Program Review and Assessment Committee

Thursday, September 19, 2019, 1:30-3:00pm, AD 1006

Agenda/Minutes

Attendees: Peter Altenburger, Marta Anton, Susanne Benedict, Rick Bentley
Leslie Bozeman, Jerry Daday, Joseph DeFazio, Deborah DeMeester, David Farber (Zoom),
Tom Hahn, Stephen Hundley, Carole Kacius (Zoom), Susan Kahn, Rachel Kartz, Caleb Keith,
Jennifer Lee, Suzann Lupton, Katharine Macy, Clif Marsiglio, Pamela Morris (Zoom), Sylvia
Garcia, Howard Mzumara, Sonia Ninon, Kristin Norris, Saptarshi Purkayastha, W. Todd
Roberson, Anusha S. Rao, Emily Scaggs, Kristy Sheeler, Morgan Studer, Jeffry Thigpen,
Elizabeth Wager, Crystal Walcott, Scott Weeden, Jane Williams

1. Welcome new members, review and approve meeting minutes (5 min)

2. Update on the Profiles, IEL, etc. (45 min) - Jay Gladden, Associate Vice Chancellor for
   Undergraduate Education; Dean, University College; and Acting Dean, Honors
   College; & Jerry Daday, Executive Associate Dean, Institute for Engaged Learning

3. HLC Quality Initiative (15 min) – Stephen Hundley, Senior Advisor to the Chancellor
   & Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs

4. Status of Assessment & Improvement at IUPUI (10 min) – Susan Kahn, Director of
   Planning and Institutional Improvement Initiatives & Shawn Boyne, Professor, IU
   Robert H. McKinney School of Law

5. Oct. and Nov. PRAC meeting plans/opportunities (10 min) – Stephen Hundley

6. PRAC leadership appointment changes and Nominations due Nov. 15th for
   endorsement at Dec. 2019 PRAC meeting (5 min)

7. Announcements – PRAC reports due Nov. 1st to Susan Kahn (skahn@iupui.edu)

Adjourn

1. Welcome new members, review and approve meeting minutes

- K. Norris called the meeting to order at 1:31pm.
- J. Williams moved to approve. Seconded by J. Thigpen and others

Kristin: We have 17 new members and over 60 overall members.

Did quick introductions with new members introducing themselves

Discussed PRAC subcommittee recruitment

Stephen did for Linda Hauser for PRAC grants

Susan spoke for Karen Alfrey for the PRAC report review committee.

Kristin introduced our 1st presenters: Jay and Jerry.

2. Update on the Profiles, IEL, etc. (45 min) - Jay Gladden, Associate Vice Chancellor for Undergraduate Education; Dean, University College; and Acting Dean, Honors College; & Jerry Daday, Executive Associate Dean, Institute for Engaged Learning

Jay began with a sense of undergraduate education at IUPUI and presented retention statistics. Students with higher unmet financial need have a lower retention rate. IUPUI trails its official peer institutions on one-year retention, four-year retention and six-year retention.

Retention of University College students is much less successful than students admitted directly to the school. At our urban peers: 2/3rds of them have retention rate of over 80%. This is a call to action to academic units about what we can do to address this issue.

Cost of attendance at IUPUI is $24,000 per year. After $6,000 of unmet need, retention rate begins to tank. This is a real challenge for us. IUPUI has lots of students with over $10,000 in unmet need.

We need to address what goes on in our classrooms and how to ensure our classrooms are an inclusive learning environment.

Data from three anonymous Gateway courses are very compelling. We have very significant equity gaps. We can do better. Part of the early work is to make folks aware. We need to make sure that students know that faculty care. The Profiles help us talk in a common language about what we do at IUPUI.

University College, Honors College, Institute for Engaged Learning
All three of these entities are ramping up.

Jerry, I've done this presentation more than a few times on campus.

How can we improve?

1. Ensure students know that we care from the start
   - Bridge program
   - Syllabus
   - Student engagement roster

2. Deliver meaningful general education experiences
   - Integrative, active and relevant
   - Signature assignments
   - New interdisciplinary courses

3. Ensure students see the relevance in what they are learning
   - Engaged learning
   - Profiles of Learning for Undergraduate Success (PLUS)
   - Capstone as a signature IUPUI experience

How do we make sense of it all?

• We offer dozens of curricular and co-curricular engaged learning opportunities for IUPUI students
• These are scattered across our bureaucracy
   - IUPUI, IU/Purdue Degrees, 16 Schools, 2 Colleges, Student Affairs, Numerous Units/Offices)
   - It barely makes sense to faculty and staff

  • How does this make sense to students?
    - Students see these as disparate opportunities and activities that are not integrated
    - Many students have limited access to participate (SES, work & family life)
    - Those who could most benefit are least likely to participate

IEL Goals:

   - Develop and implement a targeted engaged learning marketing campaign for students, especially for traditionally under-served student populations
   - Track student participation and assess student learning within engaged learning opportunities offered by IEL and DUE *(later, within schools and across campus)*
   - Develop and/or facilitate intentional and integrated professional development programming and practices in support of faculty and staff efforts to comprehensively integrate engaged learning into curricular and co-curricular experiences with fidelity
   - Develop and execute formalized assessment plan of engaged learning within IEL programming for "communicator" profile (100 artifacts; AAC&U Written Communication VALUE rubric)

We need to 1) ensure equitable access, 2) ensure all student have access to multiple access to HIPS. Everything is being done using existing resources.

IEL officially launched last July. Created by bring together FYE, CSL, CRL, Gateway, EPortfolio and Rise. To ensure that all student have equitable access and 4 high impact practice experiences.

IUPUI already offers students a transformative experience. IUPUI is known for promoting engaged learning experiences

FYE participation
2018: 900 students
2019: 1300 students
2020: 2000 students
2021: all students

IEL was created to help students make sense of all of this stuff. How can we market engaged learning and help students to see the connections of all of these experiences?

Good students seek out HIPS or faculty encourage good students. Other students are left out.

IEL will provide robust and ongoing professional development to faculty to do HIPS.
We need to market to students about these engaged experiences.
Last year, we put together a brochure for students to see the paid experiences

We now need to put together a brochure of the unpaid experiences

We need to determine who is participating in these experiences and who is not.

For 5 years I attended conferences talking about the RISE tags, yet there were issues with fidelity. Not a criticism just a reality

Need to track these experiences.

Going to track within DUE/IEL programs. We are going to capture and eventually go to the schools. We have to do proof of concept first.

Jay led DUE through a rigorous planning process, committed to assessment.

IEL has committed to do 100 artifacts of engaged learning from IEL rubrics. Will apply the AAC@U communication rubric

Comprehensive Learner Record

To capture student involvement. Tom chairs the Record subcommittee. For an experience to be included on the Record, it must have meaningful assessment and reflection.

We've had lots of conversations with instructors and have presented at numerous committee meetings.

IU Communications will write a story about the Record, and we are presenting at the *Year of the Capstone* event.

We realize a lot of faculty have no idea have idea what the Record.

Jay: In conversations with faculty they indicate that the application is onerous. They also question the reflections component. We are working on making the application shorter.

Jerry: It is a multi-prong approach. The subcommittee is very committed to rigor, which I agree with.

Look at experiences by school for the Record (Tom take care of it)

HIPS in and of themselves promote diversity and have difficult conversations.

The classroom is their responsibility. IEL will partner with anyone.

IEL is trying to capture what we have. What does equity look like? We are scaling the first year experience.

Enhancing FYS so students can get up to 3 hips in one experience.

What does equity look like?

Jay: 2 things going on in this question

1) Capacity to steward and handle difficult conversations. Do we need to develop better capacity on campus? Yes. We will work with a variety of people on this. It is a long road.
2) African-American students who participate in Summer Bridge are retained at 80%. Those who don't are not retained at 56%.

We really can and are making significant progress when we provide these HIP experiences.

Jerry: We can imbed these things in the curriculum, so that students cannot avoid them.

3. HLC Quality Initiative (15 min) – Stephen Hundley, Senior Advisor to the Chancellor & Margie Ferguson, Senior Associate Vice Chancellor for Academic Affairs

Stephen: Program review and assessment committee. We are regionally accredited by the Higher Learning Commission.

Asks high functioning campuses like us to apply for and do a quality initiative. At IUPUI, we are using our Profiles. We are optimistic that HLC will approve. There are 5 things we are seeking to do (see handout). The Record feeds into this work.

Trying to pull together disparate activities.

Our PRAC reports, Strategic plans will lay out the pervasive of the Profiles.

Sonia and her colleagues have a long history of integrating PLUS.

Steering Committee. Kristi chaired the task force that created the PLUS, both efficiently and effectively.

Page 7 and 8, situating our quality initiative over two years. Last year we did the heavy lifting.

Now we are in phase 3: implementing and evaluating

Getting ready for our comprehensive evaluation in 2022.

We have a lot of artifacts to prove our case.

Lots of moving parts for our quality initiative.

We want to lead with a discussion of the Profiles that we are doing it to promote student success. We are not doing it for accreditation, even though that is a byproduct.

4. Status of Assessment & Improvement at IUPUI (10 min) – Susan Kahn, Director of Planning and Institutional Improvement Initiatives & Shawn Boyne, Professor, IU Robert H. McKinney School of Law

Shawn: She and Susan will contact members to talk about where assessment and improvement are occurring. This will take place after fall break and conclude before spring break.

They want a deeper understanding and to adequately capture what is going on.

Susan: This will feed into a couple of things. We need to get a sense of where we are in terms of assessment and improvement at IUPUI. We really want to start putting the emphasis on improvement over assessment.

Our next self-study is in 2022.
We will be receiving a doodle poll in the next few weeks and then they will start scheduling meetings.

5. Oct. and Nov. PRAC meeting plans/opportunities (10 min) – Stephen Hundley

Kristin: Thanks to Stephen for giving free registration to all PRAC members. Big happenings around the Trends in Assessment Book.

Deadline to sign-up is tomorrow.

The Assessment Institute is now the nation's oldest event of this type. It began in 1992 at IUPUI. Have a broad new track this year on Diversity, Equity and Inclusion
Everyone gets a copy of the Trends in Assessment book.

We will use the November PRAC meeting to have a workshop. Register to attend the workshop. We will recognize and promote all of the contributors to the book

Out of our work on Trends in Assessment, we will do a book on Leadership on Assessment and Improvement. We very much want to include IUPUI in as many of these chapters as we can. Deadline for contributing your intent is early December register your intent.

6. PRAC leadership appointment changes and Nominations due Nov. 15th for endorsement at Dec. 2019 PRAC meeting (5 min)

November 21st we will in in CE 450

We will adjust our PRAC calendar from a calendar year to an Academic Year

1) Will create a past chair position
2) We will shift to an Academic Year role.

7. Announcements – PRAC reports due Nov. 1st to Susan Kahn (skahn@iupui.edu)

Adjourned at 2:55pm

Future PRAC Meeting Dates:

- October 2019 - No meeting
  - PRAC members to attend Assessment Institute (October 14 & 15) at the Marriott Downtown
- Thursday, November 21, 2019, 1:30—3:00 pm—
  - Trends in Assessment Workshop in Campus Center 450B/C
- Thursday, December 12, 2019, 1:30—3:00 pm
- Thursday, January 16, 2020, 1:30—3:00 pm
- Thursday, February 20, 2020, 1:30—3:00 pm
- Thursday, March 12, 2020, 1:30—3:00 pm
- Thursday, April 23, 2020, 1:30—3:00 pm
- Thursday, May 14, 2020, 1:30—3:00 pm

Student Success Priorities: 2019-2020
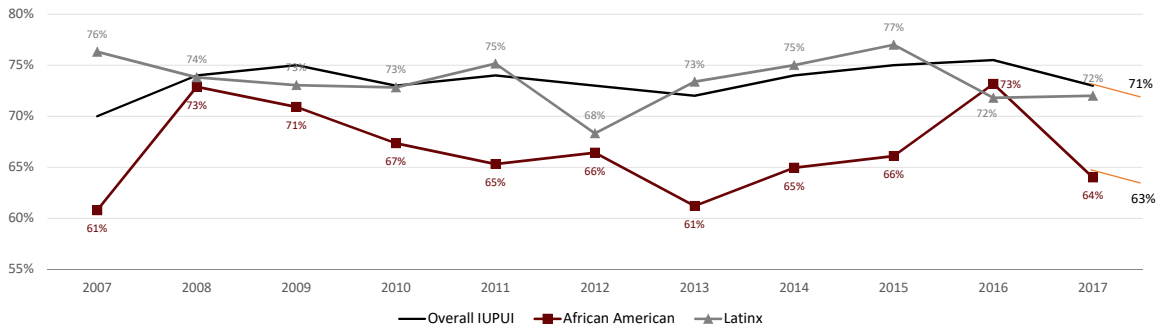
INDIANA UNIVERSITY BICENTENNIAL

INDIANA UNIVERSITY BICENTENNIAL

200 YEARS

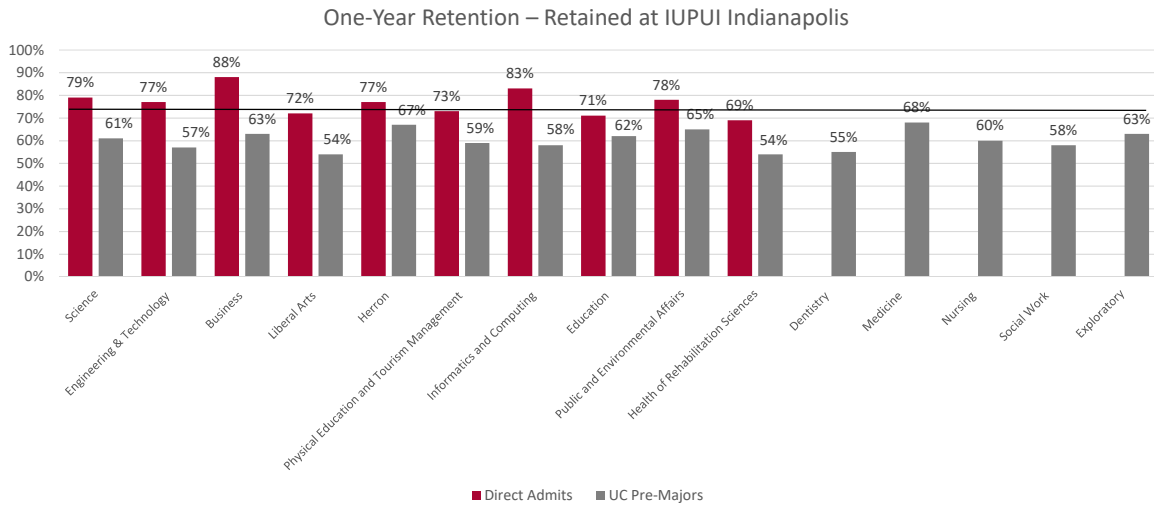## One-Year Retention Continues to be a Challenge
Indianapolis Only, FTFT Cohort (Bachelor's, Associate, and Certificate any IU)

Legend: Overall IUPUI — African American — Latinx

IUPUI

**2017 First-Time, Full-Time Beginners
One-Year Retention by School**

One-Year Retention – Retained at IUPUI Indianapolis

*Schools with N less than 10 students not shown

IUPUI

**Annual Unmet Financial Need and
One-Year Retention First-Time Beginners**

**Total Unmet Financial Need Academic Year
Common Dataset Definition**
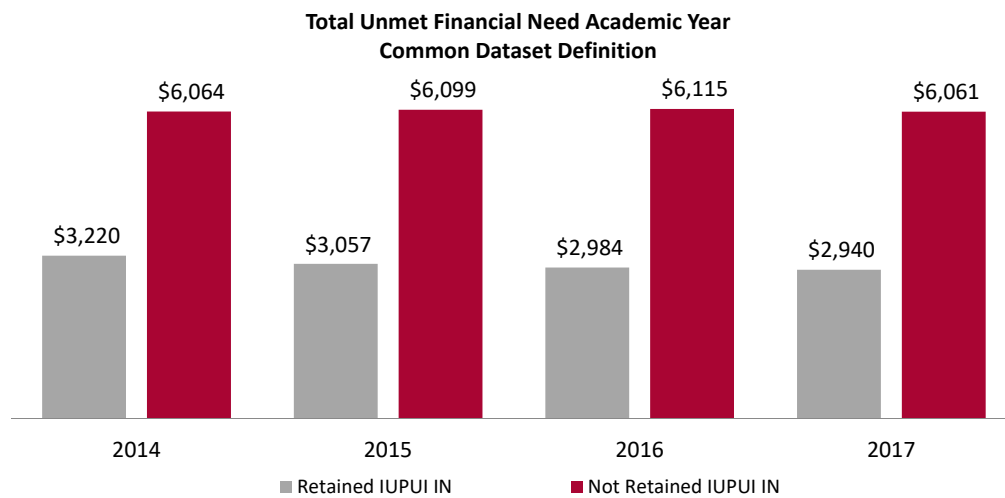
Retained and Not Retained Ns (2014=2123;1000), (2015=2183; 948), (2016=2319; 997), (2017=2270; 1086)

IUPUI

Unmet Financial Need Fall Semester Fall 2017 IUPUI Indianapolis Beginners	N	Retention Rate at IUPUI
No FAFSA on file	395	68%
No Unmet Financial Need (FAFSA on file)	1,262	75%
$1 to $1000 Unmet Need	230	76%
$1001 to $2000 Unmet Need	169	72%
$2001 to $3000 Unmet Need	174	74%
$3001 to $4000 Unmet Need	186	68%
$4001 to $5000 Unmet Need	217	72%
$5001 to $6000 Unmet Need	174	68%
$6001 to $7000 Unmet Need	127	73%
$7001 to $8000 Unmet Need	106	71%
$8001 to $9000 Unmet Need	117	56%
$9001 to $10,000 Unmet Need	85	64%
More Than $10,000 Unmet Need	578	40%
Grand Total	3,820	67%

* 1,013 beginners with unmet need > $6K

IUPUI

Official Peer Institutions:
First-Time Full-Time Beginners

Peer Institutions	One-Year Retention	Four-Year Graduation	Six-Year Graduation
Univ. of South Florida	91%	55%	73%
Temple University	89%	49%	73%
Univ. of Utah	89%	32%	70%
University at Buffalo - SUNY	87%	60%	76%
Univ. of Cincinnati	86%	34%	67%
Virginia Commonwealth	85%	44%	67%
Univ. of Alabama-Birmingham	82%	35%	58%
Univ. of Illinois-Chicago	80%	34%	59%
Univ. of Louisville	80%	32%	57%
Wayne State University	79%	18%	47%
Univ. of New Mexico	74%	22%	49%
IUPUI	72%	24%	48%
Univ. of Colorado-Denver	72%	22%	48%

Note: Retention cohort 2017, Four-Year Graduation and Six-Year Graduation Rates 2012. Includes Columbus. Source: IPEDS

IUPUI

Institutional Aid and Scholarships

Peer Institution	Number of Full-Time Beginners	Number of Full-Time Beginners Receiving	% Beginners Receiving	Average Amount Per Beginner	One-Year Retention
University of Colorado Denver	1,409	717	51%	$2,950	72%
University of New Mexico	3,170	2,664	84%	$3,009	74%
University at Buffalo	4,170	2,730	65%	$3,340	87%
University of South Florida	4,103	2,592	63%	$4,395	91%
IUPUI	3,933	2,514	64%	$5,363	72%
University of Cincinnati	5,358	2,875	54%	$5,757	86%
Virginia Commonwealth	4,117	2,449	59%	$5,286	85%
University of Illinois Chicago	4,014	2,462	61%	$5,490	80%
University of Utah	3,853	2,682	70%	$5,849	89%
Wayne State University	2,567	2,176	85%	$6,562	79%
University of Alabama Birmingham	2,228	1,710	77%	$7,879	82%
Temple University	5,141	4,125	80%	$7,282	89%
University of Louisville	2,640	1,823	69%	$8,476	80%

Note: Cohort 2017. First-Time, Full-Time Beginners Includes Columbus. Source: The Integrated Postsecondary Education Data System (IPEDS) .
Percent beginners receiving Institutional Aid and Scholarships.

IUPUI

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200 YEARS

10,271

of all grades in 100 and 200 level courses that were D's, F's or W's Fall 2018 and Spring 2019

21%

of all 100 and 200 level courses recorded a D, F or W

IUPUI

Three Anonymous Gateway Courses (Fall 2018)

Course 1

Charact	DFW%
African-American	63.3%
Latinx	52.8%
White	29.7%
Pell	41.1%

N=354

Couse 2

Charact	DFW%
African-American	50.6%
Latinx	40.9%
White	31.7%
Pell	40.6%

N=695

Course 3

Charact	DFW%
African-American	20.0%
Latinx	41.2%
White	24.5%
Pell	24.6%

N=224

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INDIANA UNIVERSITY BICENTENNIAL

IUPUI

What Can We Do?

> **"** *In short, the more students believe that they belong, the better they do academically. The reverse is also true…" (The College Dropout Crisis, p. 8)*

INDIANA UNIVERSITY BICENTENNIAL

200 YEARS

IUPUI

How can we improve?

1. Ensure students know that we care from the start

- Bridge program
- Syllabus
- Student engagement roster

2. Deliver meaningful general education experiences

- Integrative, active and relevant
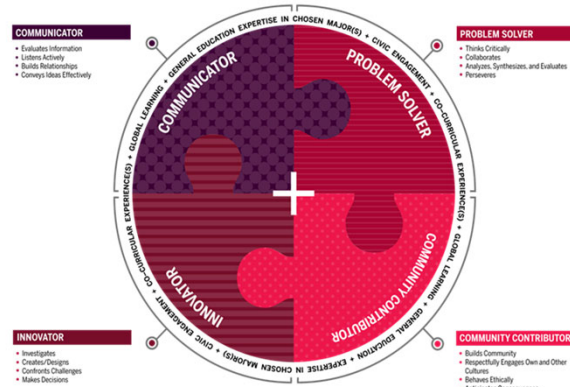- Signature assignments
- New interdisciplinary courses

IUPUI

How can we improve?

3. Ensure students see the relevance in what they are learning

   • Engaged learning

   • Profiles of Learning for Undergraduate Success (PLUS)

   • Capstone as a signature IUPUI experience

IUPUI

Institute for Engaged Learning

https://getengaged.iupui.edu/

IUPUI Offers a Transformative Experience for Students

First Year Experience

Majors in Schools

Internships

Service Learning

Common Intellectual Experiences

Student Life

Student Employment

Study Abroad & Internationalization

Learning Communities

Civic Engagement

General Education

Capstone Experiences

ePortfolios

Undergraduate Research

Profiles & the Record

IUPUI

How do we make sense of it all?

We offer dozens of curricular and co-curricular engaged learning opportunities for IUPUI students

These are scattered across our bureaucracy
- IUPUI, IU/Purdue Degrees, 16 Schools, 2 Colleges, Student Affairs, Numerous Units/Offices
- barely makes sense to faculty and staff

How does this make sense to students?
- Students see these as disparate opportunities and activities that are not integrated
- Many students have limited access to participate (SES, work & family life)
- Those who could most benefit are least likely to participate

IUPUI

Institute for Engaged Learning

Promotes the <u>equitable</u> progression of students through <u>pathways</u> of engaged learning experiences

- curricular and co-curricular applied, experiential, and integrative learning
- intentionally help students identify engaged learning opportunities
- intentionally help students see connections in these EL experiences
- prepare students for lives of commitment and success with skills to communicate, innovate, and engage in local and global communities to address 21st century problems (PLUS)

IUPUI

Vision: All IUPUI undergraduate students will participate in an educational pathway that involves at least <u>four</u> engaged learning experiences

Foundational Experiences
Building a strong foundation for future learning experiences

Pathway Experiences
Gaining transferrable skills and experiences; exploring options and interests

Capstone
Integrating across the college experience; showcasing learning and identity

Student Experiences with Engaged Learning at IUPUI

Mission: Promote equitable access to pathways of connected curricular and co-curricular experiential, applied and integrated experiences aligned to the Profiles
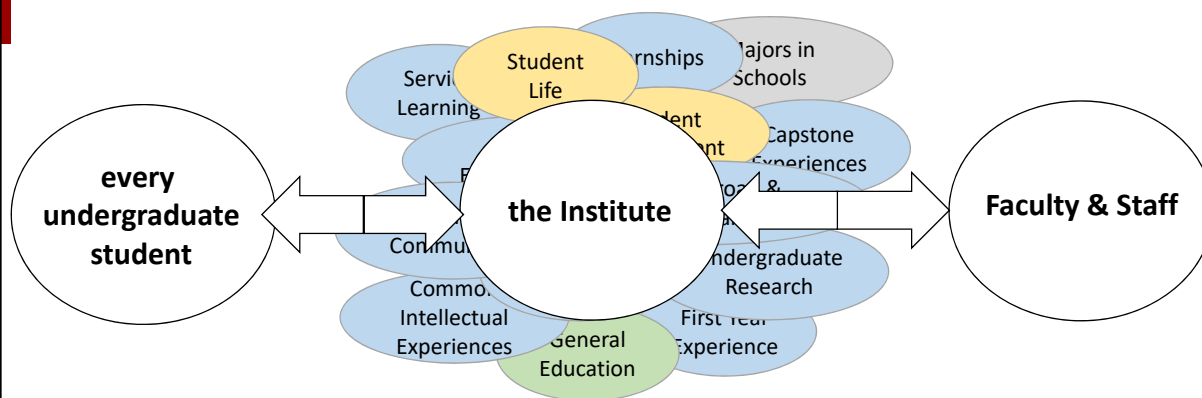
IUPUI

All this great work is already happening

First Year Experience

Majors in Schools

Internships

Service Learning

Common Intellectual Experiences

Student Life

Student Employment

Study Abroad & Internationalization

Learning Communities

General Education

Civic Engagement

Capstone Experiences

ePortfolios

Undergraduate Research
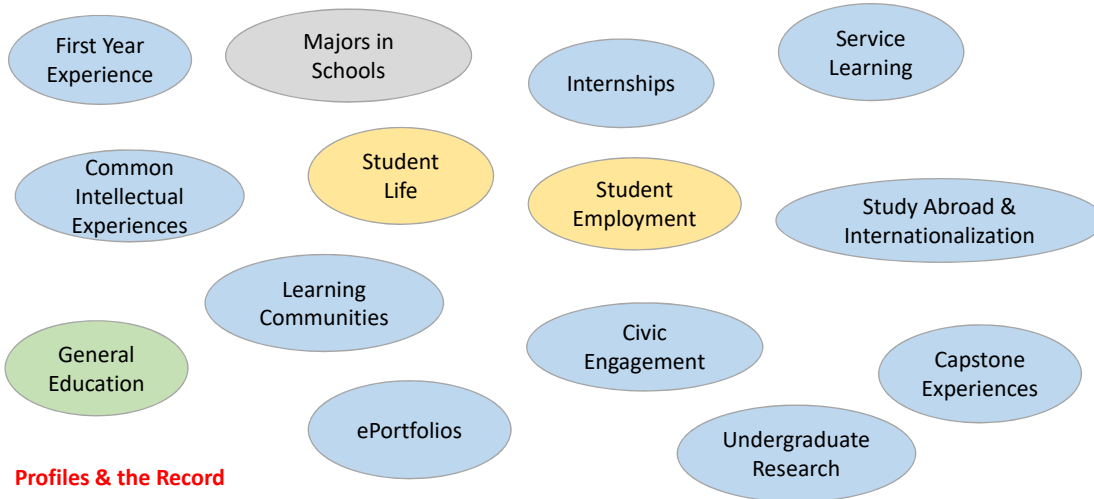
Profiles & the Record

IUPUI

The Institute is an intentional effort to bring all of this together for promote student success

every undergraduate student

the Institute

Faculty & Staff

Service Learning · Student Life · Internships · Majors in Schools · Student Employment · Capstone Experiences · Study Abroad & ... · Undergraduate Research · Learning Communities · Common Intellectual Experiences · General Education · First Year Experience

IUPUI

10

Institute Goals – 2019-2020

Develop and implement a targeted engaged learning marketing campaign for students, especially for traditionally under-served student populations

Track student participation and assess student learning within engaged learning opportunities offered by IEL and DUE *(later, within schools and across campus)*

Develop and/or facilitate intentional and integrated professional development programming and practices in support of faculty and staff efforts to comprehensively integrate engaged learning into curricular and co-curricular experiences with fidelity

Develop and execute formalized assessment plan of engaged learning within IEL programming for "communicator" profile (100 artifacts; AAC&U Written Communication VALUE rubric)

IUPUI

The Record

Many thanks to Tom Hahn and the PRAC Record Subcommittee for their work in reviewing and approving applications

* 83 experiences have been approved (only 50% have entered data)

    * 39% are co-curricular
    * 35% are credit-bearing
    * 20% can be either

* 708 unique students have experiences listed in Record/SIS

* 92 students have achieved 2+ experiences

Data current as of 9/13/19

IUPUI

The Record - Examples

Honors College students providing English or basic dental instruction in Costa Rica

Business students working with Delta Faucet to develop a marketing plan

Service scholars tutoring high school students

Internships with Duke Energy

Hospice volunteer experiences

Capstone Sports Marketing Project with an Industry Partner

IUPUI

Efforts this year to promote Record

IU Communication is writing a feature story on Institute – Record will be part of story

Year of Capstone at IUPUI – intentional effort to get Capstone experiences on Record

Promoting the Record at Major and Career Information Day (October 1)

Meeting with IUPUI Career Services Council on October 22

Session at Assessment Institute on Record

Multiple workshops for faculty/staff; individual consultations

Intentionally reaching out to faculty and staff who have offer engaged learning experiences

IUPUI

Reference Information

Units within IEL

- First Year Experience
- Center for Service & Learning
- Center for Research & Learning
- Gateway to Graduation
- ePortfolio
- RISE
- Engaged Learning Fellows

https://getengaged.iupui.edu/

Partnerships / Collaborations

- Internships / LHSI
- Study Abroad
- Curriculum Internationalization
- Student Employment
- Center for Teaching & Learning
- Office of Community Engagement
- IUPUI Schools

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