

Program Review and Assessment Committee

Thursday, November 19, 2020

Zoom Meeting Recording [Link](#)

1:30 – 3:00pm

Agenda/Minutes

Attendees: Karen Alfrey, Peter Altenburger, Marta Anton, Leslie Bozeman, Nicholas Brehl, Jerry Daday, Julie Davis, Joseph Defazio, Dave Farber, Anita Giddings, Steven Graunke, Daniel Griffith, Jim Grim, William Helling, Stephen Hundley, Susan Kahn, Rachel Kartz, Caleb J. Keith, Jennifer Lee, Sara Lowe, Katharine Macy, Clif Marsiglio, Brendan Maxcy, Pamela Morris, Howard Mzumara, Sonia Ninon, Ann Obergfell, Tonja Padgett, Saptarshi Purkayastha, Anusha S Rao, Emily Scaggs, Kristy Sheeler, Morgan Studer, Jeffrey Thigpen, Scott Weeden, David Zahl

1. Welcome, review and approve previous meeting minutes (5 minutes)

Tom Hahn: Welcomed attendees and called the meeting to order at 1:30.

Minutes were voted on and approved.

2. *Assessment in the Co-Curriculum at IUPUI* (30 minutes) – Sonia Ninon, Director of Assessment and Planning, Division of Student Affairs; Tonya Hall, Director of Educational Partnerships and Student Success; and Brett Watson, Associate Director of Educational Partnerships and Student Success, IUPUI
(The presentation is attached to the email containing these minutes. Highlights are below.)

Sonia Ninon: Tonya is no longer available to join, but I will be joined by Brett.

We'll go over IUPUI's Division of Student Affairs, Jag Blast and Weeks of Welcome (WOW), along with assessment and analysis. We'll also discuss COVID-19 and its impact on assessment in Student Affairs.

Terms defined:

- JagBlast: an event traditionally held on night two of summer Orientation, introducing new students to important information, exposure to student organizations and fun activities
- The Spot: IUPUI's name for the student engagement platform called Engage from Campus Labs
- UERC: University Events Review Committee
- WOW: Weeks of Welcome

Methodology: Undergraduate students seeking a degree enrolled in the fall 2019 semester. 1,780 (9 percent) undergraduate students seeking a degree attended either JagBlast or a WOW event. Characteristics of attendees: more likely to be female, Latinx, and younger than 25 years of age. Used Propensity Score Matching to estimate the effects of attending the program compared to similar peers, by accounting for

covariates. Roughly 5% of those students who register for JagBlast or WOW were not able to be identified because they were not registered through the SPOT.

Students who attended JagBlast or a WOW event were retained at a higher level in the spring semester than those who did not. There was a difference of 3 percentage points in the **fall-to-spring retention** at IUPUI. The difference was statistically significant at 0.05 level. Students who attended JagBlast or a WOW event were retained at a slightly higher level in the fall semester than those who did not. There was a difference of 1 percentage point difference in the 1-year (**fall-to-fall**) retention rate at IUPUI. The difference was not statistically significant at the 0.05 level.

The inaugural Spring WOW event in 2020 showed changes in the characteristics of participants from the events in fall 2019 (specifics can be found in the presentation).

Brett Watson:

We're focused on retention and increasing students' sense of belonging. Part of this will occur through efforts to continue to strengthen partnerships across campus (including Orientation and Transfer Student Services).

COVID-19 caused changes to plans for JagBlast in summer 2020 and Weeks of Welcome in fall 2020. Summer orientation became a completely virtual/online experience; as a result, and considering the nature of the program, all JagBlast events were canceled. Weeks of Welcome shifted to a primarily virtual experience with a few physically distanced, in-person events. Virtual programming was highly encouraged; however, groups were able to submit all planned gatherings of 25 people or more to the University Event Review Committee (UERC) for consideration and approval. Developed a new strategy to best utilize all avenues for distributing marketing and communications for fall Weeks of Welcome.

3. *The Learner-Centered Approach to the Co-Curriculum Model* (15 minutes) – Caleb J. Keith, Director of Institutional Effectiveness and Survey Research, IUPUI
(The presentation is attached to the email containing these minutes. Highlights are below.)

In a 2019 article in *Assessment Update*, I argued that it was time to rethink assessment in co-curricular setting, especially student affairs. There is a sizeable body of literature emphasizing the assessment of student learning within the co-curriculum. Often this focuses on the “traditional assessment model”: articulate the purpose, establish criteria for success, provide programs and services, determine effectiveness, and use results for improvement.

Now, I'm not arguing there should be no focus on assessment – far from it. Instead, I'm arguing that co-curricular educators need to be thinking about this as a learning process, of which assessment is a critical and crucial element. There needs to be a focus on the strategies employed to promote real, measurable learning for students. This omission has occurred in both graduate programs and professional practice. Without a theoretical framework from which to operate, student affairs interventions are often lacking in sound pedagogy and fail to meet their intended learning objectives. The result is similar to driving without GPS or baking without a recipe.

How do we address the problem? We need to focus on the Scholarship of Teaching and Learning and learner centered educational practices. What can we learn from our faculty development colleagues? Should we spend more time with CTLs? Even this requires some “translation,” as much of the content in the literature is written toward faculty in classrooms.

In an *Assessment Update* article earlier this year, two colleagues and I suggest a framework for co-curricular learning: The Learner-Centered Approach to the Co-Curriculum Model. This model has five components: Establish global learning objectives, Identify the learning experience, Determine the learning methods and activities, Guide the learning experience, and Evaluate the learning and the learning experience.

Ultimately, co-curricular learning and assessment can be more intentionally designed. By engaging with each of the five tasks and associated steps of the Learner-Centered Approach to the Co-Curriculum Model, practitioners can feel empowered to design and facilitate robust learning opportunities in the co-curriculum that complement and expand learning. By doing so, practitioners not only enhance student learning, but they also promote the integrity of evolving and emerging trends in higher education, such as co-curricular transcripts and experiential learning, and create the opportunity for additional credibility in learning facilitated through co-curricular experiences

4. *Capstone Community of Practice and Profiles Professional Development Opportunities* (10 minutes) – Stephen Hundley and Jerry Daday, Executive Associate Dean, Institute for Engaged Learning, IUPUI

Stephen Hundley:

There will be a series of professional development opportunities coming up that are part of a broader set of work that we're doing related to the implementation of the Profiles. And in fact, I'm Kathy Johnson and Eric Weldy are serving as sort of the executive sponsors of a group that J. Gladden, Margie Ferguson, Christy Sheeler, Jerry Day, and I are part of and that is really to help advance the Profiles and get them implemented broadly across IUPUI. One of the areas we're working on is the Capstone. You will recall, of course, the Profiles are the new institution-wide learning outcomes. We have really target general education and first-year experiences courses, some discipline-specific courses, the Capstone, and co-curricular experiences. While we would love Profiles to be pervasive, we do not expect them all to be attached to all courses. This year, we have been making an effort to focus on the capstone experience, along with Jerry Daday and his colleagues in the Institute for Engaged Learning (IEL). I'll let Jerry discuss the Capstone Community of Practice, Institute for Engaged Learning, and Engaged Learning Showcase.

Jerry Daday: The Capstone Community Practice had been going on for a couple of years. The Capstone Community of Practice has helped to create the taxonomy related to capstone experiences on campus. which is available on the Institute for Engaged Learning's website in the capstone taxonomy was designed as a professional development tool to help us think about best practices for creating a capstone experience or enhancing a capstone experience. Last fall, we took that community of practice and expanded it with a campus-wide invitation and brought people together to

figure out what was going on with the different capstone experiences on campus. And we did this World Cafe and the Campus Center – about 75 folks attended. And we tried to gather all of the different types of capstone experiences that are happening on campus. From that, we put together a professional development program that tried to tackle a couple of different pieces. How might you integrate an e-portfolio and do a capstone experience as a sort of a culminating aspect to that capstone experience as a culminating experience? How do you integrate the Profiles? We engaged in assignment charrettes.

Our plan is starting in January, we'd like to reconvene the Capstone group and outline some goals that we have for the spring semester with these capstone instructors/coordinators. The context of COVID and working in a hybrid or online environment, as well as what they may have done at the end of the spring semester when we all transitioned to remote learning. That's really something that folks in the world of high impact practices are really trying to grapple with right now and higher education is transitioning these high impact practice experiences to online remote hybrid experiences.

Last year, because of COVID, we transitioned the showcase to a virtual showcase last spring. We will be doing this again this spring. Last year, some Capstone instructors were interested in showing their Capstone experiences. We are hoping to do so again this year. We'll be sending out an announcement to listservs of interested parties. And, more information will be placed on the IEL website.

Professional development opportunities: In March, we'll be doing assignments charrettes again, but this time they will be connected to each of the Profiles. We will do one a week. We'll focus on how to align prompts and assignments with the Profiles. We will also introduce rubrics that you can use to assess capstones.

HIPs in the States will be offering professional development opportunities in February. We'll focus on four topics: how you can best integrate issues of social justice into high impact practices, promoting issues of equity and inclusion on online delivery of high impact practices. Again, that's a major theme. So we're going to have a week focused on that. How you can do institutional scaling of hips. And then a whole session focused on pedagogy and how you can effectively incorporate some of the things that we know from the POD Network and the work of CTLs into high impact practices themselves. So how can you do good professional development centered around hips? And similarly, we will have time for break out.

SH: The deliverable deadline dates for the PRAC reports has been pushed back to February 1st and we will use the December PRAC meeting as a consult session. The report will also include emphases on COVID-19 adaptations, the Profiles, and the Record.

Susan Kahn: The idea is to have experienced members of the PRAC Reporting and Recognition Subcommittee to be available for consultation. More details will be coming soon.

5. Reflection on the 2020 Assessment Institute (25 minutes) – Stephen Hundley and PRAC members

SH: You may recall we did not meet during October because we hosted the online Assessment Institute. We have link that will be coming soon with recordings for sessions. We have over 250 recorded sessions. For 2021, we will again be hosting an online, virtual, complimentary engagement.

We will soon be announcing this, along with a call for proposals. So, I encourage you all to consider what you might submit for next year's Institute.

Comments from PRAC:

- Might we consider some more 30 minute sessions? Some folks seemed to struggle to fill 60 minutes.

SH: Some major themes related to equity, HIPs in the States, and trauma-informed teaching and learning over the past few months.

6. Announcements (5 minutes)

Tom thanked PRAC members for signing up for subcommittees and wished everyone a wonderful Thanksgiving.

The meeting was adjourned at 2:56 PM.

Future PRAC Meeting Dates:

- Thursday, December 10, 2020, 1:30-3:00 pm
- Thursday, January 14, 2021, 1:30 – 3:00 pm
- Thursday, February 18, 2021, 1:30 – 3:00 pm
- Thursday, March 11, 2021, 1:30 – 3:00 pm
- Thursday, April 8, 2021, 1:30 – 3:00 pm
- Thursday, May 13, 2021, 1:30 – 3:00 pm



Blast Off: Increasing Retention at IUPUI through Two Signature
Cocurricular Programs

Prepared by: Tonya Hall, Sonia Ninon, and Brett Watson

November 19, 2020

PRAC Meeting

Agenda

- Brief overview of IUPUI's Division of Student Affairs
- 2019 JagBlast and Weeks of Welcome (WOW) Events
- Data Analysis and Survey Results
- Next Steps
- Inaugural Spring WOW Overview
- Impact of COVID-19
- Q&A



Terms and Acronyms

- **JagBlast:** an event traditionally held on night two of summer Orientation, introducing new students to important information, exposure to student organizations and fun activities
- **The Spot:** IUPUI's name for the student engagement platform called Engage from Campus Labs
- **UERC:** University Events Review Committee
- **WOW:** Weeks of Welcome



IUPUI's Division of Student Affairs

- Campus Center and Student Experiences (CCSE)
- Counseling and Psychological Services (CAPS)
- Campus Health Services
- Campus Recreation
- Educational Partnerships and Student Success (EPSS)
- Health and Wellness Promotion (HWP)
- Housing and Residence Life (HRL)
- Student Advocacy and Support (OSAS)
- Student Conduct



JagBlast

Background

- Orientation program at IUPUI in the summer
- Academic units and cocurricular departments participate
- Utilize ID scanners to track participants
 - **2,056** JagBlast attendees were identified through The Spot

Learning Outcomes

- Better understanding of IUPUI campus pride and traditions
- Create excitement and confirmation about their decision to attend IUPUI
- How to get involved with campus activities and student organizations
- Develop new relationships with peers (incoming classmates); and current student leaders to feel more connected and a part of the IUPUI community





WOW

IUPUI WEEKS of WELCOME

Background

- Creating a welcoming campus environment the first two weeks of both the fall and spring semesters
- **37 events** (e.g., Ice Cream Social, Light Up the Night, and Involvement Expo)
- Collaboration between all units in the Division of Student Affairs, campus partners (academic units, departments and student organizations), and the Indianapolis community
- Effort to use wireless ID scanners to collect data on attendees and identify them through The Spot
 - Of the **2,056** JagBlast attendees, **1,222** also attended a WOW event
 - **1,810** students attended JagBlast or a WOW event. Of those, **1,780** were undergraduate students seeking a degree

Learning Outcomes

- Develop a sense of community
- Learn about leadership opportunities on campus
- Introduce students to the diversity on campus
- Introduce students to campus life and the Indianapolis community
- Gain knowledge of campus resources, offices, and build a campus identity
- Learn about and begin to develop school pride, traditions, and spirit
- Make connections between curricular and cocurricular learning



Reflection Question:

What is your favorite program or initiative to kick-start the fall semester?

Please use the Chat feature to answer this question.



Methodology

- Undergraduate students seeking a degree enrolled in the fall 2019 semester
- **1,780 (9 percent)** undergraduate students seeking a degree attended either JagBlast or a WOW event
- **Research question:** Were students who attended JagBlast or a WOW event more likely to persist in the spring 2020 and the fall 2020 semesters?
- **Limitations:** 1) the study started with students who attended JagBlast. Of those, how many attended a WOW event? 2) Only students who registered through The Spot were identified.

	JagBlast or WOW Students		All Undergraduate Students Seeking a Degree
Bachelor's Degree-Seeking	1,764	9%	20,190
Other Degree-Seeking	16	5%	310
Total	1,780	9%	20,500



Characteristics of Attendees

- Students who attended JagBlast or a WOW event were more likely to be:
 - **Female**
 - **Latinx**
 - **Younger than 25 years old**

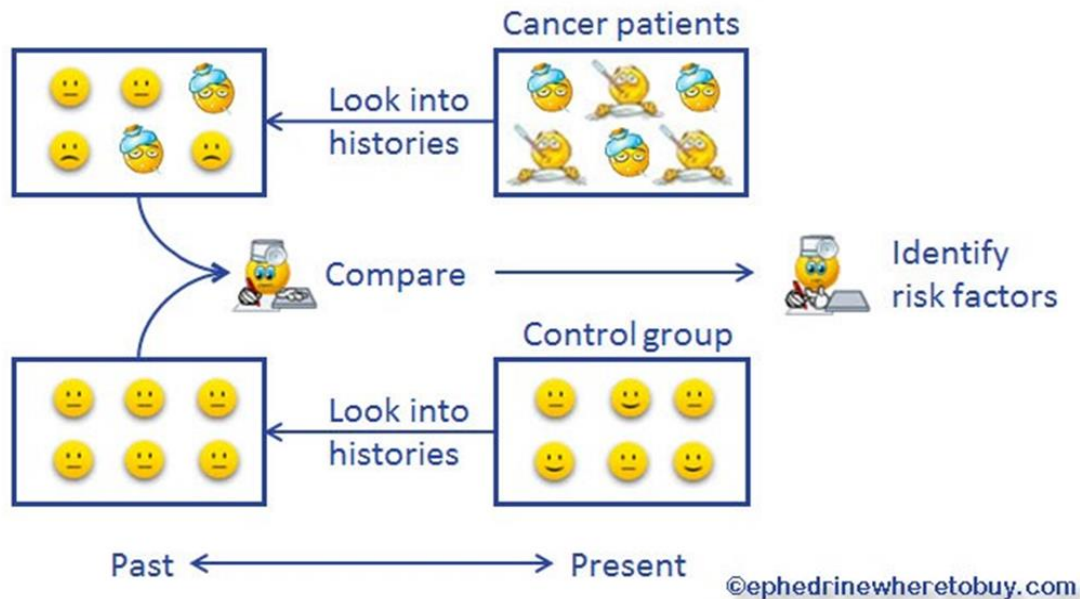




Propensity Score Matching (PSM)

Propensity Score Matching (PSM)

- Attempts to estimate the effect of a treatment or other intervention by accounting for the covariates that predict receiving the treatment
- Minimizes selection bias and other confounding factors (e.g., gender, race/ethnicity, age, SAT scores, unmet financial need, major)



Fall-to-Spring Retention at IUPUI

- Propensity score adjusted the comparison of retention rates among JagBlast or WOW attendees, and those who did not attend a JagBlast or a WOW event.
- Students who attended JagBlast or a WOW event were retained at a higher level in the spring semester than those who did not. There was a **difference of 3 percentage points in the fall-to-spring retention** at IUPUI. The difference was statistically significant at 0.05 level.

	Retained at IUPUI		Total Matched Students
JagBlast or WOW	1,547	87%	1,780
No JagBlast or WOW	1,428	84%	1,694
Difference		3	




Fall-to-Fall Retention at IUPUI

- Propensity score adjusted the comparison of retention rates among JagBlast or WOW attendees, and those who didn't attend a JagBlast or a WOW event.
- Students who attended JagBlast or a WOW event were retained at a slightly higher level in the fall semester than those who did not. There was a **difference of 1 percentage point difference in the 1-year retention rate at IUPUI**. The difference was not statistically significant at the 0.05 level.

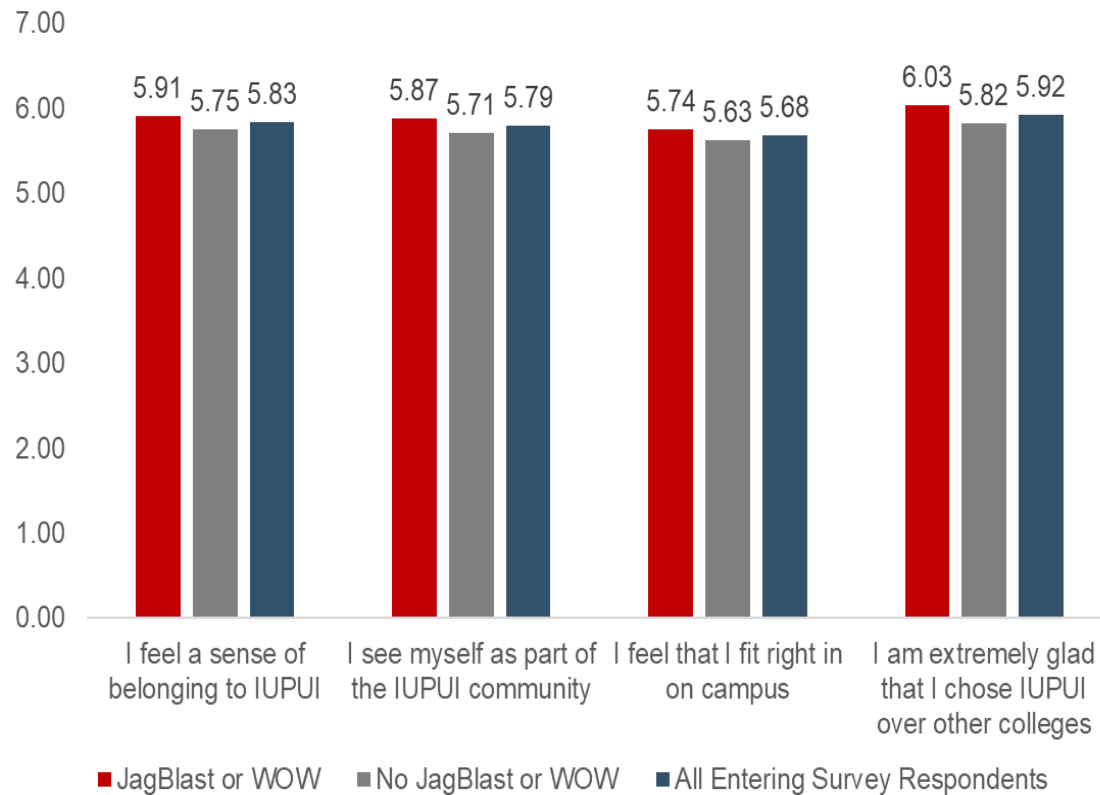
	Retained at IUPUI		Total Matched Students
JagBlast or WOW	1,354	76%	1,780
No JagBlast or WOW	1,274	75%	1,694
Difference		1	





Fall 2019 WOW Survey Results on Sense of Belonging and Reflection during JagBlast

Sense of Belonging



Items are rated on a 7-point Likert-type scale



Student Feedback Question: Why Did You Choose IUPUI?

Why did you choose IUPUI?

- Close to Home
- Has my major
- ★ to become a better version of myself!
- experience city life
- great nursing program & city life!
- Seems like so much diversity + my major :D
- Top nursing Program
- A lot of diversity & my family attended IUPUI
- Major Sports Engineering
- Amazing community & study abroad opportunities
- Fun Art
- large city experience w/ smaller campus
- Good community
- Great Nursing program!
- Great academics and Health program :)
- American Sign Language Program
- had my major / close to home
- I can live at home

It was big + had alot of stuff.
The Dentistry program is amazing!

The Campus Setting!

Internship opportunities

Has Dental Hygiene - Dental School!

close to home & beautiful campus

major + everyone is friendly

Why did you choose IUPUI?

Best Bang for buck

Urban Environment

Close to my High School

Happiness

Close to Nursing

Close to home

Teaching programs

Close to home brother

Location + Softball

Medical Imaging sister

Close to home + good program for my major

good Nursing school

Chap. Education closer to home

My Dad is alumni

It's cute here

Kelley School

Nursing - Special Ed

Close to home

My Grandparents did and either one alumni.

I like saying the name.

Herron

Purdue Engineering Degree

Nursing!!

It's great!

Dental School!

Energy Engineering

Chick Fil A

Soccer

All of the Diverse Ethnic groups

Chick Fil A in home

Close to family + friends

Downtown restaurant stop

Kelley School of Business

My Grandparents did and either one alumni.

I wanted to try out the city & stay close to my girlfriend!

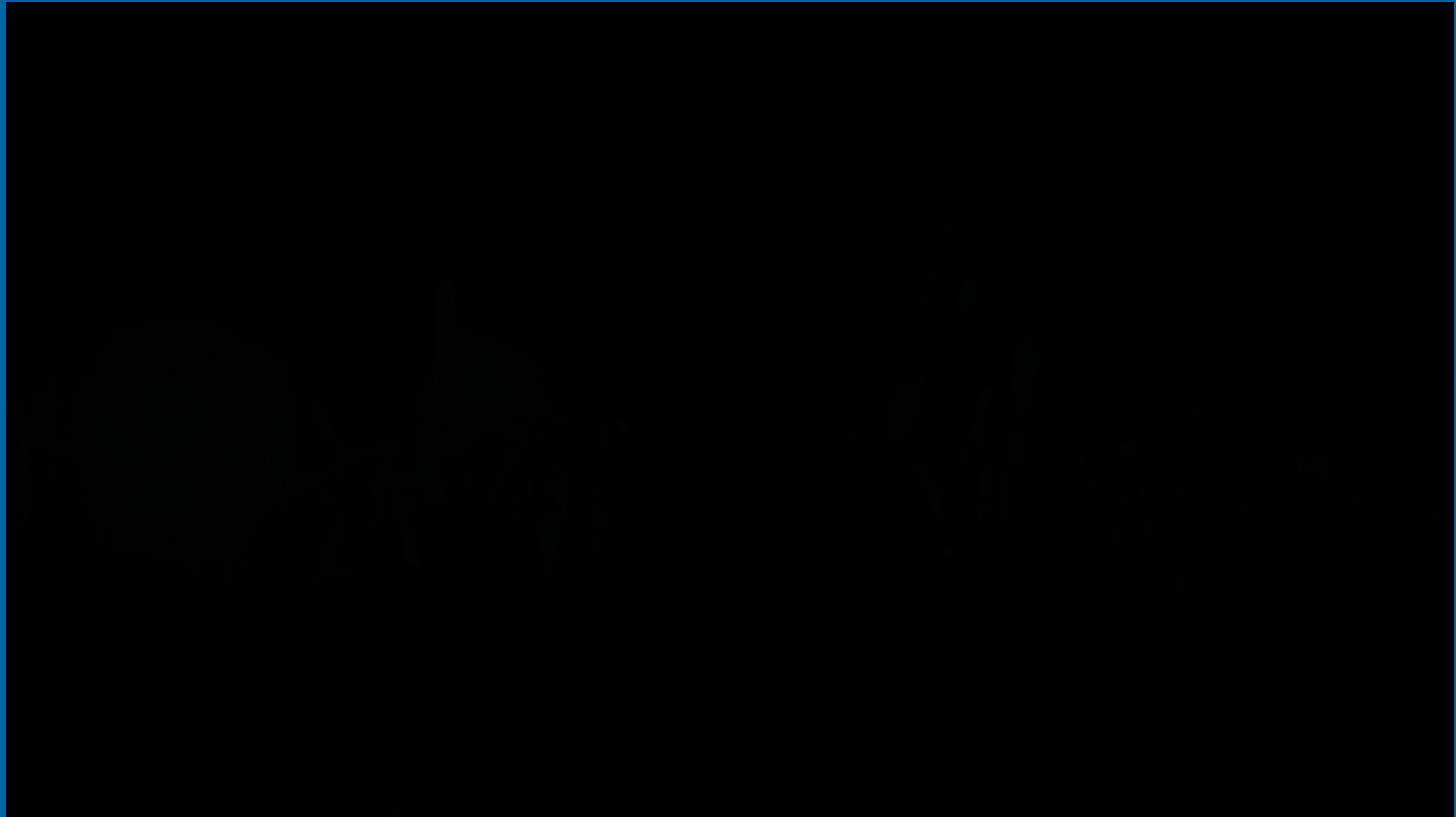
Close to home

Close to home





Check out IUPUI's long standing campus tradition!



Next Steps

- Continue to track students who attend both signature cocurricular programs using wireless ID scanners and Mobile Check-In App feature within The Spot
- Continue to examine the relationship between attendance at those programs and students' fall-to-spring and fall-to-fall retention rates and their sense of belonging
- Establish a spring WOW experience
- Continue to strengthen strategic partnerships between the Division of Student Affairs, Orientation Services, and First-Year Experience (i.e., Bridge Week)



Inaugural Spring WOW 2020

- Hosted **19** events during the first two weeks of the spring semester
- **1,030** unique students participated in at least one spring WOW event
- Participant Breakdown:
 - **20%** were Asian which is an **increase of 5%** from fall 2019 WOW
 - **13%** were Black/African American which is an **increase of 2.5%** from fall 2019 WOW
 - **46%** were White which is a **decrease of 9%** from fall 2019 WOW
 - **20%** were senior which is an **increase of about 5%** from fall 2019 WOW
 - **11%** were graduate which is an **increase of about 5%** from fall 2019 WOW
- Built a strategic partnership with Transfer Student Services
- Sent “save the date” emails to fall 2019 WOW participants



Impact of COVID-19

The impact of COVID-19 has been felt far and wide in a variety of ways. As a result of the pandemic, IUPUI had to alter JagBlast (summer 2020) and Weeks of Welcome (fall 2020).

- Summer orientation became a completely virtual/online experience; as a result and considering the nature of the program, all JagBlast events were canceled.
- Weeks of Welcome shifted to a primarily virtual experience with a few physically distanced, in-person events.
- Virtual programming was highly encouraged; however, groups were able to submit all planned gatherings of 25 people or more to the University Event Review Committee (UERC) for consideration and approval.
- Developed a new strategy to best utilize all avenues for distributing marketing and communications for fall Weeks of Welcome.



WOW 2020 Program Planning

- Planned **26** virtual experiences
- Planned **9** in-person experiences
 - 2 experiences were considered informational tables
 - 1 event approved by the UERC
 - 1 event decided to shift from in-person to virtual
 - 5 events were either canceled or rescheduled for a later date
- Planned **2** social media experiences
- Planned **3** experiences accessible online anytime
- Overall, WOW provided **35** total experiences (virtual, in-person, social media, and online)



PHYSICAL DISTANCING



Wear a mask that covers your mouth and nose.



Wash your hands frequently, for 60 seconds with hot water.



Stay home if you are starting to feel unwell.

WOW 2020: Marketing & Communication Efforts

- Completely redesigned the WOW website (wow.iupui.edu)
 - ✓ Incorporated a welcome video from Dr. Weldy, Vice Chancellor for Student Affairs
 - ✓ Utilized more pictures of student life
 - ✓ Grouped all events into one of five categories
- Utilized new design elements for all marketing materials (both print and electronic)
- Created a WOW Toolkit within Box to share all marketing materials with campus partners
- Added all events to The Spot
- Participated in Live Instagram Q&A regarding Campus Traditions hosted by IU Studios
- Emailed fall 2019 WOW participants
- Posted daily on Facebook, Twitter and/or Instagram; posts were made by EPSS, DoSA Marketing Team and IU Studios
- Created two TikTok videos and nine Spotify Playlists of the Day





QUESTIONS



THANK YOU!

Contact Information



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IUPUI

DIVISION OF STUDENT AFFAIRS



Rethinking Co-Curricular Assessment

The Learner-Centered Approach to the Co-Curriculum Model

Caleb J. Keith, Ph.D.

Director of Institutional Effectiveness and Survey Research

Is It Time to Rethink Assessment in the Co-curriculum?

If student affairs practitioners, or other co-curricular educators, intend to promote learning in the co-curriculum, they need to be operating from a learning-oriented model.



“Typical” Assessment Model

1. Articulate the purpose
2. Establish criteria for success
3. Provide programs and services
4. Determine effectiveness, and
5. Use results for improvement



The “Problem”

1. Scarce attention is given to the actual facilitation of the intervention, arguably the most crucial component of the learning process
2. Even calling it an “assessment cycle” takes the emphasis away from the intended learning and places it entirely on the assessment.



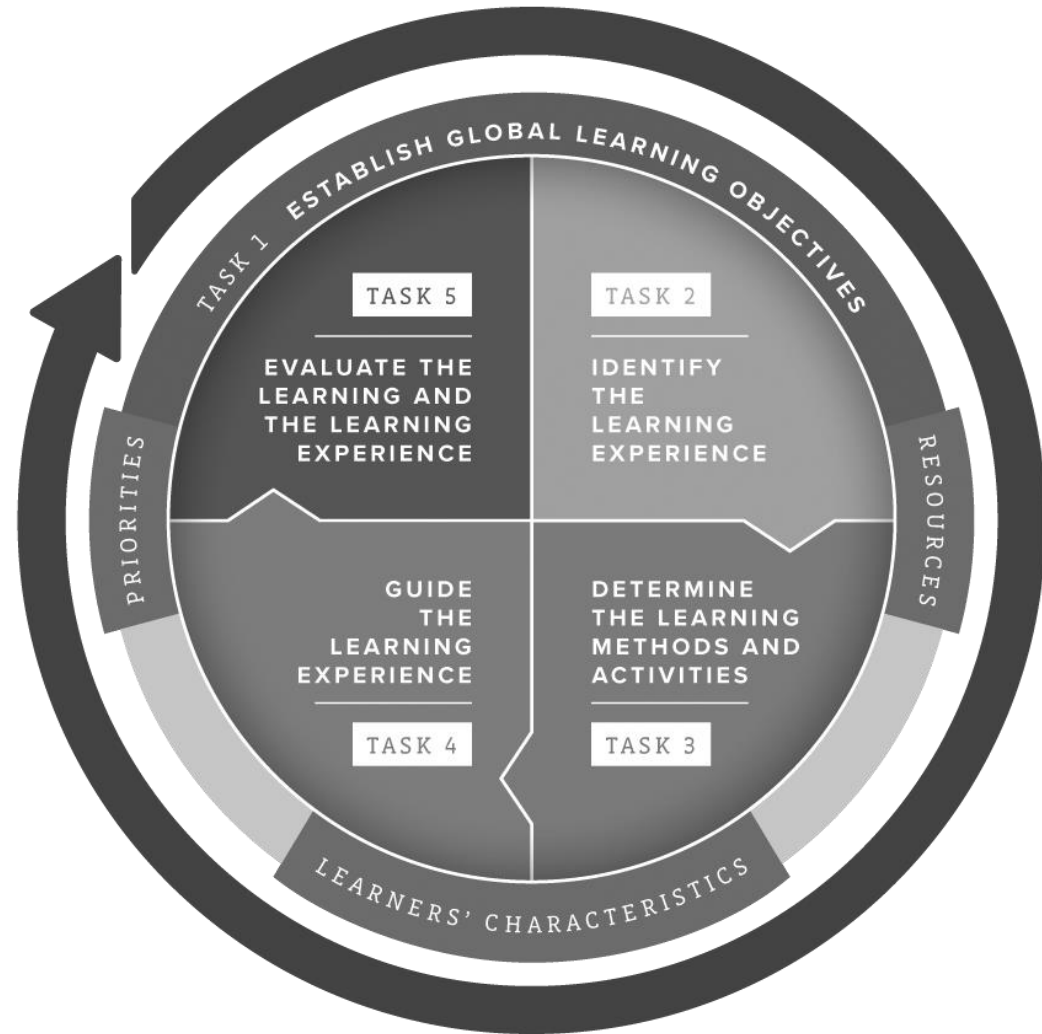
How to Address the “Problem”

1. Focus on learner-centered educational practices; SoTL
 - Doyle’s (2011) *Learner-Centered Teaching: Putting the Research on Learning Into Practice*
 - Fink’s (2003) *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*
 - Weimer’s (2002) *Learner-Centered Teaching: Five Key Changes to Practice*
2. It is critical that student affairs practitioners approach this responsibility for co-curricular learning equipped with the most current research on teaching and learning.



The Learner-Centered Approach to the Co-Curriculum Model

Fresk, Keith, & Keith (2020)



The Learner-Centered Approach to the Co-Curriculum Model

1. Establish global learning objectives
2. Identify the learning experience
3. Determine the learning methods and activities
4. Guide the learning experience, and
5. Evaluate the learning and the learning experience



The Learner-Centered Approach to the Co-Curriculum Model

Considerations:

- Priorities
- Resources, and
- Learners' characteristics



The Learner-Centered Approach to the Co-Curriculum Model

By engaging with each of the five tasks and associated steps of the Learner-Centered Approach to the Co-Curriculum Model, practitioners can feel empowered to design and facilitate robust learning opportunities in the co-curriculum that complement and expand learning.



What's Next?

- Graduate preparation programs
- Connect with CTLs, instructional designers, and other staff members



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