area that library schools entering the workforce with practical skill but almost none continue to build this into their SLIS program; their graduation competition.</p>	<p>R4: This is another important outcome. Practicing librarians often struggle know profession fits in with the rest of the political/legal world. Any practical guidance be useful.</p>
<p>3 – Represent and Organize Information Resources</p> <ul style="list-style-type: none"> • Understand and apply principles of representation 	<p>R5:</p>
<p>R1:</p>	<p>R6: In libraries, nothing happens in a bubble. There are a lot of driving forces behind budgets, political climates, geography) and a number of considerations (e.g. copy that need to be made. It’s not as simple as it appears on the outside (e.g. people books, leave). A graduate should be able to demonstrate some understanding of trends in libraries, technology, and literature. A graduate should be aware of the</p>
<p>R2:</p>	<p>R3: Interviews with other people who do have mastery organization DO NOT prove mastery by the student. instructions. MARC records, in my opinion, do show marked by a professor as to their correctness? Other their mastery of the concept without knowing if they</p>
<p>R4: From a public libraries standpoint, this outcome library staff. In general, cataloging should be deemed</p>	<p>R5:</p>
<p>R6: With the program going online, assignments such as the reference desk observations especially for students who don’t already work in this setting. Additionally, the</p>	

General outcome feedback was solicited and gathered.

GENERAL PROGRAM OUTCOME FEEDBACK

FEEDBACK:

R1: For the most part I think the overall program is sound. I think the more that asked to actually “do” a task instead of reading about it and evaluating it, the more learning will be. It seemed to me like some of the students just read about a topic what they had learned and not how to apply the knowledge. I would also like to given about what they have learned.

R2: Overall I thought all of the project submissions were of great quality – most and 4s with a few outliers (mostly for what appeared to be incomplete work, and formatting issue that made the entire report unreadable). I see a need for creativity in our library professionals now more than ever and it’s not something we norm school – we look for creativity in assignments and outcomes, but how are LIS students build such skills?

R3: Outcomes can most effectively be judged with assignments that fit a broader objectives. In the core classes, perhaps a final summary essay would be an effective input on whether the student can integrate individual modules of professional knowledge effective (and balanced) whole. Individual examples of very specific tasks do not student has internalized the concept, only that they can follow the assignment’s. Perhaps placing a customized essay opportunity embedded into each core class specialized information to interpret, as well as making process more automatic.

What We Learned From Reviewer Comments/Scores

- Student submissions were sometimes irrelevant.
- Students showed lack of depth or were vague.
- Student reflections were inconsistent.
- Average for all scores 2.9/4

“I was surprised by the wide range of demonstrations of mastery for each outcome. Some were quite excellent; others rarely exceeded what I would expect from a high school student.”

What We Learned From Reviewer Comments/Scores

Reviewers appreciated our outcomes and the standards they suggest.

“Not having attended the IUPUI SLIS program, I was unfamiliar with this outcome process at the outset. After having reviewed the materials and the goals of the program, I was impressed with the way it gave **cohesion to the MLS program as a whole**. It seemed like a useful tool for providing students with **perspective upon completion** of the program.”

Current outcomes are solid and should be maintained.

How We Are Using What We Learned? We need to...

1. Improve instructions for students on what ePortfolio is and meant to do
2. Make Tasksteam via Canvas easier to use than was Oncourse
3. Emphasize the standards for submission
4. Require double submissions for each outcome – early and late
5. Require reflections on personal development after 2nd submission
6. Initiate advisor feedback for each submission
7. Engage instructors to consider ePortfolio needs in their assignments
8. Coordinate what outcomes are covered and in which classes
9. Perform a LIS curriculum review

Thank you for making this possible

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Managing Information Access and Use in the Digital World

You won't have to look far to see evidence of how the information Age is turning into a Digital World, changing the way we think, do business, and learn. E-commerce, the Cloud, tablets as educational tools, virtual universities—these are some of the ways we are touched daily by a new and ever-changing world of information.

Library and Information Science graduates at the IU School of Informatics and Computing at IUPUI learn to manage these changes in ways that positively affect others. There is a great need for educating children and adults in the effective use of new media resources, as well as for developing literacy programs and collaborations that meet information literacy standards. Linking information from many sources for efficiency and ease of use is a vital necessity for educational, medical, legal, and governmental organizations.

ALA
American Library Association

Connecting With a Large and Influential Alumni Base

Our alumni network is among the most active in the Midwest. Library and Information Science graduates take meaningful and influential

LIBRARY CONTRIBUTIONS TO STUDENT LEARNING AND SUCCESS:

National and Campus Developments

PRESENTATION TO PRAC BY BILL ORME & SARA LOWE 10.20.2016

NATIONAL REPORT: ACADEMIC LIBRARY CONTRIBUTIONS TO STUDENT LEARNING AND SUCCESS

- Association of College and Research Libraries (ACRL), “Documented Library Contributions to Student Learning and Success” (2016)
http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_v2.pdf
- 3-year program, Assessment in Action (AiA), carried out by ACRL, with funding from U. S. Institute of Museum and Library Services (IMLS)
- Three goals:
 - Develop professional competencies needed to document and communicate the value of the academic library vis a vis institutional goals for student learning and success
 - Strengthen collaborative relationships with higher education stakeholders
 - Contribute to higher ed assessment by creating approaches, strategies, and practices that document the contribution of academic libraries

AiA TEAM-BASED ASSESSMENT PROJECTS

- Each participating institution created a team with a lead librarian and at least two people from other campus units
- Team members frequently included teaching faculty and administrators from units such as an assessment office, institutional research, writing center, academic technology, and/or student affairs
- 14-month timeline to develop and implement a project that aims to contribute to assessment activities at the institution
- Peer-to-peer blended learning community combined in-person workshops and online professional development activities that emphasized skill building through collaborative problem solving and bridging theory to practice

AiA PROJECT PARTICIPANTS

Institution Type	Year 1	Year 2	Total
Associate's Colleges	10	11	21
Baccalaureate Colleges	7	15	22
Master's Colleges & Universities	31	10	41
Doctoral/Research Universities	6	3	9
Research Universities	18	22	40
Tribal University	1	0	1
Special Focus Institutions	1	3	4

LIBRARY FACTORS AND ACADEMIC OUTCOMES

- Library factors considered included:
 - Collections
 - Space
 - Educational services
 - Reference
- Academic outcomes considered included:
 - Course or program learning outcomes
 - Student confidence
 - Retention
 - Persistence

AIA PROJECT RESULTS

LIBRARY CONTRIBUTION TO STUDENT LEARNING & SUCCESS

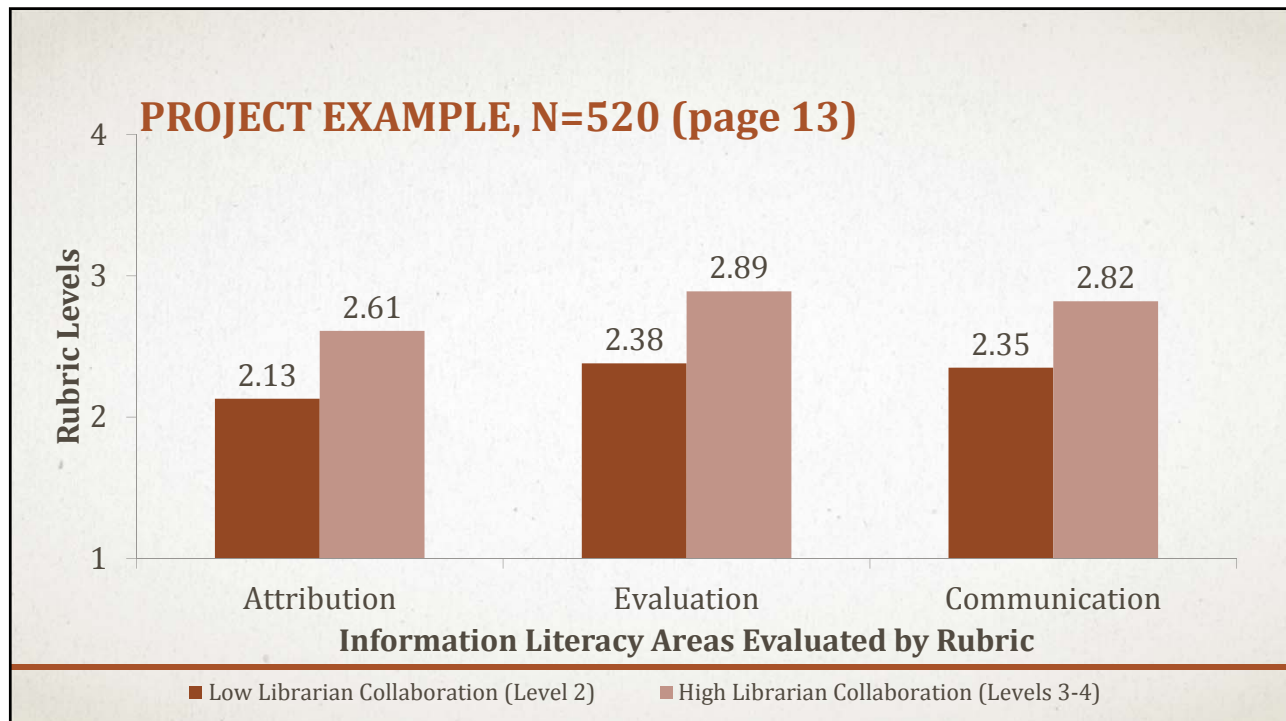
- Students benefit from library educational services in their initial coursework
- Library use increases student success
- Collaborative academic programs and services involving the library enhance student learning
- Information literacy education strengthens general education outcomes

BUILDING EVIDENCE OF LIBRARY CONTRIBUTION

- Student retention improves with library educational services
- Library research consultation services boost student learning
- The library promotes academic rapport and student engagement
- Use of library space relates positively to student learning and success

FINDINGS RELATED TO HIGHER EDUCATION ASSESSMENT

- Collaborative work among team members promoted a shared understanding of an institution's academic priorities and the contributions of various campus stakeholders to those priorities
- Collaboration leads to important discussions about student learning and academic success, resulting in clearer articulation and increased agreement about the definition, description, and measurement of student learning and success attributes
- Participating librarians developed collaborative and results-oriented leadership competencies that contribute directly to improving student learning and success
- Participating librarians advanced the mission of the library in alignment with institutional priorities



WHAT IS UL DOING?

BUILDING PROGRAMMATICALLY

CURRICULUM MAPPING

Course title/number:

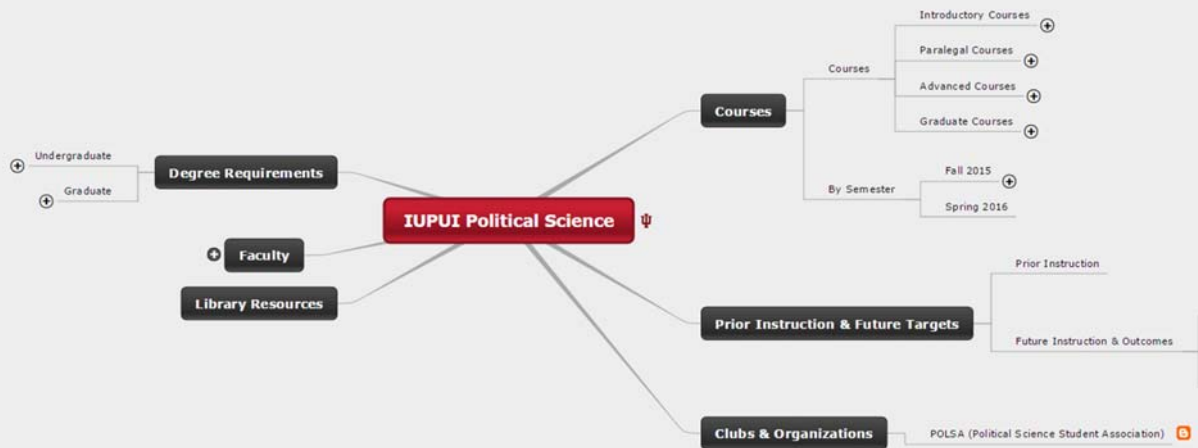
Learning Outcomes

Teaching Strategies

Assessment Strategies

Why this course?

CURRICULUM MAPPING



IL LEARNING OUTCOMES

Information Literacy Learning Outcomes

By the time an undergraduate student graduates or at the graduate level, the information literate IUPUI student should be able to:

1. Authority is Constructed and Contextual

- Identify authoritative information sources in any form.
- Evaluate the authority of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.).
- Acknowledge their own authority in certain contexts.
- Recognize that authority or credibility is contextual in relation to time, discipline, methodology, and other factors.

2. Information Creation is a Process

- Articulate the capabilities and constraints of various processes of information creation.
- Critique the presentation of information within disciplines.
- Articulate traditional and emerging research processes. (e.g., literature review, statistical analysis, etc.).
- Distinguish between format and method of access.
- Select sources that best meet an information need based on the audience, context, and purpose of various formats.

3. Information has Value

- Manage personal and academic information online with a knowledge of the commodification of that information.
- Recognize that intellectual property is legally and socially constructed and varies by discipline and culture.
- Cite sources through proper attribution.
- Identify publication practices and their related implications for how information is accessed and valued (e.g., open movement, digital divide).

<http://iupui.campusguides.com/edservices/IL>

IL RUBRIC

IUPUI Information Literacy Framework Concepts Overview	IUPUI UL Learning Outcomes By the time undergraduate students graduate, they will be able to:	Capstone 4	3	Milestones 2	Benchmark 1	IUPUI Principles of Undergraduate Learning	AAC&U VALUE Rubric Crosswalk
Authority is Constructed and Contextual Authority of information is constructed and contextual and depends on where a source comes from, information need, and how the information will be used. Authority should be viewed with an attitude of informed skepticism and an openness to new and varied perspectives and changes in schools of thought.	<ul style="list-style-type: none"> Identify authoritative information sources in any form. Evaluate the authority of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.). Acknowledge their own authority in certain contexts. Recognize that authority or credibility is contextual in relation to time, discipline, methodology, and other factors. 	Recognizes that information resources are drawn from their creators' expertise and credibility based on the information need and the context in which the information will be used. View authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought.	Recognizes that information resources are drawn from their creators' expertise. Relates the credibility of information to the context in which it will be used. Begins to question authority, starts to incorporate new perspectives, additional voices, and changes schools of thought.	Marginally recognizes that information comes from creators' expertise. Begins to relate the credibility of information to the context in which it will be used. Has trouble questioning authority, and does not modify thesis.	No evidence of recognition that information comes from creators' expertise. Has trouble relating credibility to the context in which the information will be used. Takes all information at face value, does not question authority.	<ul style="list-style-type: none"> PUL 1: Core Communication & Quantitative Skills PUL 2: Critical Thinking PUL 3: Integration & Application of Knowledge PUL 4: Intellectual Depth, Breadth, & Adaptiveness PUL 5: Understanding Society & Culture 	Evaluate information & its Sources Critically

Start Your Research! 2016 Bridge EXPL (Sabot)

Throughout college and in your profession you'll be asked to come up with answers to questions. This process helps you find information to answer those questions.

1: Define your question or topic.

Before you start it is important to have a question or topic in mind. This focuses your research and saves wasted time reviewing irrelevant material. (See *Research Guide* > 1: *Year Question* for help with developing a question.)

Question or Topic: _____

2: Find sources.

Search *Academic Search Premier* (*Research Guide* > 3: *Find Materials*) to identify a credible article on your topic. (See *Research Guide* > 4: *Evaluate for tips on how to identify and evaluate articles.*)

Article Title _____ Year _____
 Author(s) _____ Pages _____ Vol/Issue _____
 Journal Title _____

Do you think this is a scholarly article? Why or why not?

Explain in 1-2 sentences how this article seems relevant to your research question or topic?

3: Cite the article.

It is important to give credit to the ideas of others. You do this by citing your sources. Which style you use depends on the discipline. (See *Research Guide* > 6: *Organize & Cite* for more information on citation.)

Cite the article you found using MLA style (which is commonly used to cite sources in the humanities).

EXAMPLE: Bagchi, Akshanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahajana Devi's *Baahar Tada*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

4: Librarians - free research help.

Ask me! Sara Linn | slinn@iupui.edu
 Course Research Guide: <http://www.libraryservices.com/bridge>
 Ask someone else: <http://www.libraryservices.com/librarians>

COMMON BRIDGE CURRICULUM

Learning Outcomes:

1. Formulate research question of an appropriate scope
2. Evaluate sources (i.e., popular vs. scholarly)
3. Cite sources
4. Know what services the library offers

IUPUI University Library - FYI/Bridge Rubric

Learning Outcome	Level of Achievement		
	Developed 3	Emerging 2	Initial 1
Research Question	Question is relevant to the topic	Question is kind-of relevant to the topic	Question is not relevant to the topic
Keywords & Synonyms	Sufficient keywords and synonyms <ul style="list-style-type: none"> Multiple keywords identified Multiple, appropriate synonyms identified for each keyword 	Insufficient keywords and synonyms <ul style="list-style-type: none"> Limited identification of keywords Few or improper synonyms 	Minimal keywords and no synonyms <ul style="list-style-type: none"> No keywords beyond those used in the original question/topic No viable synonyms found for the keywords
Article	Source materials are appropriate and scholarly <ul style="list-style-type: none"> Article content seems appropriate for the proposed question/topic Article is from an appropriate scholarly journal with an explanation of how the student determined this 	Source materials are inadequate or non-scholarly <ul style="list-style-type: none"> Article is only tangentially related to the proposed question/topic Article is not from a scholarly journal 	Source materials are inadequate and non-scholarly <ul style="list-style-type: none"> Article is only tangentially related to the proposed question/topic Article is not from a scholarly journal
Evaluation	Well thought out explanation of why the article is scholarly and/or how the article was relevant to the topic or research question	Explanation of why the article is scholarly and/or how the article was relevant to the topic or research question is not completely thought out or clearly copied from article abstract	No explanation or no effort to explain why the article is scholarly or how it was relevant to the topic or research question (e.g., "It's scholarly, I found it in a database, etc.")
Citation	Citation is complete and in the assigned style	Citation is incomplete or not in the assigned style	Citation is incomplete and not in the assigned style

Last Modified August 2016

COMMON LEARNING OBJECTS Tutorials with Canvas Assessments

Start Your Research - A Self-Guided Tutorial

A tutorial to take you through the research process.

Begin Research

Knowledge Cycle

Find Books

Find Articles

Make Citations

Basic Search

Advanced Search

Copyright



Introduction

“Where Do I Start?”

Do you have an assignment to write a research paper but you're not sure where to start? Take a deep breath and begin by carefully reading the assignment requirements. This will help you understand the work you need to do.

First, let's think about what we mean when we say "research."



<http://iupui.campusguides.com/startyourresearch>

COMMON LEARNING OBJECTS Tutorials with Canvas Assessments

Exploring Academic Integrity - A Self-Guided Tutorial

A tutorial to guide you through the concepts of Academic Integrity and your obligations as a student.

Home

Part I - The Scholarly Conversation

Part II - Attribution & Citation

Part III - Academic Honesty

Part IV - Copyright & Fair Use

More Resources

Copyright



Exploring Academic Integrity Tutorial is adapted from an original by the Claremont Colleges Library and is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Based on a design framework at www.lib.ucl.edu. Content on pages 5, 14, and 15 of the Attribution and

Exploring Academic Integrity

Exploring Academic Integrity

Academic integrity is critical to success in higher education and beyond. After you finish this tutorial, you will be able to:

- participate fully in a scholarly conversation by engaging sources effectively and ethically
- avoid intentional and unintentional plagiarism in research and coursework
- articulate why academic integrity matters
- apply the basic principles of copyright law in order to use sources legally and ethically

The tutorial begins with **The Scholarly Conversation**.



A Student Studying in the Library. 1075 Image from Digital Collections of IUPUI University Library. Copyright 2012 2014 The Trustees of Indiana University.

<http://iupui.campusguides.com/academicintegrity>

CICF GRANT (FALL 2017)

- What is the IL level of entering and exiting IUPUI students?
- Can we correlate level of librarian collaboration in course to student rubric performance?
- Method:
 - Indirect assessment via modified NSSE IL module survey (first-year and senior)
 - Authentic rubric assessment of final student work (first-year and senior)
 - Level of librarian involvement in class

WHAT'S NEXT?

- Greater faculty and admin awareness of depth and breadth of Information Literacy
- Curricular Integration
- PUL and Gen Ed Review

QUESTIONS?



UNDERSTANDING OUR TRANSFER STUDENTS

Michele J. Hansen, Ph.D. and Steven S. Graunke
Institutional Research and Decision Support (IRDS)



Presentation Designed To...

- Enhance understanding of our IUPUI Indianapolis and transfers
- Provide a progress update on retention and graduation rates
- Explain what factors are associated with student success outcomes
- Facilitate dialogue

Importance of Focus on Transfer Students

“The numbers of college students in the United States on a transfer track at a community college or as transfer students at a 4-year campus account for one-third of entering students (NACAC, 2010)..... (In some states), the number of transfer students moving from 2-year to 4-year institutions is the same as those moving in the reverse direction (Hagedorn, 2010). Nearly 60 percent of college graduates in the U.S. have attended more than one college or university (Adelman, 2009). Although not all of these individuals are considered transfer students, the high percentage underscores the importance of developing sound practices to facilitate transfer student success.”

Source: <http://standards.cas.edu/getpdf.cfm?PDF=1C93DD47-0676-FCF1-0903338D7B2FCE15>;
Council for the Advancement of Standards in

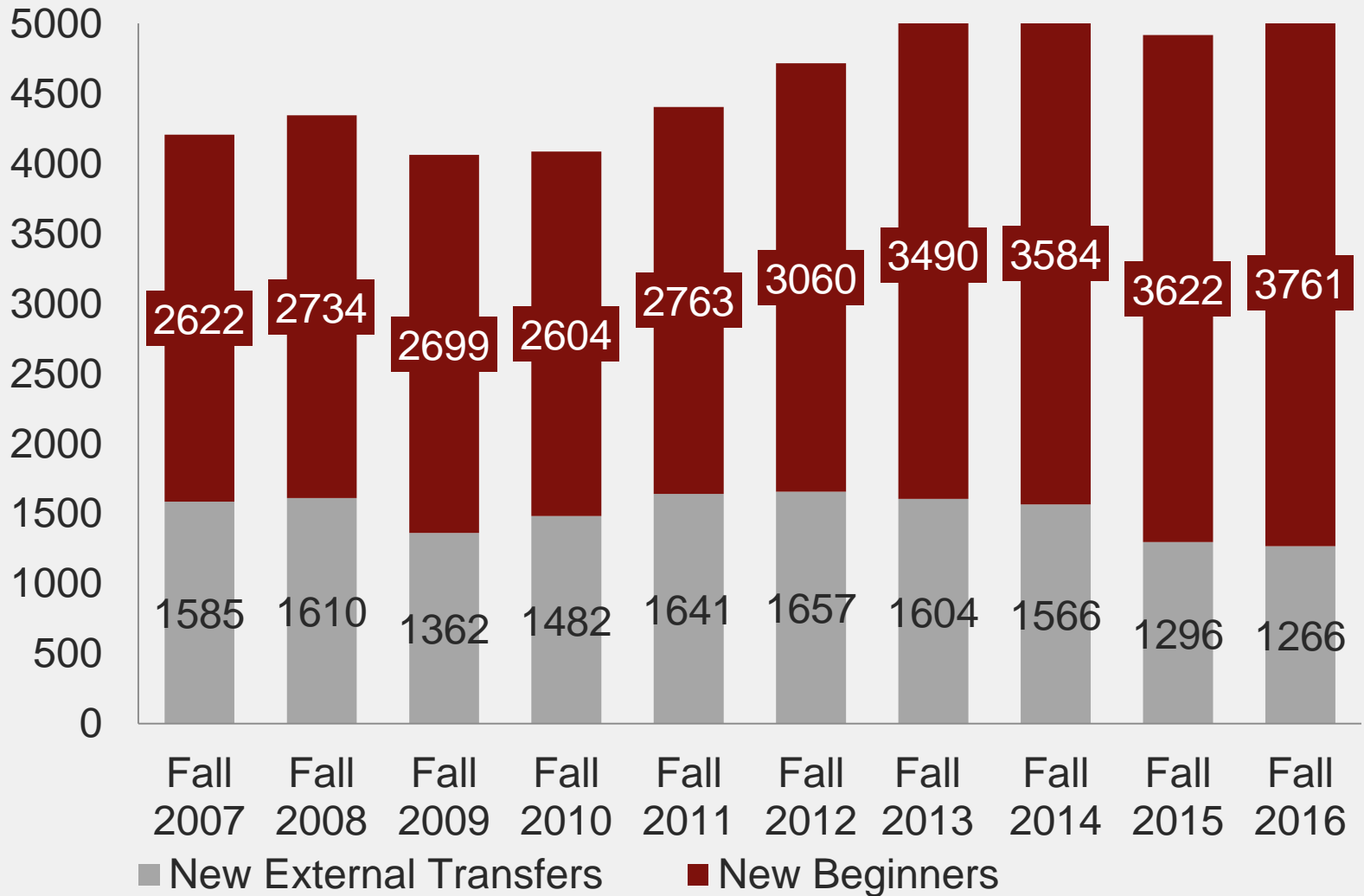
Higher Education (CAS). TRANSFER STUDENT PROGRAMS AND SERVICES CAS Contextual Statement



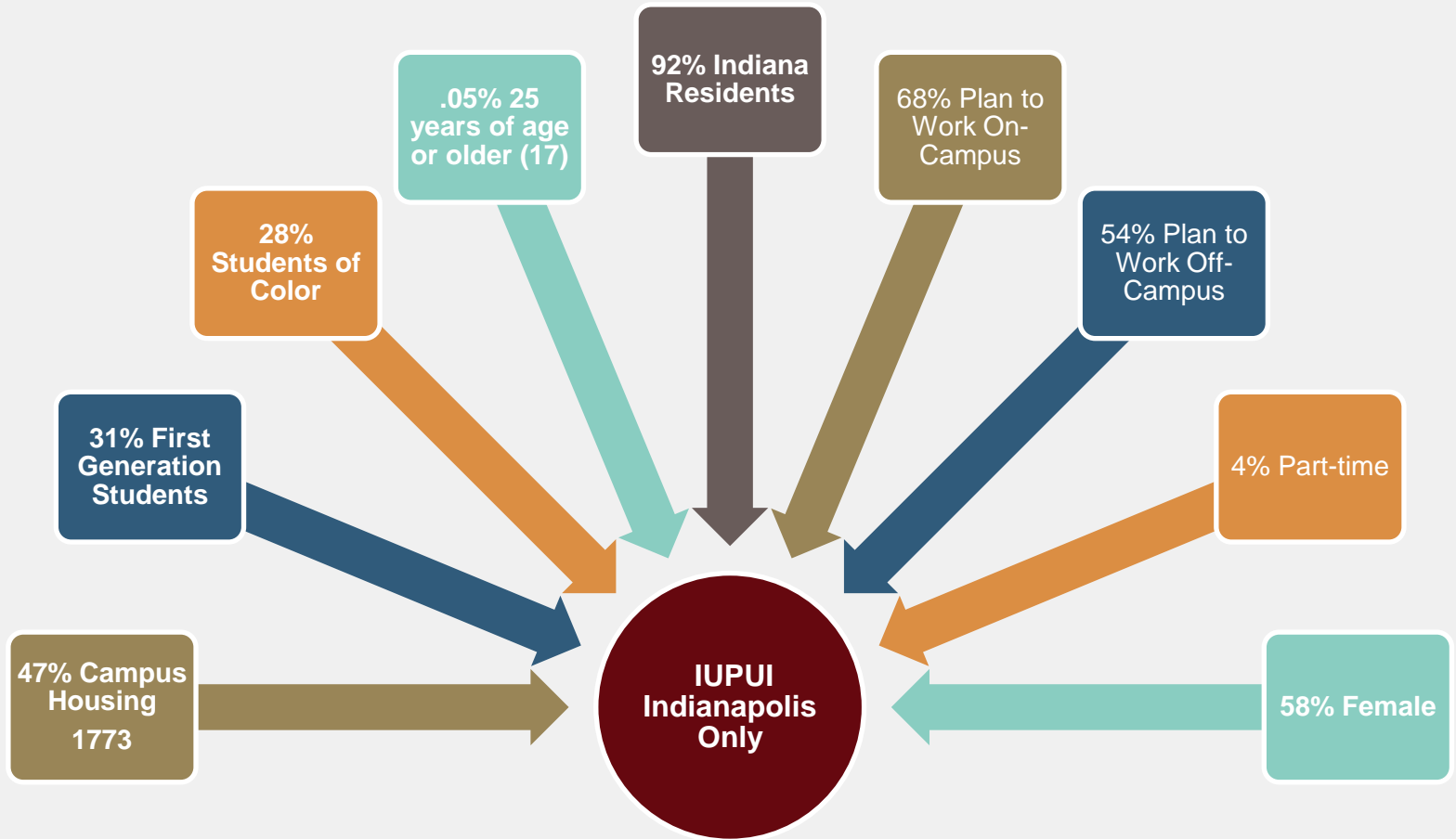
Context and Information About Our Students

New Beginners and External Transfers

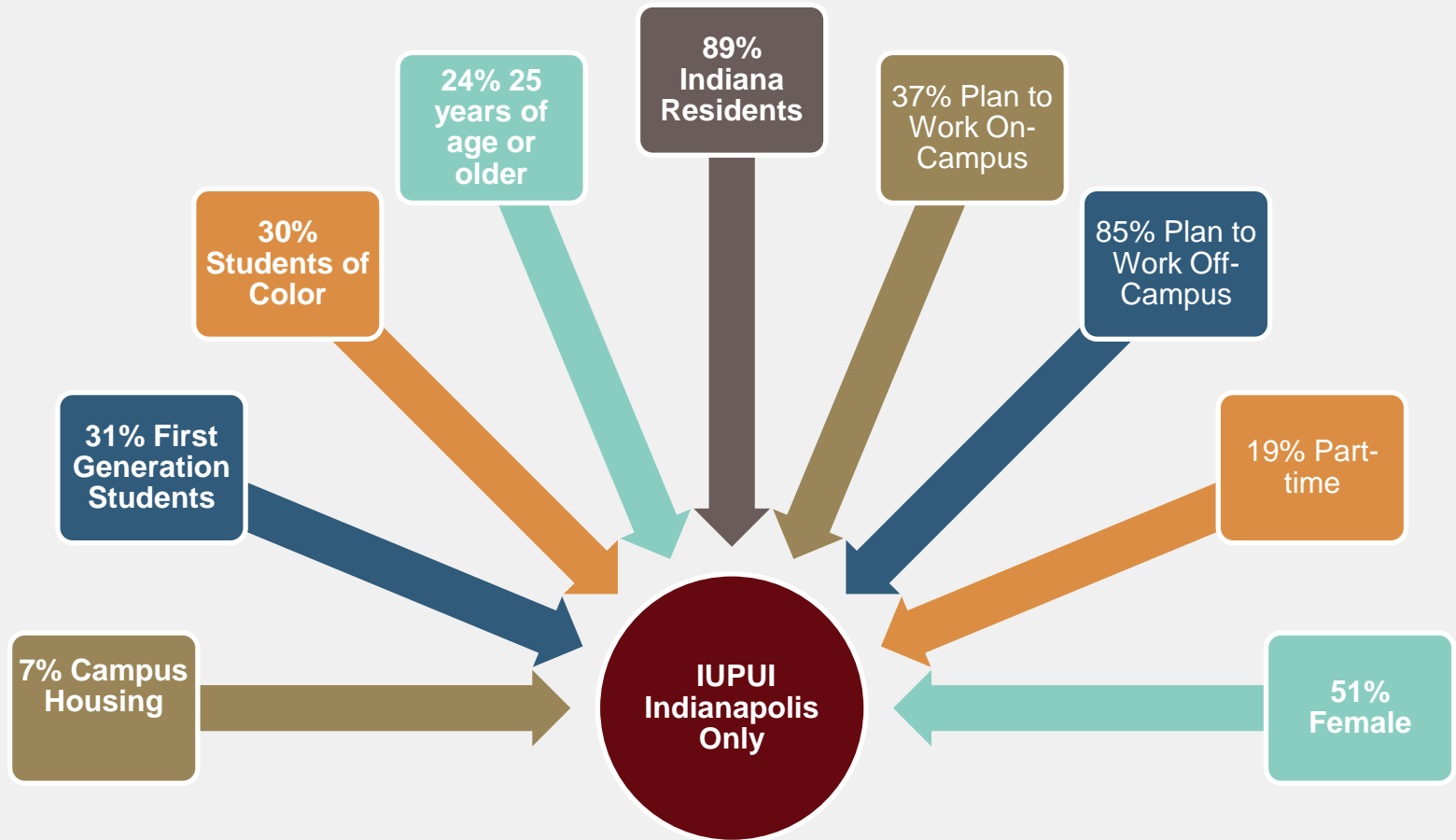
IUPUI Indianapolis Includes Part-Time and Full-Time



New Beginners 2016

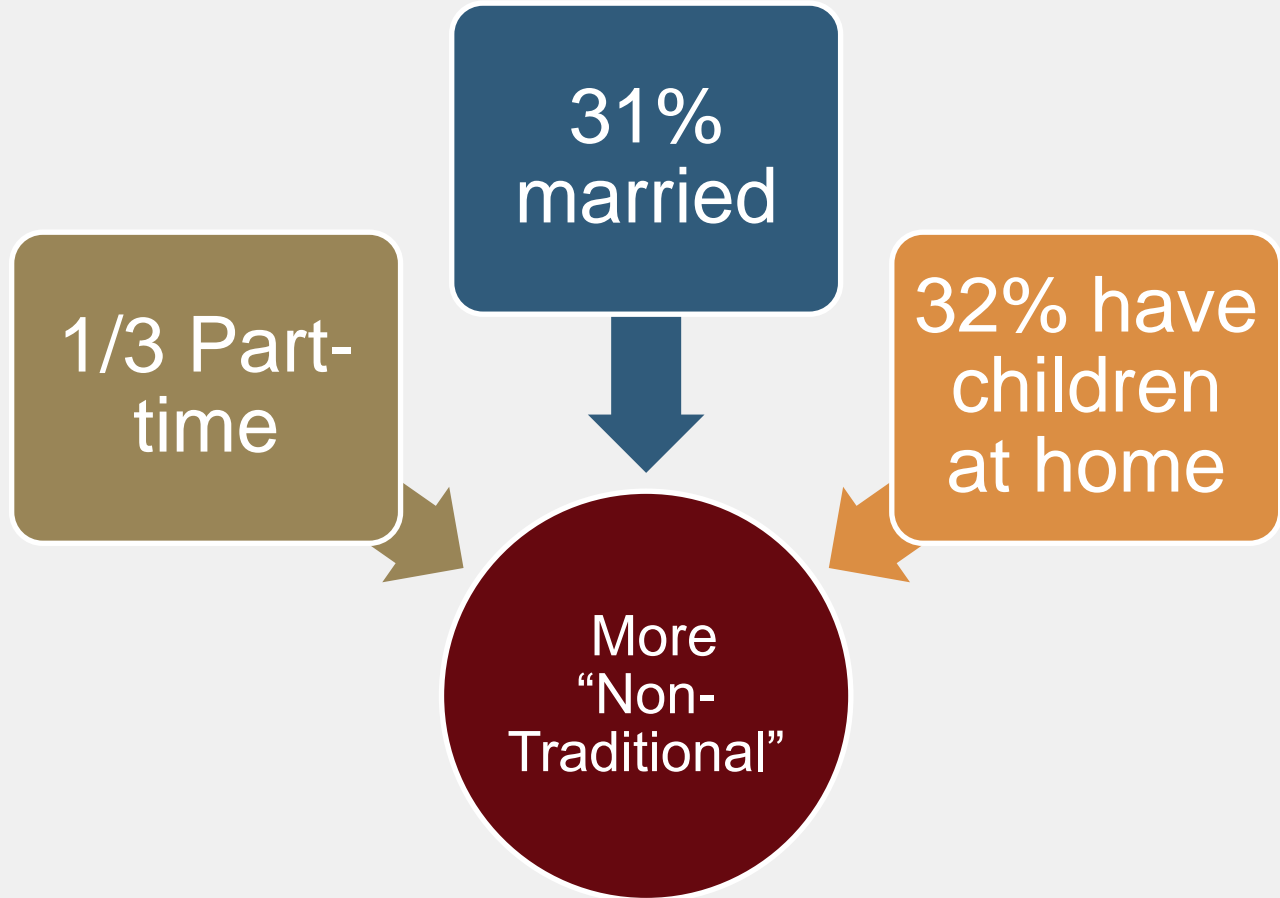


New External Transfers 2016

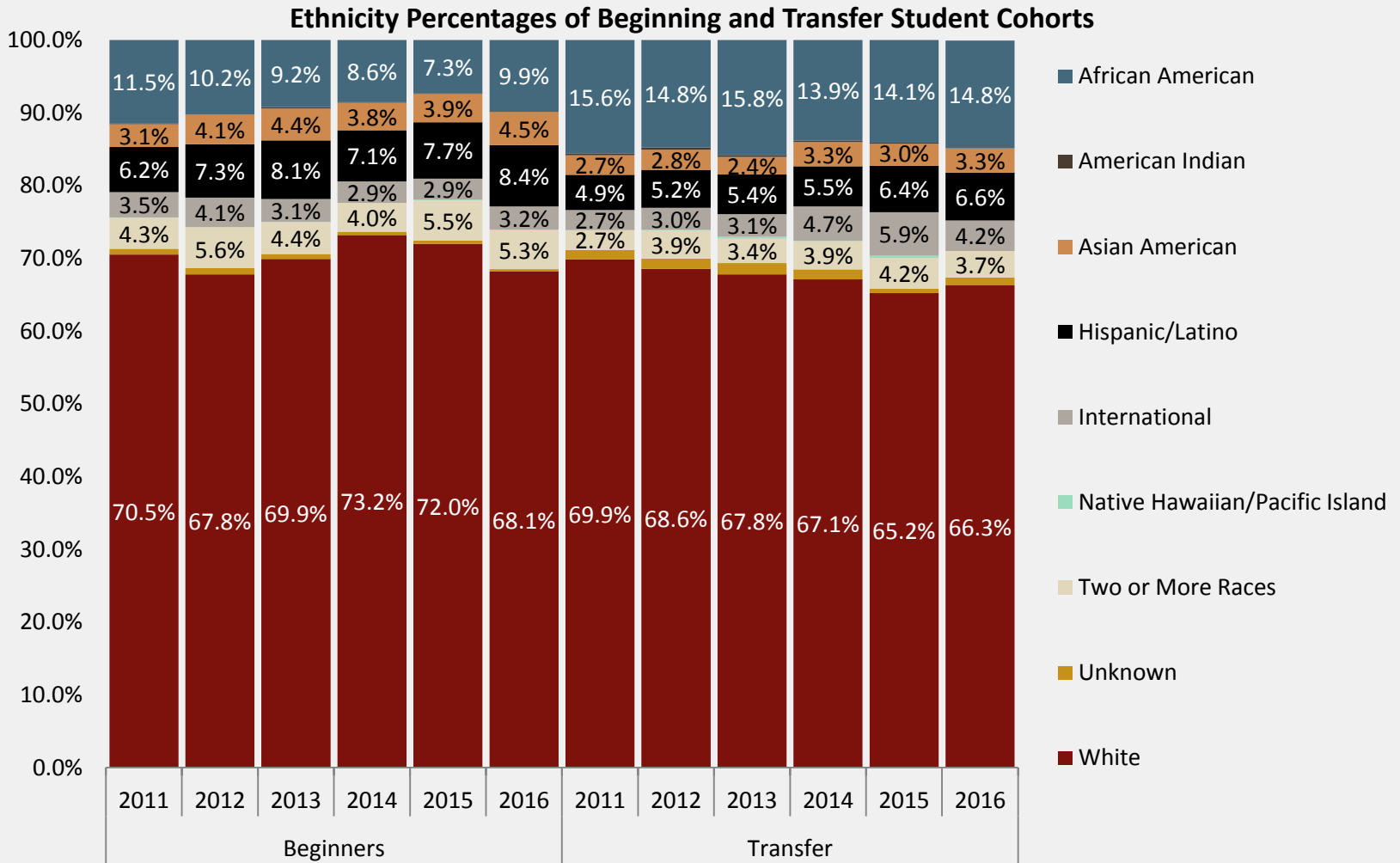


All Transfer Students

Source Continuing Student Survey



Ethnicity Percentages of Beginning and Transfer Student Cohorts



Top 10 Reasons For Choosing IUPUI New Beginners Fall 2016

1. Availability of specific academic programs (majors)
2. Career and job opportunities available in Indianapolis after I complete my degree.
3. Job, career, and internship opportunities available in Indianapolis while attending school
4. Graduates get good jobs
5. Availability of financial aid/scholarship
6. Opportunity for an IU or Purdue Degree
7. Cost
8. IUPUI's reputation
9. Social climate/activities at the college
10. Social opportunities associated with IUPUI located in the city of Indianapolis

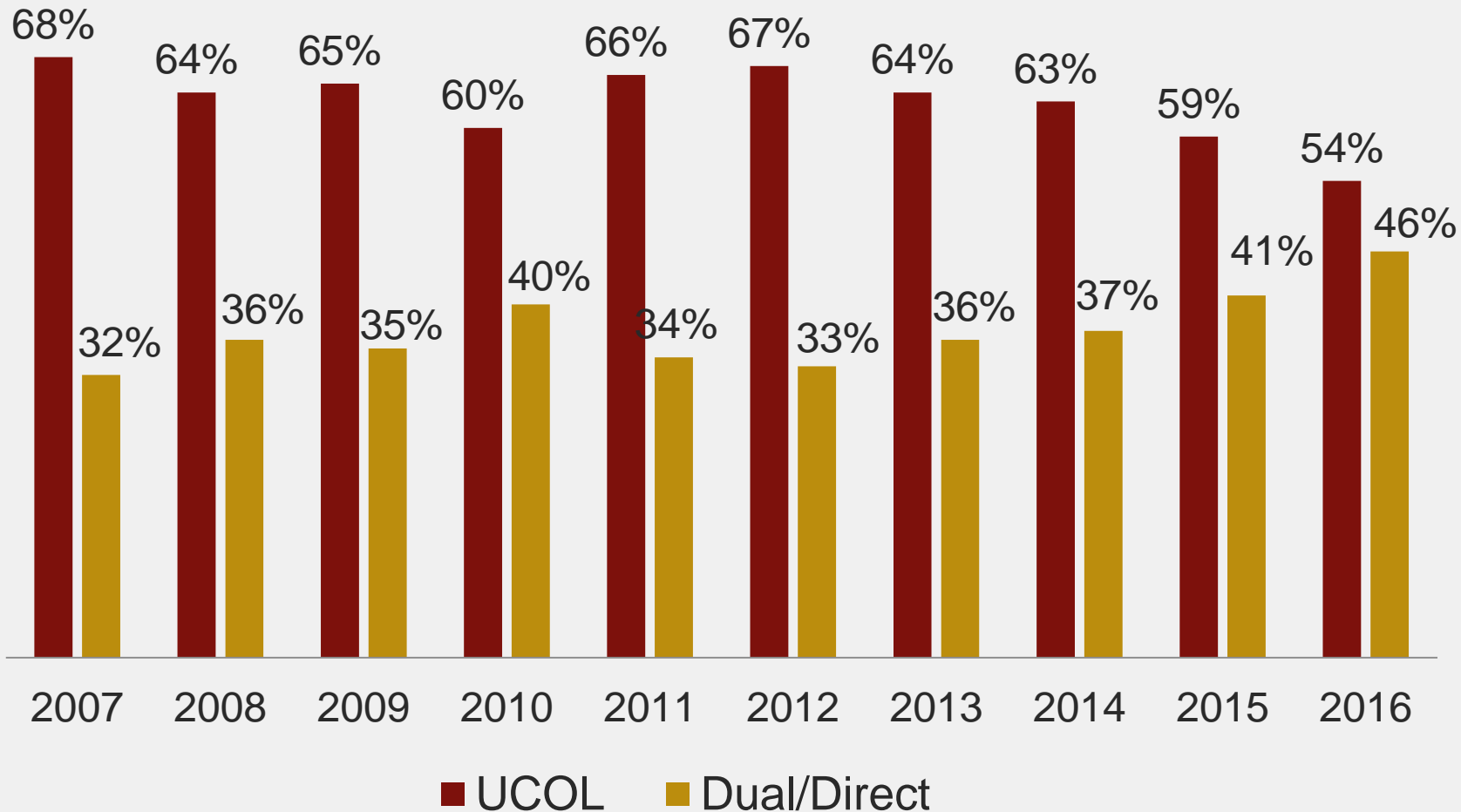
Rank ordered by mean ratings out of 21 items

Top 10 Reasons For Choosing IUPUI New External Transfers Fall 2016

1. Graduates get good jobs
2. Availability of specific academic programs (majors)
3. Opportunity for an IU or Purdue Degree
4. Career and job opportunities available in Indianapolis after I complete my degree.
5. IUPUI's reputation
6. Availability of financial aid/scholarship
7. Job, career, and internship opportunities available in Indianapolis while attending school
8. Cost
9. Social climate/activities at the college
10. Wanted to live near home

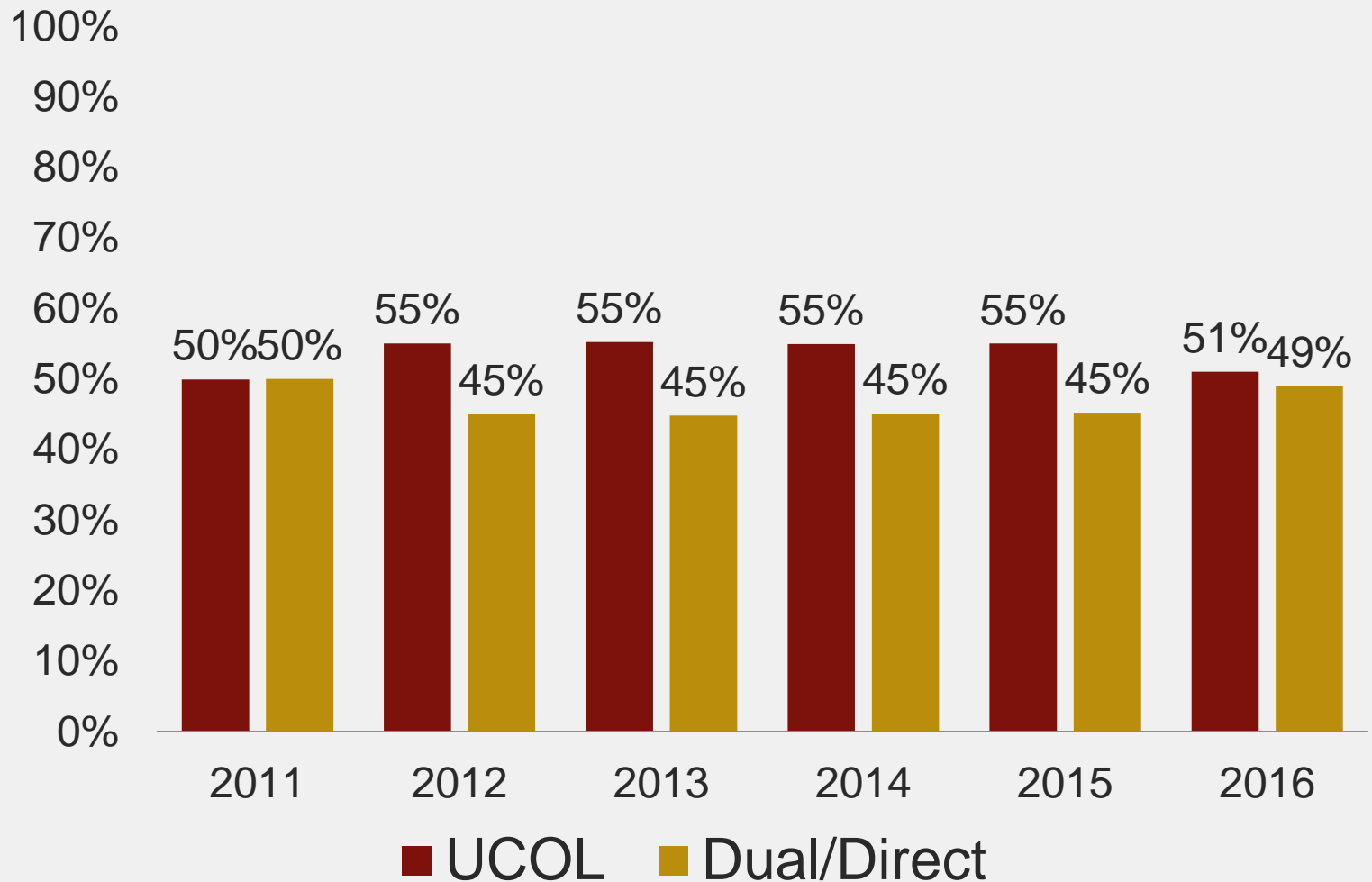
Rank ordered by mean ratings out of 21 items

New Beginners Direct/Dual and University College Admits



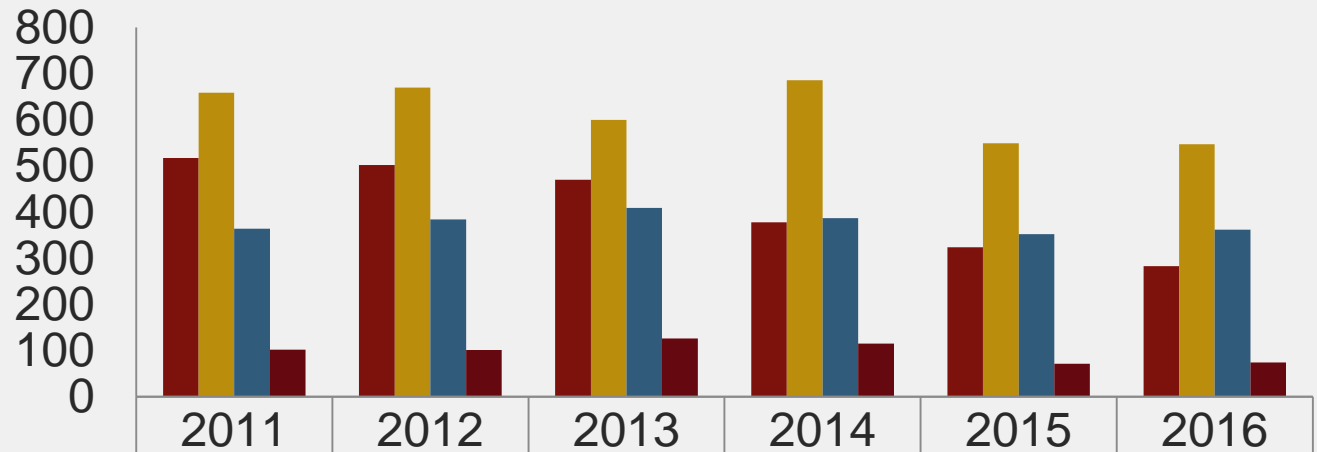
2015 University College One-Year retention 64%, Direct/Dual Admit 77%,
Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN campus 69%

New External Transfers Direct/Dual and University College Admits (Part-Time and Full-Time)



New External Transfers by Class Standing

Number of External Transfers by Class Standing

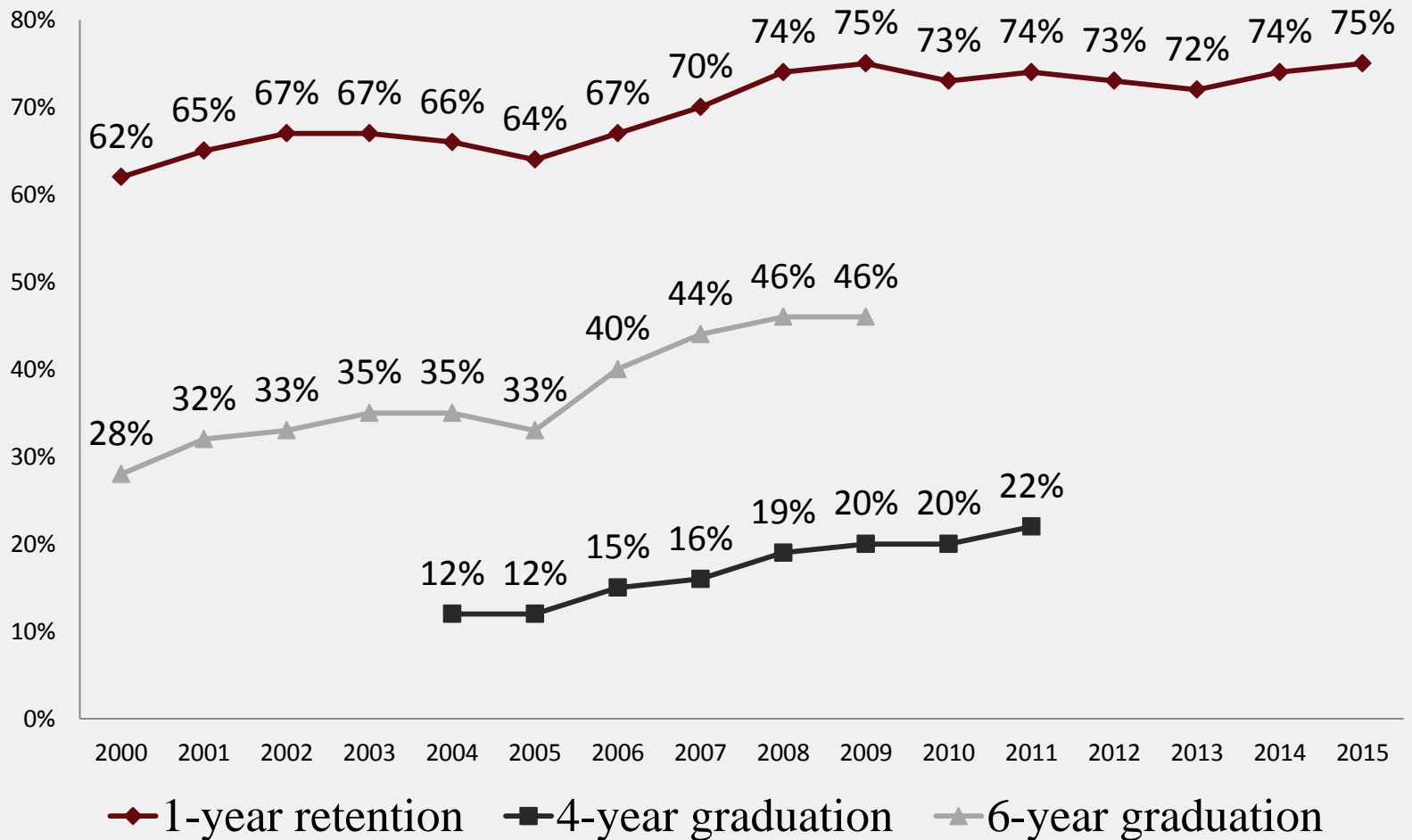


	2011	2012	2013	2014	2015	2016
■ Freshmen	517	502	470	378	324	283
■ Sophomore	659	670	600	686	549	547
■ Junior	364	384	409	387	352	362
■ Senior	102	101	126	115	71	74



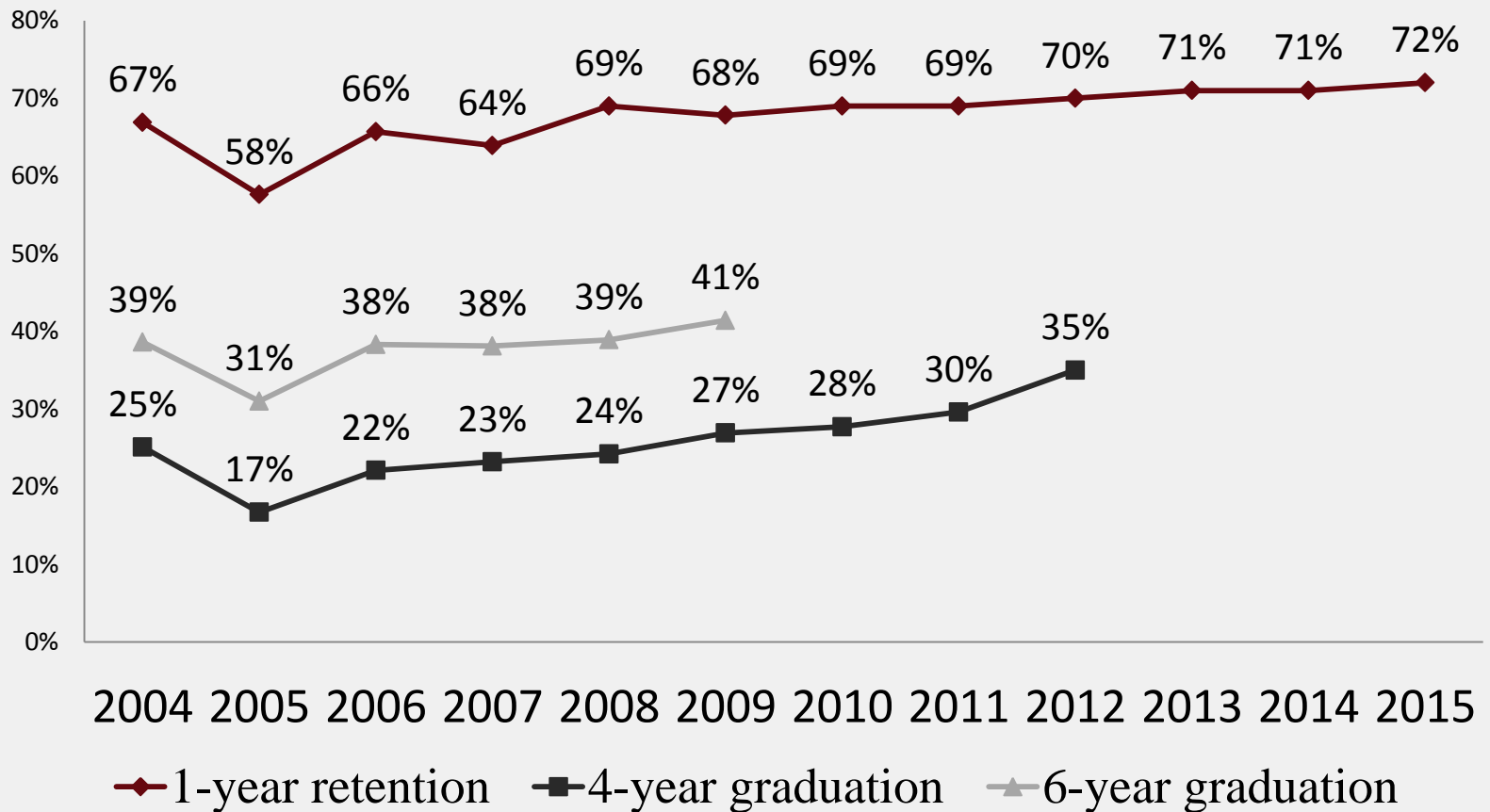
PROGRESS ON RETENTION AND GRADUATION RATES

Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)

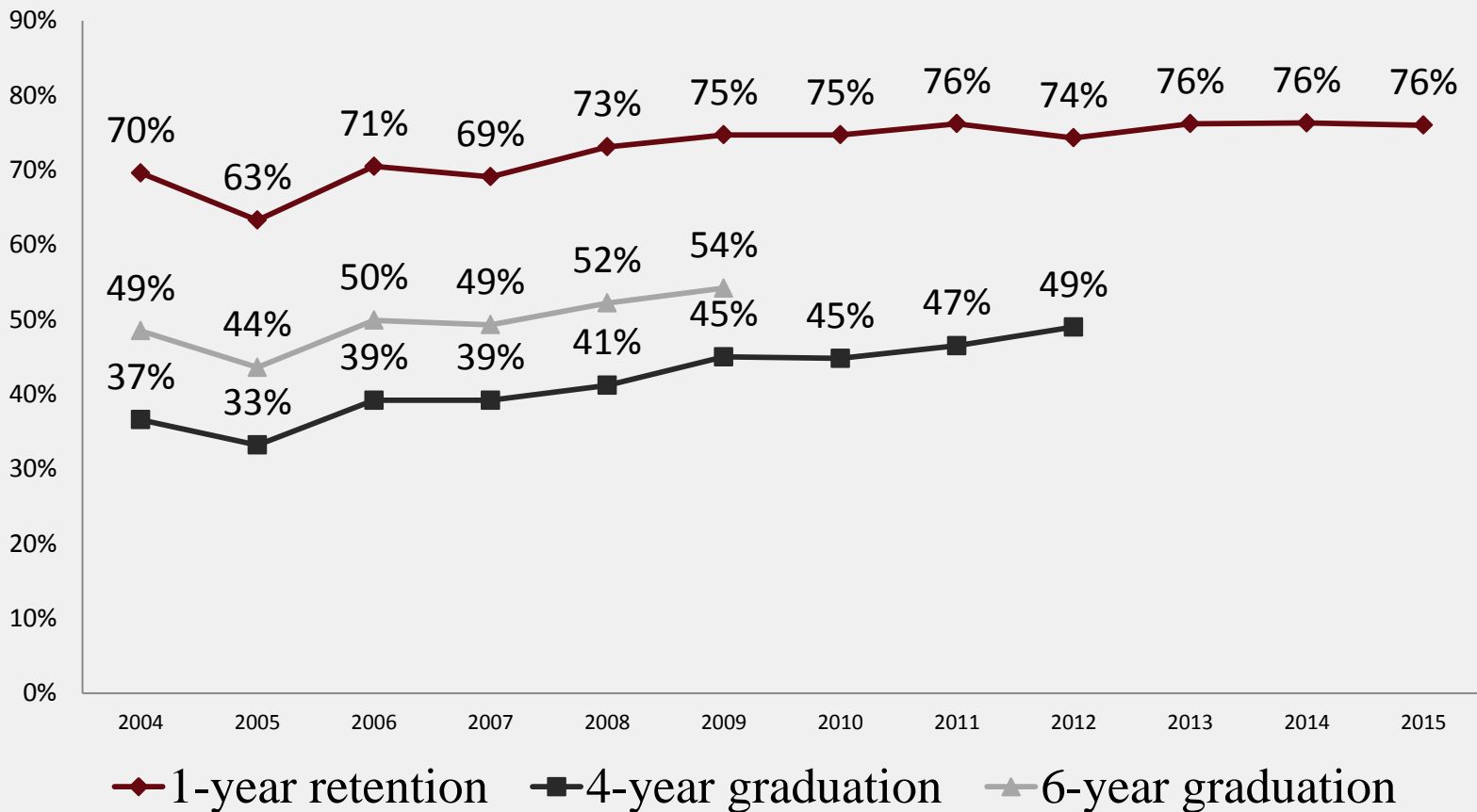


IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) Freshmen

(Note: Freshmen for all years are students to started with less than 30 credits)



IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) ALL





Institutional and Student Factors Associated with Student Success, Persistence, and Degree Completion

IUPUI Philosophy Statement to Guide Work with Transfer Students

“As an urban research institution, IUPUI is deeply committed to the educational success of all students. As part of this commitment, students who transfer to IUPUI will experience coordinated, holistic and developmentally appropriate support as they transition into and through the university. As they pursue their degrees, they will be intentionally connected to high-quality curricular and co-curricular learning experiences and provided continuous access to support services. Their student experiences will be based on a theoretical framework that supports the unique needs of transfer students. These experiences will enhance their academic and social integration, and commitment to attain academic and career goals.”

*As the FoE project progressed, the following philosophy statement was approved by the Foundations of Excellence Steering Committee, Council on Retention and Graduation and Executive Vice Chancellor of Academic Affairs

Strategies to Improve Transfer Student Success

- Offer ongoing outreach and preparation for staff and students
- Effectively prepare students for planned and unplanned transitions between institutions
- Identify early in the transition process their personal, academic, financial, and social goals as well as factors that may inhibit or facilitate success
- Provide administrative offices as support and service centers
- Facilitate faculty engagement in the transfer process
- Reward personnel who value students
- Implement user-friendly admission and enrollment processes
- Educate on financial aid options
- Engage in data-driven decision making
- Create a culture of performance and accountability

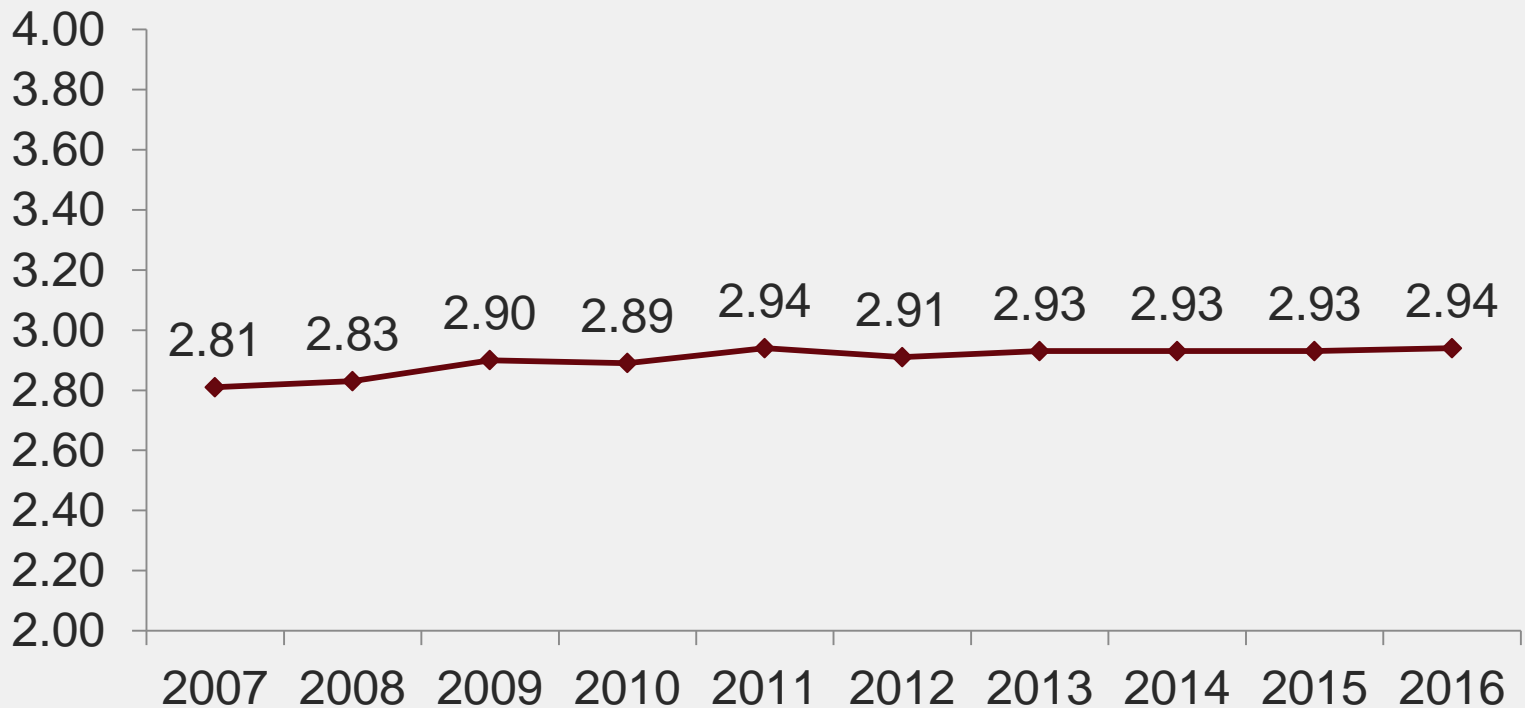
Source: <http://standards.cas.edu/getpdf.cfm?PDF=1C93DD47-0676-FCF1-0903338D7B2FCE15>; Council for the Advancement of Standards in Higher Education (CAS). TRANSFER STUDENT PROGRAMS AND SERVICES CAS Contextual Statement; (Handel, 2011)

Transfer Students Predictors of Success (Persistence and Academic Performance)

- Transferring in as a Junior or Senior (based on credits)
- Being directly admitted into a school at entry
- Being an International student
- Being older
- High Socioeconomic Status (SES) (not Pell Eligible)
- Not being First Generation
- High Transfer In GPA
- Enrolling in 15 or more credit hours first semester
- Placing into credit-bearing math at entry
- Achieving satisfactory academic performance in first semester

Average Incoming Transfer GPA

**80.3%-98.2% of New External Transfers
Submitted Transfer GPAs**



Compared to New Native Students, New Transfer Students were Significantly Different in the Following Ways (2016):

- Higher levels of External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities)
- Feel less connected to other IUPUI students
- Less likely to say IUPUI was their first choice of the colleges they were accepted to
- Less likely to feel a sense of Jaguar Pride
- Lower Academic Ability rating
- Lower Mathematical Ability rating
- Lower Ability to Seek Out Appropriate Help rating
- Lower Motivation for college work rating
- Lower Physical Health rating
- Lower Emotional Health rating
- Lower levels of satisfaction with the amount of financial support (from grants, loans, family members)
- Less likely to be satisfied with college life
- Less likely to change major field
- Less likely to change career choice

*****The good news is that there were many similarities with regard to feeling like fit right in on campus, grit, confidence levels, feelings about welcoming campus, ability to manage finances, amount of stress likely to experience in balancing school with work and family responsibilities**

(N=1675 Native Students; 320 Transfer Students Responded to the Entering Student Survey Taken During New Student Orientations Sessions)

2016 New External Transfers

Top Transfer Institutions

Last Post-Secondary School	N	%
Ivy Tech Comm Coll	485	38.3%
Ivy Tech Comm Coll Indianapls	409	32.3%
Ivy Tech Comm Coll Bloomington	32	2.5%
Ivy Tech Comm Coll Lafayette	29	2.3%
Ivy Tech Comm Coll Columbus	15	1.2%
Ball State University	42	3.3%
Vincennes University	57	4.5%
Indiana St Univ Terre Haute	47	3.7%
Purdue Univ West Lafayette	50	3.9%
Univ Indianapolis	37	2.9%
Univ Southern Indiana	31	2.4%

* (Approximately 60-62% of transfers come from these institutions)

2014 Indianapolis Full-Time New External Transfers Academic Performance and Retention

Last Post-Secondary School	N	Transfer GPA	Fall GPA	% Fall-Fall Retention IUPUI IN
Ivy Tech Community College Indianapolis	359	3.09	2.74	78%
Vincennes University	62	3.01	2.65	73%
Purdue University West Lafayette	55	2.40	2.96	91%
Indiana State University Terre Haute	55	2.77	2.13	60%
Ball State University	52	2.45	2.62	65%
University of Indianapolis	45	2.75	2.59	76%
University of Southern Indiana	31	2.86	2.59	77%
Ivy Tech Community College Bloomington	29	2.99	2.66	76%
Ivy Tech Community College Lafayette	26	2.97	2.49	58%
All 2014 Indianapolis External Transfers	1183	2.92	2.71	75%

2013 New External Transfers

Academic Performance and Retention

Last Post-Secondary School	N	Transfer GPA	Fall GPA	% Fall-Fall Retention IUPUI IN
Ivy Tech Community College Indianapolis	322	3.08	2.70	78%
Ball State University	92	2.58	2.82	73%
Purdue University West Lafayette	64	2.41	2.86	75%
Indiana State University Terre Haute	49	2.94	2.54	73%
Vincennes University	48	3.09	2.75	73%
University Indianapolis	37	2.82	2.47	73%
Ivy Tech Community College Lafayette	28	2.89	2.67	71%
University Southern Indiana	28	2.85	2.69	75%
Purdue Univ Calumet	16	2.74	2.55	75%
All 2013 External Transfers	1147	2.93	2.76	75%



Students from Community Colleges and Four-Year Institutions

Faculty/Staff Responses

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<u>Faculty:</u>					
Students from Ivy Tech have difficulty with the material in IUPUI classes	3.6	19.6	31.9	25.4	19.6
Ivy Tech students come to IUPUI well prepared	17.4	41.3	21.0	1.5	18.8
<u>Professional Staff:</u>					
Students from Ivy Tech have difficulty with the material in IUPUI classes	2.4	22.0	36.6	6.1	32.9
Ivy Tech students come to IUPUI well prepared	3.5	34.1	25.9	2.4	34.1

Faculty Perceptions of Transfer Students from Ivy Tech: Academic Preparation

- “Lack of being at the same level as those who have been at IUPUI from the beginning. It is a personal, emotional barrier, as well as an academic one.”
- “I believe the hardest barrier to overcome for most transfers is that the coursework at a four year institution can be more rigorous and demanding.”
- “Ivy Tech is not providing the same rigor IUPUI does, so students frequently perform poorly which creates a domino effect for subsequent classes.”
- “They do not have an orientation toward academic excellence.”

Analysis

All Fall external (non-IU) transfers

- Fall 2011-2014

Four groups

- Indiana Public Universities
- Indiana Community Colleges
- Other 4-year universities
- Other Community Colleges
- No International

Questions

- Are there differences between groups?
- What is the relationship with academic success?

So how do transfers from different institutions differ?

Direct Admit	Indiana public 4-year colleges and universities	Other 4-year colleges and universities	Indiana Community Colleges	Other Community Colleges
University College Admits	59.3	55.6	49.4	52.4
Dual/Direct Admits	40.7	44.4	50.6	47.6

Transfers from Indiana Community Colleges are more likely to be directly admitted into their school of choice ($\alpha \leq 0.05$)

So how do transfers from different institutions differ?

	Indiana public 4-year colleges and universities	Other 4-year colleges and universities	Indiana Community Colleges	Other Community Colleges
First Generation	67.1	69.2	60.0	66.4
Not First Generation	32.9	30.8	40.0	33.6

Transfers from Indiana Community Colleges are more likely to be First Generation ($\alpha \leq 0.05$)...

So how do transfers from different institutions differ?

Pell Grant	Indiana public 4-year colleges and universities	Other 4-year colleges and universities	Indiana Community Colleges	Other Community Colleges
No Pell	55.5	57.7	42.4	41.4
Pell	44.5	42.4	57.6	58.6

And are more likely to be receiving a Pell grant (along with transfers from other Community Colleges) ($\alpha \leq 0.05$)

So how do transfers from different institutions differ?

Institution Type	Mean Transfer Hours	Standard deviation	Standard Error
Indiana public 4-year colleges and universities	43.1	26.2	0.9
Other 4-year colleges and universities	41.9	27.0	0.8
Indiana Community Colleges ^{a b}	50.1	24.7	0.5
Other Community Colleges ^{a b}	50.3	28.1	1.5

^a Significant differences between this and Indiana public four year colleges

^b Significant differences between this and other four year colleges

Community College students transfer in significantly more hours

So how do transfers from different institutions differ?

Institution Type	Mean Transfer GPA	Standard deviation	Standard Error
Indiana public 4-year colleges and universities	2.63	0.7	0.02
Other 4-year colleges and universities ^a	2.83	0.7	0.02
Indiana Community Colleges ^{a b}	3.08	0.6	0.01
Other Community Colleges ^{a b}	3.09	0.6	0.03

^a Significant differences between this and Indiana public four year colleges

^b Significant differences between this and other four year colleges

And have a higher transfer GPA

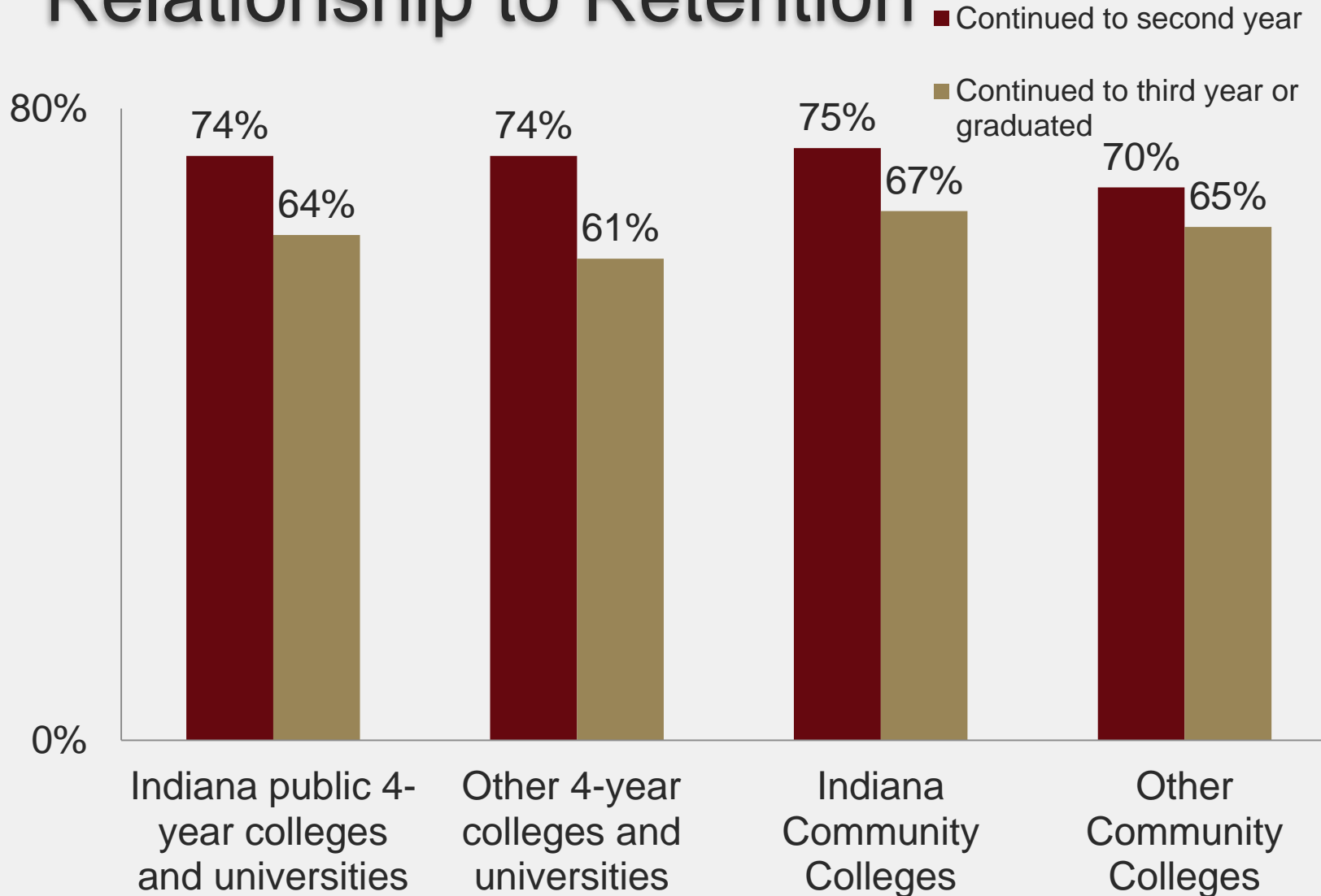
What does this mean?

Relationship to First-Year GPA

Institution Type	Mean first-year GPA	Standard deviation	Standard Error
Indiana public 4-year colleges and universities	2.59	1.00	0.04
Other 4-year colleges and universities	2.66	1.01	0.04
Indiana Community Colleges	2.64	0.92	0.02
Other Community Colleges	2.70	1.03	0.07

No significance differences between groups based on first-year GPA

Relationship to Retention



Our message

Students who do
well at a
Community
College tend to do
well here!

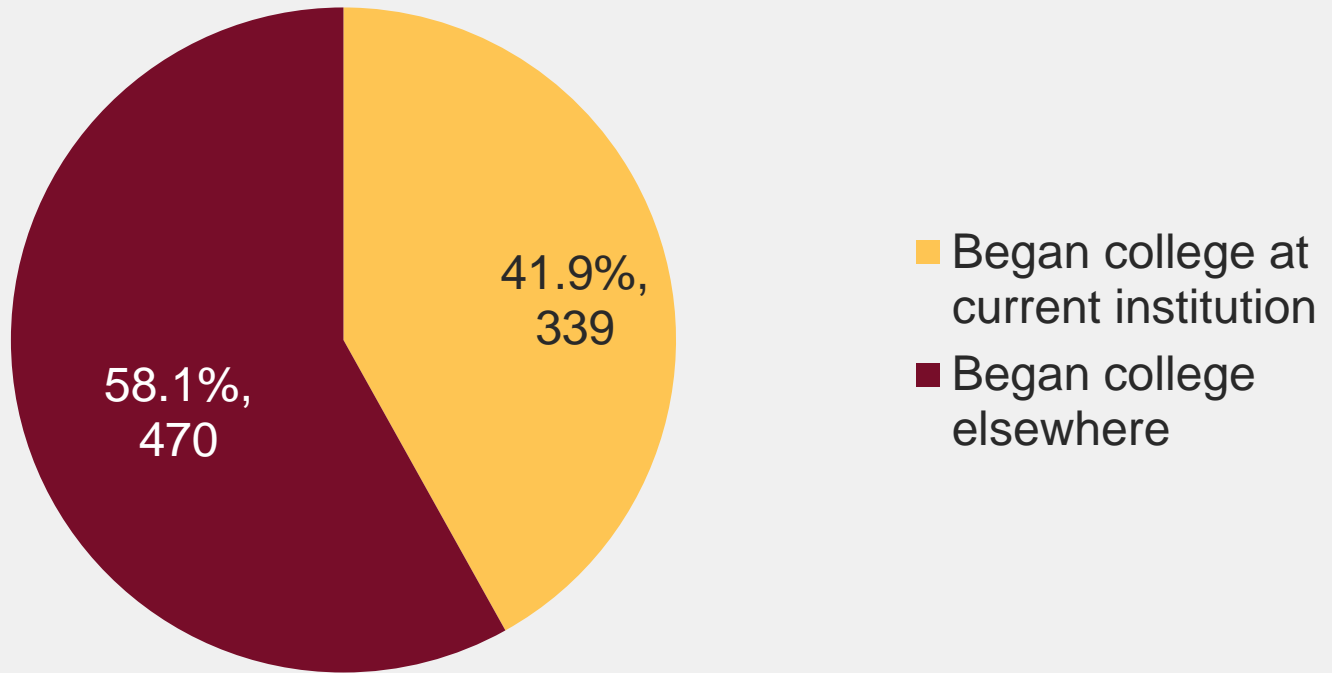




Transfer Student Engagement

Spring 2015 NSSE Results

Total NSSE 2015 Seniors



Data from Spring 2015 of the National Survey of Student Engagement (NSSE).
Original item was "Did you begin at your current institution or elsewhere?"

Spring 2015 NSSE Results

Reflective and Integrative Learning among Seniors

	Transfer Status	N	Mean	Never	Sometimes	Often	Very Often
				Percentages			
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective*	Began Here	338	2.94	4.7	24.5	42.2	28.3
	Began Elsewhere	465	3.07	3.4	20.0	41.9	33.6
Connected ideas from your courses to your prior experiences and knowledge*	Began Here	336	3.20	1.5	16.8	41.6	39.2
	Began Elsewhere	466	3.32	0.9	12.9	40.1	46.1

* $p < .05$

Spring 2015 NSSE Results

Student-Faculty Interactions Among Seniors

	Transfer Status	N	Mean	Never	Sometimes	Often	Very Often
				Percentages			
Worked with a faculty member on activities other than coursework (committees, student groups, etc.*	Began Here	338	2.94	4.7	24.5	42.2	28.3
	Began Elsewhere	465	3.07	3.4	20.0	41.9	33.6

*p<.05

More Information!

Website:

<http://irds.iupui.edu>