

Program Review and Assessment Committee

February Meeting 2018: Thursday, February 15, 1:30-3:00 pm, AD 1006

Minutes

Attending: K. Alfrey, P. Altenburger, R. Bentley, A. Chase, D. DeMeester, T. Freeman, J. Gladden, S. Graunke, T. Hahn, M. Hansen, W. Helling, C. Kacius, S. Kahn, M. Kolb, J. Lee, D. LeMay, S. Lowe, C. Marsiglio, P. Morris, K. Murtadha, H. Mzumara, S. Ninon, K. Norris, L. Peters, M. Priest, E. Ramos, T. Roberson, K. Sheeler, A. Rao, M. Urtel, S. Weeden, J. Yan.
Guests: M. Bannatyne, R. Applegate.

1. Welcome, Review and Approval of January Minutes (2 minutes)
 - T. Freeman called the meeting to order at 1:30pm
 - T. Freeman asked if there were any new members –S. Ninon from DSA introduced herself
 - Motion made, seconded and passed to approve January minutes.

2. Update on the Record of Experiential and Applied Learning (REAL) Initiative — Tom Hahn, Director of Research and Program Evaluation, IUPUI Center for Service & Learning. (30 minutes)
 - T. Hahn – Purpose of the REAL Initiative is to document student learning outside the classroom (nothing curricular) that have been assessed. Lumina CFP for institutions to develop a prototype. IUPUI is one of 30 institutions awarded. The role of the REAL subcommittee is to review and approve experiences that then become eligible for ‘credit’. Goal: 50 approved experiences for our 50th Anniversary.
 - Verified Experiences: Diversity, Global Engagement, Internships/Career Development, Leadership, Research, Service, Creative Expression (old experiences: Internships, Service, Study Abroad, UG Research, Diversity)
 - To qualify, an experience must demonstrate: integration of knowledge, reflection, assessment plan, and person responsible for reviewing and approving submitted experiences (see slide 13).
Questions:
 - What happens after a student completes this? It goes to the designated person for the approved experience, then after it has been assess, it goes to the Registrar for formal documentation. People interested in creating experiences can access the form from the PRAC website. Eric Sickles (DUE) is working on how to market this.
 - T. Freeman – examples? T. Hahn – Sam H. Jones Scholars program, which has embedded reflection and learning outcomes. One additional one being considered is the Service Learning Assistant Application?
 - T. Freeman – can students request credit for only pre-approved experiences? Mary Beth should answer that, but right now, it only works for pre-approved experiences.
 - M. Urtel -If we offer a UG Research course (0 credit first, then the 1 credit), then they go to get credit for an approved experience but they go to CRL. How do you prevent double-dipping? Once an experience is approved, they then enter the student’s name,

the person in UG Research should check with the faculty member that the student worked with on the project.

- M. Urtel - Who is responsible for the creative expression category? Not yet determined.
 - Students can get a link to send to an employer or print out.
 - This is IU system-wide.
3. Discussion on Capturing Campus-wide Student Learning Outcomes—Rachel Applegate, Indianapolis Faculty Council (IFC) President, Mark Bannatyne, IFC Academic Affairs Committee Chair (30 minutes)
- R. Applegate – IFC would like your suggestions for capturing campus-wide learning outcome information. What is the easiest way to capture the information? For example, the NSSE (National Survey of Student Engagement) asks students if they have had certain experiences. It's a national, so hard when we can't get experiences specific to IUPUI. Course Evals may be a place where we can add questions. Matrix sampling would allow us to not add a lot of questions to every survey. But, what are the pros and cons of these processes? None are perfect. For example, response rates are problematic. What's the best way to get information campus-wide about students? If the campus mandates anything, it will go through IFC for approval.
 - M. Hansen- if it wasn't every course, but perhaps capstone level. For example, "do our students feel prepared for grad school, work, etc?" But, not every school has capstone, so that may be a challenge or require an alternative.
 - What kinds of questions do you foresee? "Interacted with people from diverse backgrounds?" "What do you think about your HIP experiences?" It would not be about the particular class, but instead, about their entire program of study. We would use clauses at the front to get students thinking at the higher levels? R. Applegate
 - J. Lee – response rates – I'm skeptical about using the course evals for anything important. What are response rates for course evals? – M. Hansen – it varies by school. H. Mzmura - Lowest is ~45%; campus wide is ~54-57%. Online using mobile devices is helpful...schools using Blue have higher rates. M Urtel. – is there a way to prevent multiple responses with NSSE – yes. But, that is not possible using course evals. M. Hansen- that's why we were thinking capstones.
 - A. Chase – if we reduce it to just capstone, we could see how the responses are impacted longitudinally. Longitudinally across the university experience, not individual students. For example, 2nd years say "X", 4th years say "Y".
 - T. Freeman – we need to better understand what is included in a capstone. But also how it is scaffolded across their program of study. Perhaps look at the capstone committee report.
 - H. Mzmura/R. Applegate – Blue (used everywhere except NURS and DENT).
 - T. Roberson - This would be really great for units to get data/feedback on skills that are difficult to assess. For example, business ethics is hard to assess within the framework of a business class. Because it gives students the opportunity to think across multiple experiences.
 - Goal – most data for the least amount of effort. Some schools have an exit survey. For example, BUS uses an exit survey – learning what students were learning and where in their programs so they could make substantive changes to their curriculum.

- R. Applegate – does your school have a good exit survey that captures this? PETM and BUS said yes. So, is it easier to create an exit survey or use course evals? Challenge – T. Robberson – “sofa bed problem” – not really good as a sofa, but not really good as a bed --- you lose the effectiveness of tapping into something that currently exists.
 - M. Hansen – 1 year out alumni surveys are great, but it’s not easy (1st destination survey). We will do a campus-wide alumni survey.
 - M. Hansen - NSSE response rate depends on 3 things: is it representative of all populations? Low response rates gives us non-response bias as well. Large sample sizes tend to balance out the effects. Our alumni response rate was low – 12%.
 - M. Bannatyne – My experiences parallel these. We stopped with the exit evals because it became a complaint session. Now we survey a couple of years out, which allows students to be more reflective of their experience. And, we also survey their employers to get their perspective, which has resulted in a great deal of useful data.
4. IRDS Presentation: High-Impact Practices at IUPUI/The National Survey of Student Engagement (NSSE) Administration — Michele Hanson, Assistant Vice Chancellor for Institutional Research and Decision Support, Steve Graunke, Director of Institutional Research and Assessment. (20 minutes)
- We are interested in not only do students participate in HIPs, but were the HIPs done well (hit the markers of HIPs – slide 3). What we learned with our course tags – poor fidelity. If done well (with fidelity), it can lead to the desired outcomes. Taxonomies are used to guide practices (fundamentally developed to ensure HIPs are done well). Benefits of taxonomies – guide curriculum, used in assessment, course development, resource.
 - RISE Course Tags in Retention – 83% one year retention rate. Note -not duplicated student headcount. If a student participated in 2 SL and 2 R, they only get counted for 1 in each category. NSSE engagement indicators – suggests that when students do more than 1 HIP, they have higher-order learning scores. Our local data is matching national data.
 - S. Graunke administered survey and gathered qualitative data from all RISE tagged courses – (see slides) collaborating with others; teamwork; hands-on experience, applied learning; sense of purpose/commitment to major.
 - Faculty Engagement in HIPs – upcoming faculty survey. Majority of faculty are doing periodic structured reflection. Lectures and part-time faculty tend to do more TLCs and lower level courses and as they get into higher level courses are taught by more full-time faculty. Underserved students who participate in TLCs have higher retention rates than non-participants. Lessons learned from local assessment and national (see slide 23).
 - S. Graunke – Tableau reports on HIPs – 2015 data and how we compare to peer institutions. SL is the most common. We will update this with our 2018 NSSE results.
 - 1st NSSE email went out on Tuesday. Response rates by school were shared (see slide 26). We will also be sending Canvas message to students who were selected for the sample. IUPUC got all of this as well. This goes to 1st years and seniors (90 credit hours or more) – all of them. Reminders are scheduled and signed by various leaders (Kathy Johnson, Jay Gladden), so please encourage

your students to respond. Students who complete is by May 1st will be entered into a drawing for 1 of 8 Amazon gift cards worth \$100 each. Closes May 31st

- T. Freeman – through NSSE, our students are less likely to do study abroad. Do we know why? S. Graunke – there is a financial issue for our students (more likely to have Pell, less like to do it). In fact, honor college students are most likely to participate. OIA is working on creating more opportunities for students with financial difficulties.
- Schools that have 90% response rate for course evals use a sharing strategy – encourage students in the last 10min of class using their mobile device. Use follow-up reminders. Blue 7 (latest version) does an integration with Canvas sending reminders through emails so that it is easier for students to get it (as opposed to digging through their emails). T Freeman -If students complete it in class, is the protocol that faculty still leave the room – yes. Also, sharing the results and how you are using the feedback encourages participation. For example, show how previous responses were used to change the course. Develop a culture of useful and informed decision making.

5. Announcements and Adjournment — (8 minutes)

J. Lee – Spring 2018 review of general education courses process is underway. We are short a reviewer. Ideally have competence in the life and physical sciences. There are 6 dossiers, but if I get more than one volunteer, there may be fewer to review.

K. Sheeler – we are in the process of working on the PULs/PCLs review. Hopefully by Monday there will be a next iteration going out to all faculty/staff at IUPUI and IUPUC campuses. Please share this within your units and get some feedback. What is the best mechanisms for feedback? Multiple ways – email me; communicate with UAC rep for your unit; communicate with the IFC rep for your unit.

A. Chase – CFPs are out for the Assessment Institute and due March 9th

Future PRAC Meeting Dates:

Thursday, March 8, 1:30-3:00 University Hall (AD) 1006

Thursday, April 19, 1:30-3:00 University Hall (AD) 1006

Thursday, May 10, 1:30-3:00 University Hall (AD) 1006



Steve S. Graunke and Michele J. Hansen
Institutional Research and Decision Support (IRDS)

Assessing High-Impact Practices (Engaged Learning) at IUPUI

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High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects
- ★ E-portfolios

LEAP



Markers of HIPs Done Well

- Expectations set at appropriately high levels
- Significant investment of time and effort
- Interactions with faculty and peers
- Experiences with diversity
- Frequent and constructive feedback
- Periodic and structured opportunities for reflection
- Relevance through real-world applications
- Public demonstration of competence

(Kuh, 2008; Kuh & O'Donnell, 2013)



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HIP Program Fidelity

- Fidelity is defined by Webster as “the quality or state of being faithful, the accuracy in details, exactness.”
- Program fidelity assessment offers another level of detail about the program as implemented by examining the degree to which interventions are implemented as theoretically planned.
 - Poor Fidelity Examples
 - LC implemented with no integrative learning assignments.
 - SL implemented with no structured reflection.
 - Undergraduate Research with no faculty mentoring.
- It is not possible to test the effectiveness of an intervention if the intervention failed to be implemented as planned (Scott & Sechrest, 1989).



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HIP Benefits and Outcomes

High Impact practices are positively associated with:

- Persistence and GPAs
- Deep approaches to learning
- Higher rates of student-faculty interaction
- Increases in critical thinking and writing skills
- Greater appreciation for diversity
- Higher student engagement overall

Bronwell, J & Swaner, L (2010); Hansen & Schmidt (in press; *Journal of The First-Year Experience and Students in Transition*); NSSE, (2007); Kuh (2008)



Taxonomies - Background - IUPUI

- IUPUI
 - Executive Vice Chancellor and Academic Chief Officer asked that each unit with responsibility for a high impact teaching practice develop a taxonomy to serve as a frame work that can guide quality course design, implementation, assessment and improvement. This approach matches supports the campus assessment strategy, managed through the Office of Institutional Research and Decision Support (IRDS), to understand the value of HIPs on student learning and success.

All taxonomies may be found at <https://rise.iupui.edu/taxonomies>



Taxonomies – Benefits

- Fidelity Issues (taxonomies can serve as a guide to curriculum committees and course schedulers tagging RISE courses)
- Assessment (the quality of the HIP experience can be evaluated and the intensity measured)
- Course development (guide/tool for instructors interested in creating or improving courses)
- Resource (can be used when evaluating applications for course development grants and other HIP awards connected to curriculum)



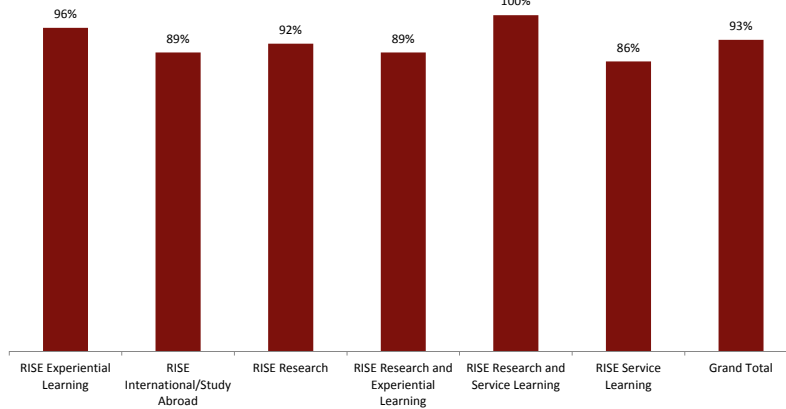
RISE Type by School of Major at Fall 2016 Census

	RISE Experiential Learning		RISE International/ Study Abroad		RISE Research		RISE Research and Experiential Learning		RISE Research and Service Learning		RISE Service Learning		Total	Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Graduate Students	1	0%	1	0%	2	0%	0	0%	0	0%	1	0%	5
Undergraduate Non-degree	13	0%	17	2%	6	1%	0	0%	0	0%	27	1%	63	1%
Business Undergraduate	1,188	20%	300	39%	2	0%	0	0%	0	0%	146	6%	1,636	17%
Dental Aux Educ Undergraduate	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
Education Undergraduate	1,154	20%	4	1%	6	1%	0	0%	0	0%	162	6%	1,326	13%
Engineering and Technology UGRD	303	5%	52	7%	88	13%	0	0%	0	0%	27	1%	470	5%
Health & Rehab Sci Ugrd	42	1%	6	1%	0	0%	0	0%	0	0%	12	0%	60	1%
Herron Art Undergraduate	101	2%	2	0%	65	10%	0	0%	1	33%	7	0%	176	2%
Informatics Undergraduate	137	2%	10	1%	48	7%	0	0%	0	0%	17	1%	212	2%
Liberal Arts & General Studies UGRD	285	5%	23	3%	182	28%	3	17%	2	67%	115	4%	610	6%
Medicine Undergraduate	248	4%	0	0%	1	0%	0	0%	0	0%	0	0%	249	3%
Nursing Undergraduates	1,084	19%	1	0%	0	0%	0	0%	0	0%	328	13%	1,413	14%
Philanthropy Undergraduate	38	1%	0	0%	13	2%	0	0%	0	0%	38	1%	89	1%
Phys, Educ. & Tourisn Mgmt	314	5%	80	10%	47	7%	0	0%	0	0%	275	11%	716	7%
Pub & Envir Aff Undergraduate	167	3%	4	1%	2	0%	0	0%	0	0%	224	9%	397	4%
Public Health Undergraduate	63	1%	1	0%	1	0%	0	0%	0	0%	31	1%	96	1%
Science Undergraduate	293	5%	13	2%	182	28%	15	83%	0	0%	226	9%	729	7%
Social Work and Labor Studies UGRD	113	2%	1	0%	2	0%	0	0%	0	0%	13	0%	129	1%
University College Undergraduates	254	4%	260	34%	14	2%	0	0%	0	0%	959	37%	1,487	15%
Grand Total	5,799	100%	775	100%	661	100%	18	100%	3	100%	2,608	100%	9,864	100%



Fall 2016 RISE Course Tags and One-Year Retention

One-Year Retention for all Students in a Course Tagged as RISE
IUPUI Retention Rate for 2016 All Students Retained or Graduated
One Year Later 83%



Students are counted once for every RISE course enrolled in. They may be enrolled in more than one course tagged as RISE. This is duplicated headcount.



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Assessment Methods

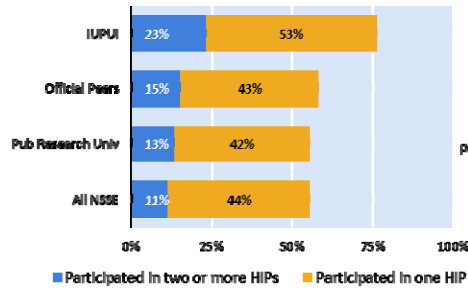
- Employ mixed-method designs using qualitative and quantitative methods.
- Attempt to understand how HIPs and RISE experiences influence students' success levels (e.g., retention rates, GPAs, engagement, civic outcomes).
- Administer end-of-course questionnaires (designed to provide information on students' perceptions of course benefits, learning outcomes, satisfaction levels, why decided to enroll)
- Administer campus-wide questionnaires
- Administer National Survey of Student Engagement
- Conduct focus groups and individual interviews.
- Collect direct measures of student learning (e.g., electronic portfolios and embedded course assessment)



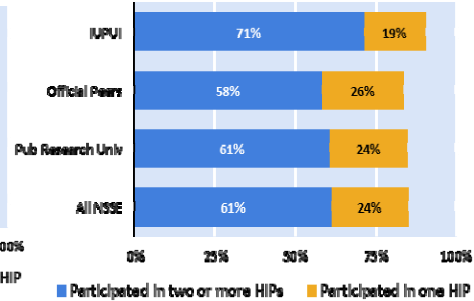
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High Impact Practices

First-Year Students



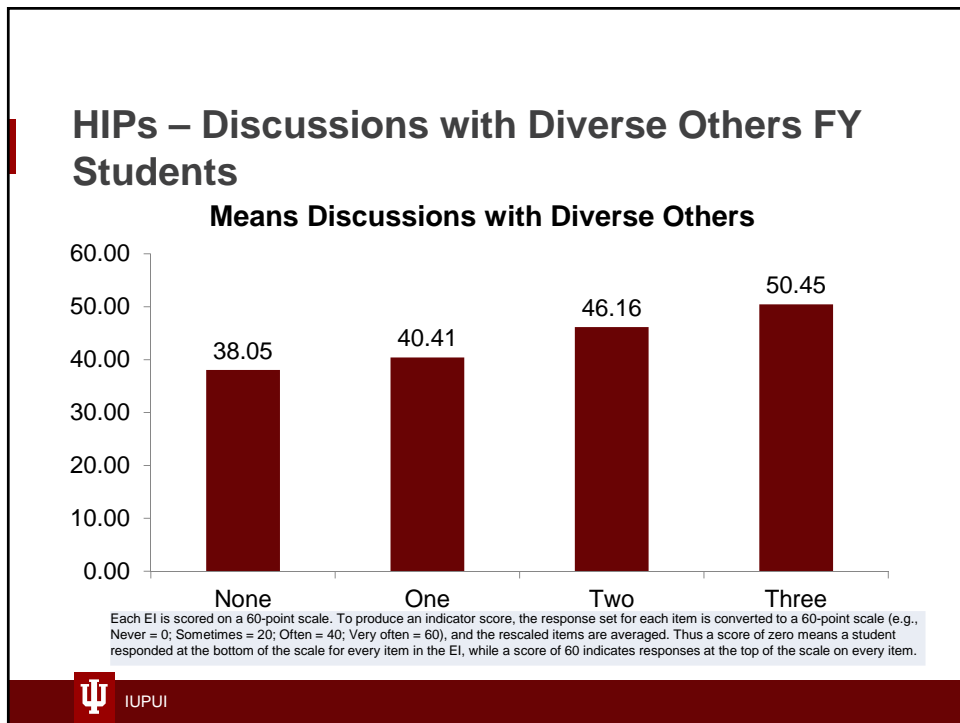
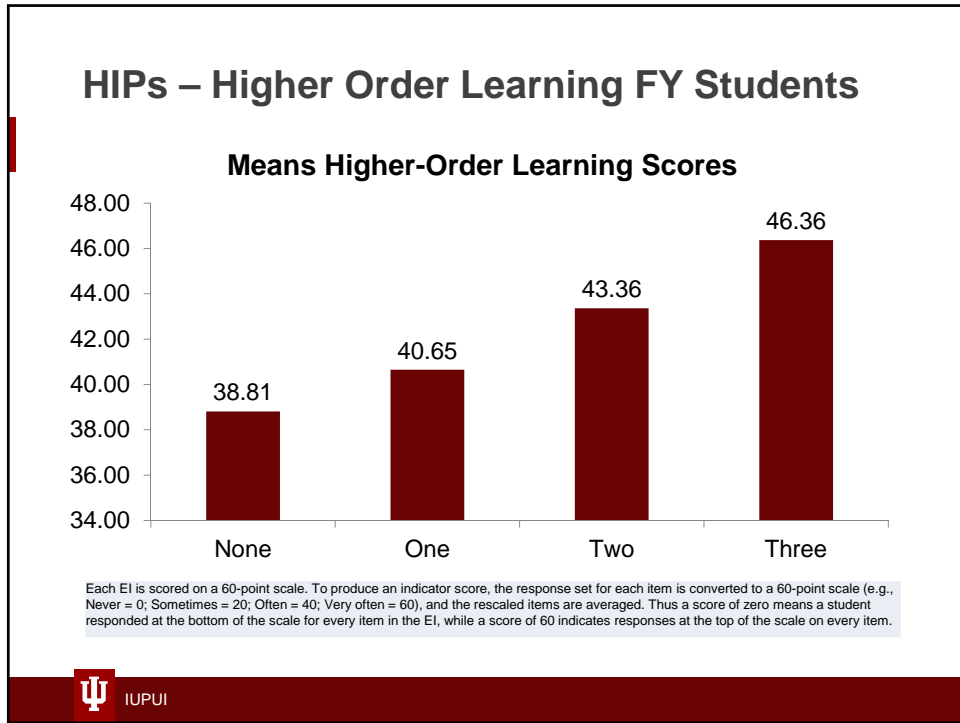
Seniors



- IUPUI students significantly more likely to participate in learning communities, service learning, internships or field experience, and capstones.
- IUPUI students less likely to participate in study abroad.
- Similar levels of participation in undergraduate research.

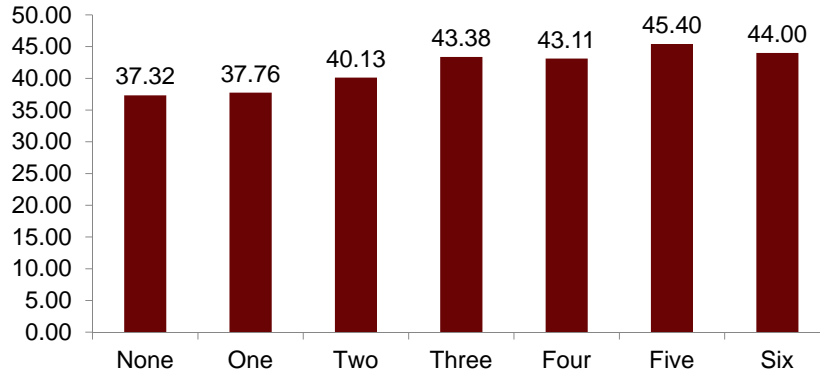


NSSE Engagement Indicators



HIPs – Higher Order Learning Senior Students

Means Higher-Order Learning Scores

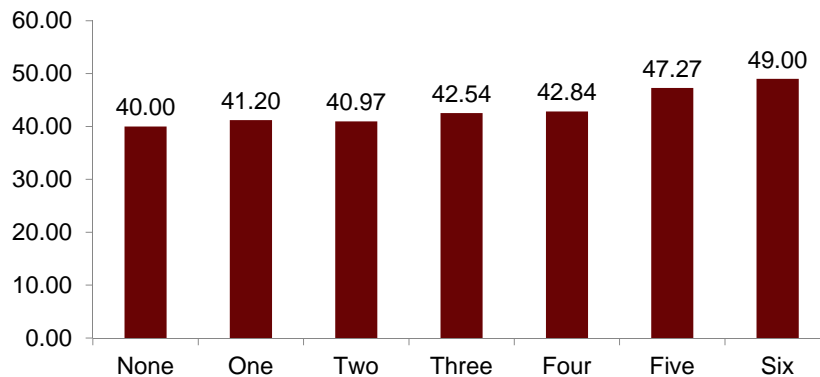


Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.



HIPs – Discussions with Diverse Others Senior Students

Means Discussions with Diverse Peers



Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.



Qualitative Results: Understanding Students' Voices and Perspectives



Team Work

"By participating in group activities and presentations, the RISE experience contributed to my learning by helping me collaborate with other group members in coming up with solutions to problems in class as well as on projects."

"Learning to work with my peers and I learned patience."

"Taught me to work in a group and delegate work based on group members' strengths and weaknesses."



Hands-On Experiences

"The course put me in a hands-on situation working with a real nonprofit organization. This allowed me to experience the issues firsthand and provide relevant recommendations accordingly."

"I liked the fact that I was able to experience real applications of what I am learning at IUPUI. Oftentimes, students lose sight of the application of the academics and it's important to maintain perspective."

"Really applying class concepts, not regurgitating information for an exam."



Sense of Purpose/Commitment to Major

"The RISE class itself helped me to understand my purpose in life. I am a social work major student and it related so well to my passion of helping others."

"I guess it helped me clarify that what I'm majoring in is what I do want to do."

"I completed a project that directly impacted me in my current career that contained applications from the course."



Faculty Engagement in High Impact Practices

Percentage and number of faculty who have done the following in the past two years:	Tenure-track Faculty	Lecturer	Part-time Faculty
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	37.7% 81	36.6%* 34	14.7%*** 21
Include a study abroad/international travel experience as part of a course	8.4% 18	10.8% 10	1.4%* 2
Require an undergraduate research project as part of your course	55.9% 119	39.8% 37	21.0%*** 30
Teach as part of a Themed Learning Community for first-year students or some other formal program where groups of students take two or more classes together	4.7% 10	30.1%* 28	11.9%*** 17
Mentor an undergraduate student on a research project	59.3% 127	36.6% 34	15.4%*** 22
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	44.6% 95	33.3% 31	4.9%*** 7
Require students to participate in a community-based project (service-learning) as part of a course	23.3% 50	32.3% 30	19.6% 28
Provide periodic and structured opportunities for reflection	53.1% 113	57.0% 53	44.1% 63
Advise a student organization or group	31.3% 67	49.5%* 46	13.4%*** 19

***p<.001; **p<.01; *p<.05, group compared to tenure-track faculty. Not all faculty responded to all the items.



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Respondents: 300 Tenure Track Faculty, 103 Lecturers, 208 Part-Time Faculty 815 total respondents, response rate = 43%

Underserved Students Participation and Outcomes: 2016 Themed Learning Communities (TLCs)

Student Characteristic	TLC Participants				Nonparticipants			
	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA
African American	69	84%	75%	2.54	285	71%	67%	2.39
Latino(a)/Hispanic	80	75%	70%	2.54	232	70%	64%	2.51
Afr. American, Latino,(a) Two or More Races	192	79%	73%	2.56	660	70%	65%	2.46
First Generation	277	74%	70%	2.63	847	68%	64%	2.55
Received Federal Pell Grant (proxy for low income)	332	75%	70%	2.57	1,133	68%	64%	2.56
Twenty First Century Scholars State Aid	230	76%	70%	2.58	724	67%	61%	2.49

Bolded items significantly different based on independent samples t-test or chi-square results.



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Lessons Learned From Local Assessment and National Literature HIPs in First Year

- High Impact Practices have differential impacts.
- Underserved and underrepresented students benefit from HIPs. So reach out and encourage participation.
- Important to design internally valid studies that employ comparison groups.
- Important to clearly describe HIPs (activities, instructional strategies, assignments, intended outcomes).
- Critical that HIPs are done well and with fidelity.
- Lack of studies that investigate direct measures of learning.



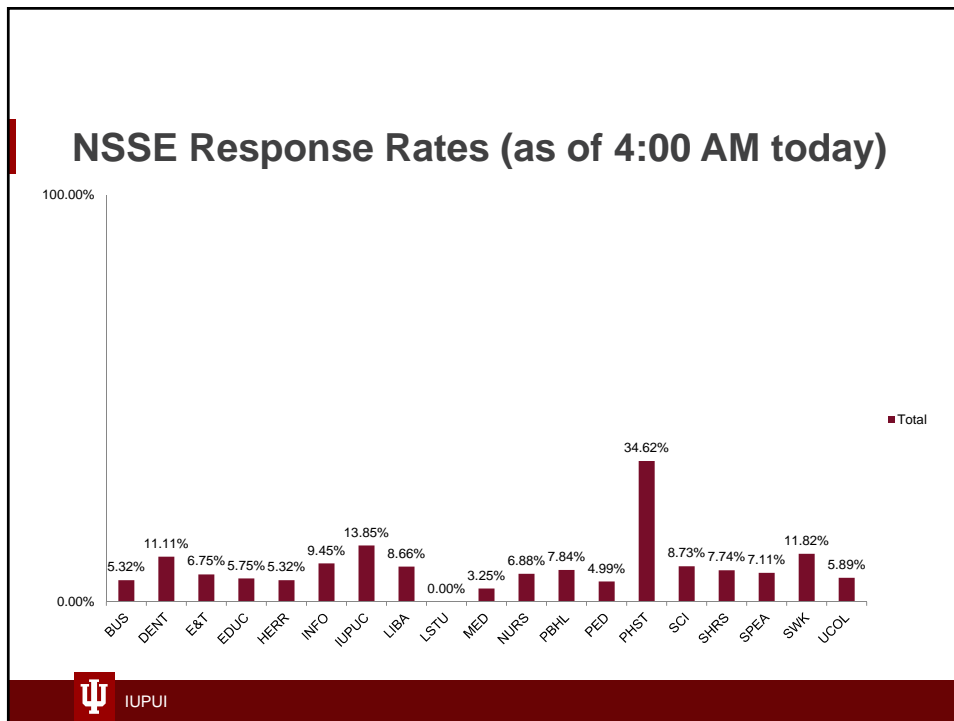
NSSE HIP Dashboard

[NSSE Tableau Dashboard
\(IUPUI Data Link\)](#)



INDIANA UNIVERSITY PURDUE

NSSE 2018 is underway!



Emails to students

1. Invitation: Tuesday, February 13
2. Reminder 1: Wednesday, February 21
3. Reminder 2: Tuesday, February 27
4. Reminder 3: Wednesday, March 7
5. Final Reminder: Tuesday, March 20



Supplemental Canvas messages

The screenshot shows a Canvas email interface. The left sidebar contains navigation icons for Account, Dashboard, Courses, Groups, and Calendar. The main area displays an email from 'National Survey of Student Engagement' with the subject 'Take the NSSE Survey'. The email body contains an invitation letter with a link to the survey. A legend box in the bottom right corner identifies the parts of the message:

1. Message summary in Inbox
2. Subject
3. Sender
4. Message body



Promoting the survey to students

1. First email 2/13
 - Consider mentioning to students
 - Direct them to Canvas message or email
2. General Canvas announcement
3. In appreciation for participating, we will enter all IUPUI students who complete the survey by May 1 into a drawing for **1 of 8 Amazon gift cards worth \$100 each.**
4. NSSE Flier



Questions?



WHAT ARE

IUPUI STUDENTS

DOING?

**FRESHMEN
AND
SENIORS**



IUPUI

CHANCE TO WIN

\$100

Tell us about your experiences in a 20-minute survey!

Your responses could help improve programs for students.

Those who finish will be entered to win 1 of 8

\$100 AMAZON GIFT CARDS!

To take the survey:

Visit your IUPUI Email or Canvas Messages Tab for the link!

Contact sgraunke@iupui.edu or jtrauch@iupui.edu with any questions.

Please consider adding the following message to your announcements in Canvas.

Subject: Take the NSSE

This semester, all first-year and senior students will have the chance to provide feedback to IUPUI through the National Survey of Student Engagement (NSSE). NSSE is your bridge to making real changes on campus. First-year and senior students should see a message in their Canvas inbox from the National Survey of Student Engagement that says **“Take the NSSE Survey.”**

Please consider taking the survey. Your opinions matter. Feedback from NSSE influenced the design of the Campus Center, helped shape advising on campus, and inspired the integration of more diversity-related themes into Summer Bridge and First-Year Seminar courses. IUPUI really does hear your voice and we really do make changes based on what you tell us.

There is no obligation to complete NSSE. The decision to complete NSSE or not complete NSSE will not have any impact on your grade in this course or adversely affect your relationship with IUPUI. Also, in appreciation for participating, all IUPUI students who complete the survey by May 1 will be entered into a drawing for **1 of 8 Amazon gift cards worth \$100 each.**

If you have any questions, please contact Steve Graunke at sgraunke@iupui.edu.

Thanks for your help in improving the IUPUI student experience!

*Documenting Experiential and Applied Learning Through the New
IUPUI Comprehensive Student Records Project*

REAL Subcommittee Update

Thomas Hahn, tomhahn@iupui.edu
Director of Research and Program Evaluation

*PRAC Meeting
February 15, 2018*



IUPUI
CENTER FOR SERVICE AND LEARNING
Division of Undergraduate Education

Background

- Higher education is recognizing that student learning occurs in numerous places and ways outside of our traditional classrooms
- How might we reflect these experiences so students are better able to demonstrate and articulate their overall learning



AACRAO/NASPA/LUMINA PROJECT IUPUI Invited

Source: Comprehensive Student Record Project Overview, Chicago, 10/2015

1. Accelerate the creation of a comprehensive student record that includes more than the "official academic record."
2. Develop a framework for the development of these records.
3. Document the operational and policy considerations for registrars, student affairs officers and other higher education professionals to share with their campuses.
4. Document ways in which the credit hour limits or fails to limit the development of student records



INDIANA UNIVERSITY - PURDUE UNIVERSITY
INDIANAPOLIS

2

AACRAO/NAPSA PROJECT & IUPUI Invited

Source: Comprehensive Student Record Project Overview, Chicago, 10/2015

5. Directly assist a group of 12 institutions in developing models of more comprehensive records that may include:
 - Learning outcomes for experiences outside the classroom
 - Co-curricular learning records and outcomes
6. Communicate the results of the project to higher education audiences, generally:
 - During the project to discuss challenges, progress, results.
 - At the conclusion of the project to provide models that institutions may choose to emulate.



INDIANA UNIVERSITY - PURDUE
UNIVERSITY INDIANAPOLIS

3

GOALS OF THE IUPUI PROJECT

Create a partnership between Student Records and Student Affairs

Create a student achievement record reflecting **ASSESSED** learning experiences that have occurred outside of the classroom

Registrar-verified, delivered electronically
Include link to student self-reported co-curricular activities



Initial Accomplishments

- Template created to submit requests for experiences to be reflected on the REAL
- Five pilot experiences approved
- User Assessment Agreement
- Workflow process to submit each completed student experience
- Record of Experiential and Applied Learning drafted




IUPUI Achievement Record - Initial Experiences

<u>Verified Experience</u>	<u>Responsible Office</u>
Internships	Campus Career & Advising Services
Service	Center for Service & Learning
Study Abroad	International Services
UG Research	Center for Research & Learning
Diversity	Office of Diversity: Multi-Cultural Center



INDIANA UNIVERSITY - PURDUE
UNIVERSITY INDIANAPOLIS

6










Experiential and Applied Learning Record

IUPUI validates all achievements practiced on this record and it is an official University document. Within each program responsible for the achievement and validation occurs in the Office of the Registrar. Each achievement is maintained in a centralized system. Note that achievements reflected by the semester may have occurred during only a portion of the semester.

Student Information
Name: Cassi Hunter
Student ID: 00023568594

SUMMARY OF IUPUI ACHIEVEMENTS

 DIVERSITY 1 semesters	 GLOBAL ENGAGEMENT 2 semesters	 INTERNSHIPS/COOPERATIVE 470 hours	 LEADERSHIP 9 semesters	 RESEARCH 820 hours	 SERVICE 110 hours	 CREATIVE EXPRESSION 4 semesters
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ACHIEVEMENT TIMELINE

<p>2012</p> <ul style="list-style-type: none"> ● Sam H. Jones Community Service Scholarship <p>2013</p> <ul style="list-style-type: none"> ● Sam H. Jones Community Service Scholarship ● Sam H. Jones Community Service Scholarship ● Dance Recital <p>2014</p> <ul style="list-style-type: none"> ● Summer Orientation Leader ● Dance Recital 	<p>2014</p> <p>SUMMER</p> <ul style="list-style-type: none"> ● Summer Orientation Leader <p>SPRING</p> <ul style="list-style-type: none"> ● First Year Seminar Mentor ● Sam H. Jones Community Service Scholarship ● The Nut Cracker <p>FALL</p> <ul style="list-style-type: none"> ● Experience in Professionalism ● Multicultural Leadership Empowerment Program 	<p>2015</p> <p>SPRING</p> <ul style="list-style-type: none"> ● British Virgin Islands ● First-Year Seminar Mentor ● Undergraduate Research Opportunity <p>FALL</p> <ul style="list-style-type: none"> ● Resident Assistant Program 	<p>2017</p> <p>SUMMER</p> <ul style="list-style-type: none"> ● China <p>SPRING</p> <ul style="list-style-type: none"> ● Accounting Intern ● Indiana Clinical and Translational Sciences Institute ● Art Gallery Opening
--	--	---	--

LEARNING OUTCOMES

Core Communication _____ 1	Depth/Breadth/Adaptiveness _____ 1	Interpersonal Development _____ 1	Understanding Society & Culture _____ 1
Critical Thinking _____ 2	Integration of knowledge _____ 2	Intrapersonal Development _____ 2	Values and Ethics _____ 2

Experiential and Applied Learning Record

Name: Cassi Hunter
Student ID: 00023568594

DIVERSITY

Multicultural Leadership Empowerment Program
IUPUI Orientation Services
America - 1 semester

GLOBAL ENGAGEMENT

British Virgin Islands
Coastal Environmental and Sustainability Experimental Field Study
International Immersion Exploration - 1 semester

China
Managing Health and Illness Across Care Environment
Guangzhou, Guangdong - 1 semester

INTERNSHIP CAREER DEVELOPMENT

20 HOURS

450 HOURS

Experience in Professionalism
IUPUI Office of Student Employment
America - 20 hours ■

Accounting Intern
Eli Lilly
America - 450 hours ■

RESEARCH

320 HOURS

500 HOURS

Undergraduate Research Opportunities Faculty
Research Assistant for Dr. Jaman
IUPUI School of Science - 320 hours ■

Indiana Clinical and Translational Sciences Institute
Design and Biostatistics Program
America - 500 hours ■

LEADERSHIP

Summer Orientation Leader
IUPUI Orientation Services
America - 2 Semesters

Resident Assistant
The Tower Residence Hall
America - 2 semesters

CREATIVE EXPRESSION

Dance Recital
Stood as a Tree in Wizard of Oz
America - 2 semesters

Dance Recital
Back-Up Dancer for Lili Kim
IUPUI Moving Company, IMA - 2 semesters

The Nut Cracker
Stage Design
Heron - 1 semester

Designing the REAL Experience
Office of Communications
Heron - 1 semester

Mary Beth Myers, Registrar

Official record page 2 of 2 created on 04/28/2017

Experiential and Applied Learning Record

Name: Cassi Hunter
Student ID: 00023568594

SERVICE

Sam H. Jones Community Services Scholarship
First-Year Service Scholar
America - 50 hours ■

Sam H. Jones Community Services Scholarship
First-Year Service Scholar, Trip Leader
Nashville, TN - 25 hours ■

Sam H. Jones Community Services Scholarship
First-Year Service Scholar, Coordinator
Provo, TX - 25 hours ■

Sam H. Jones Community Services Scholarship
Fugate Scholar, College Prep Mentor
America - 60 ■

Mary Beth Myers, Registrar

Official record page 3 of 3 created on 04/28/2017

REAL Subcommittee

Description:

This subcommittee is responsible for reviewing submitted requests for new experiences to be added to the IUPUI Record of Experiential and Applied Learning. Determining eligibility for inclusion of these learning experiences on the Record will require our assessment of appropriate integration of knowledge, reflection activities, and relevant learning outcome(s) assessment as submitted by the requesting unit.

Additionally, this subcommittee assumes the role of soliciting submissions by campus offices with eligible experiential and applied learning experiences.



REAL Subcommittee

MEMBERS:

Thomas Hahn	tomhahn@iupui.edu
Leslie Bozeman	lbozeman@iupui.edu
Steve Graunke	sgraunke@iupui.edu
Max Huffman	huffmmax@iupui.edu
Julie Lash	jlash@iupui.edu
Sonia Ninon	sninon@iupui.edu
Irene Queiro-Tajalli	itka100@iupui.edu
Elizabeth Ramos	edramos@iu.edu
Mary Beth Myers	mbmyers@iupui.edu
(Ex-Officio member)	



Steps for Notation on Student Experience and Achievement Record

QUALIFIED EXPERIENCE WITH INTEGRATION OF KNOWLEDGE

Include bullet points that explain how the experience represents a true integration of knowledge

REFLECTION AND ASSESSMENT

Include bullet points that explain the kinds and levels of student reflection that occurs as part of the process as well as the assessment plan for determining that, based on the experience, the student learning outcomes were achieved

WORKFLOW SUMMARY REFLECTING WITH LEARNING OUTCOMES ARE THE FOCUS OF THE EXPERIENCE

Include bullet points indicating which individuals will be reviewing and approving at each level



Request for Addition of Experience to IUPUI's Record of Experiential and Applied Learning (REAL)

CONTACT INFORMATION

Office Director
Name: _____
Title: _____
Email: _____

Main Contact
Name: _____
Title: _____
Email: _____

Date: _____

OVERVIEW

Insert here a general overview of the experience noting the following:

- A brief description of the experience
- Who is served by the program?
- Who is involved? Please attach brief bio of individual(s) overseeing the program

Steps for Notation on Student Experience and Achievement Record

1) QUALIFIED EXPERIENCE WITH INTEGRATION OF KNOWLEDGE

Include bullet points that explain how the experience represents a true integration of knowledge using the following indicators:

- Directed, firsthand immersive experience in the real world, laboratory or studio
- Development of knowledge through research or dialogue with individuals/groups outside of the classroom
- Appreciation of multiple sources of knowledge
- Integration of knowledge with application and theory in real-world experiences
- Identification of UP TO (no more than) three Principles of Co-Curricular Learning (PCLs) which best describe the expected learning outcomes tied to the experience

Please include a list of the learning outcomes of this experience and map them to your selected PCLs.



REAL Request (continued)

2) REFLECTION

Include bullet points that explain the kinds and levels of student reflection that occur as part of the process as well as the evaluation of reflections.

- Students must engage in critical analysis (e.g., guided reflection) linking examination of the experience to learning objectives, professional and personal development, and the PCLs.
- Evaluation of reflections should lead to further intellectual discussion and further reflection on personal growth, academic and professional development, PCLs, concepts of civic engagement and responsibility.

3) ASSESSMENT

Include bullet points that describe the assessment plan for determining that, based on the experience, the student learning outcomes were achieved.

- A clear assessment plan must be outlined reflecting both student learning as well as the effectiveness of the actual experience in relation to experiential learning and community outcomes.
- Assessment plan must demonstrate student learning in relation to the experience as a whole, the relevant PCLs, and personal growth in relation to civic engagement and responsibility.

Please attach a copy of the instrument(s) used to assess student learning

4) DATA MAINTENANCE AND SECURITY

Include bullet points that describe how the data collected on reflection and assessment is securely stored.



REAL Request (continued)

5) WORKFLOW SUMMARY reflecting which PCLs are the focus of the experience and which individuals will be reviewing and approving at each level

Experience Criteria	PCL	Summary	Individual responsible for verification (Name/Title)
Experience with Integration of Knowledge			
Reflection			
Assessment			
Final Office Approval			
Registrar Approval		Review workflow document for completeness	Individuals in Registrar's Office with authority to approve

5) OTHER INFORMATION NEEDED

Check under which of the approved Achievement Categories this experience should reside

Diversity __ Global Engagement__ Internships/Career Development__ Leadership__

Research__ Service__ Creative Expression__

Suggested Experience Title (75 character limit)

If Experience Subtitle needed (50 character limit), enter here (ex: TITLE: Sam H. Jones Community Service Scholar, SUBTITLE: Alternative Break Co-Coordinator)

It is expected that each student completes all requirements outlined in this document or that the Director has reviewed and approved any exceptions before a request for addition of the achievement to the record is initiated. Once Registrar Approval is complete, automatic update to SIS.

For Use by Approving Council

Proposal Reviewed and Approved by:

Date:



REAL New Experience Proposal Evaluation

	Not at all	Slightly	Somewhat	Good deal	Great deal
	1	2	3	4	5
To what extent does the proposal adequately describe how the experience represents a true integration of knowledge?	1	2	3	4	5
To what extent does the proposal explain the kinds and levels of student reflection that occurs as part of the process?	1	2	3	4	5
To what extent are the learning outcomes adequately detailed?	1	2	3	4	5
To what extent does the proposal assess the kinds and levels of student reflection that occurs as part of the process?	1	2	3	4	5
To what extent does the assessment plan adequately assess the learning outcomes?	1	2	3	4	5
To what extent are the learning outcomes adequately mapped to the PCLs	1	2	3	4	5
To what extent are the instruments appropriate to assess the experience?	1	2	3	4	5

Do you recommend this experience be included on the REAL (circle one)?

Yes


No

Revisions Needed

More information required (please explain below)

Additional Comments


16



Web location

The [REAL template](#) is now available on the PRAC web page, along with instructions for submitting an experience for our subcommittee to review. Here is the link: <https://planning.iupui.edu/assessment/prac-files/subcommittees/real.html>

17



INDIANA UNIVERSITY - PURDUE
UNIVERSITY INDIANAPOLIS

Remaining Timeline

February 2018 - Begin soliciting submissions

December 2018 - 50 experiences approved in honor of IUPUI 50th Anniversary



Next Steps

Marketing: Working with Eric Sickles
Charge to PRAC: Take this back to your units to see if their our experiences that should be submitted.



Thomas W. Hahn
Director of Research and Program Evaluation
Center for Service and Learning
Division of Undergraduate Education
tomhahn@iupui.edu

Contact me with questions or requests for
information!



Request for Addition of Experience to IUPUI's Record of Experiential and Applied Learning (REAL)

CONTACT INFORMATION

Office Director

Name: _____

Title: _____

Email: _____

Main Contact

Name: _____

Title: _____

Email: _____

Date: _____

OVERVIEW

Insert here a general overview of the experience noting the following:

- *A brief description of the experience*
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Steps for Notation on Student Experience and Achievement Record

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Include bullet points that explain how the experience represents a true integration of knowledge using the following indicators:

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- *Identification of UP TO (no more than) three Principles of Co-Curricular Learning (PCLs) which best describe the expected learning outcomes tied to the experience*

Please include a list of the learning outcomes of this experience and map them to your selected PCLs.

2) REFLECTION

Include bullet points that explain the kinds and levels of student reflection that occur as part of the process as well as the evaluation of reflections.

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4) DATA MAINTENANCE AND SECURITY

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5) WORKFLOW SUMMARY reflecting which PCLs are the focus of the experience and which individuals will be reviewing and approving at each level

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Reflection			
Assessment			
Final Office Approval			
Registrar Approval		Review workflow document for completeness	Individuals in Registrar's Office with authority to approve

5) OTHER INFORMATION NEEDED

1. Check under which of the approved Achievement Categories this experience should reside

Diversity __ Global Engagement __ Internships/Career Development __ Leadership __

Research __ Service __ Creative Expression __

2. Suggested **Experience Title** (75 character limit)

-
- a. If **Experience Subtitle** needed (50 character limit), enter here (*ex: TITLE: Sam H. Jones Community Service Scholar, SUBTITLE: Alternative Break Co-Coordinator*)
-

It is expected that each student completes all requirements outlined in this document or that the Director has reviewed and approved any exceptions before a request for addition of the achievement to the record is initiated.

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For Use by Approving Council

Proposal Reviewed and Approved by:

Date:

Experiential and Applied Learning Record

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Student Information

Name: Cassi Hunter
Student ID: 00023568594

SUMMARY OF IUPUI ACHIEVEMENTS



ACHIEVEMENT TIMELINE

2014 AND BEFORE	2014	2015	2017
2012 <ul style="list-style-type: none"> Sam H. Jones Community Service Scholarship 2013 <ul style="list-style-type: none"> Sam H. Jones Community Service Scholarship Sam H. Jones Community Service Scholarship Dance Recital 2014 <ul style="list-style-type: none"> Summer Orientation Leader Dance Recital 	SUMMER <ul style="list-style-type: none"> Summer Orientation Leader SPRING <ul style="list-style-type: none"> First Year Seminar Mentor Sam H. Jones Community Service Scholarship The Nut Cracker FALL <ul style="list-style-type: none"> Experience in Professionalism Multicultural Leadership Empowerment Program 	SPRING <ul style="list-style-type: none"> British Virgin Islands First-Year Seminar Mentor Undergraduate Research Opportunity FALL <ul style="list-style-type: none"> Resident Assistant Program 	SUMMER <ul style="list-style-type: none"> China SPRING <ul style="list-style-type: none"> Accounting Intern Indiana Clinical and Translational Sciences Institute Art Gallery Opening

LEARNING OUTCOMES

Core Communication.....	5	Depth/Breadth/Adaptiveness.....	13	Interpersonal Development.....	4	Understanding Society & Culture.....	5
Critical Thinking.....	4	Integration of knowledge.....	5	Intrapersonal Development.....	11	Values and Ethics.....	6



DIVERSITY

Multicultural Leadership Empowerment Program

IUPUI Orientation Services
America - 1 semester



GLOBAL ENGAGEMENT

British Virgin Islands

Coastal Environmental and Sustainability Experimental Field Study
International Immersion Exploration - 1 semester

China

Managing Health and Illness Across Care Environment
Guangzhou, Guangdong - 1 semester



INTERNSHIP CAREER DEVELOPMENT

20 HOURS

450 HOURS

Experience in Professionalism

IUPUI Office of Student Employment
America - 20 hours ■

Accounting Intern

Eli Lilly
America - 450 hours ■



RESEARCH

320 HOURS

500 HOURS

Undergraduate Research Opportunities Faculty

Research Assistant for Dr. Jaman
IUPUI School of Science - 320 hours ■

Indiana Clinical and Translational Sciences Institute

Design and Biostatistics Program
America - 500 hours ■



LEADERSHIP

Summer Orientation Leader

IUPUI Orientation Services
America - 2 Semesters

Resident Assistant

The Tower Residence Hall
America - 2 semesters



CREATIVE EXPRESSION

Dance Recital

Stood as a Tree in Wizard of Oz
America - 2 semesters

Dance Recital

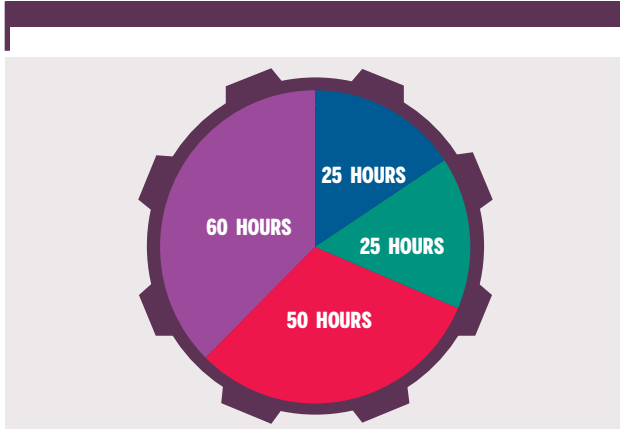
Back-Up Dancer for Lil' Kim
IUPUI Moving Company, IMA - 2 semesters

The Nut Cracker

Stage Design
Herron - 1 semester

Designing the REAL Experience

Office of Communications
Herron - 1 semester



Sam H. Jones Community Services Scholarship

First-Year Service Scholar

America - 50 hours ■

Sam H. Jones Community Services Scholarship

First-Year Service Scholar, Trip Leader

Nashville, TN - 25 hours ■

Sam H. Jones Community Services Scholarship

First-Year Service Scholar, Coordinator

Poole TX - 25 hours ■

Sam H. Jones Community Services Scholarship

Fugate Scholar, College Prep Mentor

America - 60 ■

REAL New Experience Proposal Evaluation

	Not at all	Slightly	Somewhat	Good deal	Great deal
	1	2	3	4	5
1. To what extent does the proposal adequately describe how the experience represents a true integration of knowledge?	1	2	3	4	5
2. To what extent does the proposal explain the kinds and levels of student reflection that occurs as part of the process?	1	2	3	4	5
3. To what extent are the learning outcomes adequately detailed?	1	2	3	4	5
4. To what extent does the proposal assess the kinds and levels of student reflection that occurs as part of the process?	1	2	3	4	5
5. To what extent does the assessment plan adequately assess the learning outcomes?	1	2	3	4	5
6. To what extent are the learning outcomes adequately mapped to the PCLs	1	2	3	4	5
7. To what extent are the instruments appropriate to assess the experience?	1	2	3	4	5

Do you recommend this experience be included on the REAL (circle one)?

Yes

No

Revisions Needed

More information required (please explain below)

Additional Comments