Program Review and Assessment Committee

Minutes from Thursday, March 10, 2022

1:30 – 3:00pm

Meeting Minutes and Video Recording

Attendees:

Adams, Heather; Altenburger, Peter; Babich, Sue; Leslie Bozeman; Brehl, Nicholas; Broeker, Camy; Daday, Jerry; Dombrowski, Lynn; Easterling, Lauren; Giddings, Anita; Graunke, Steve; Haberski, Ray; Hahn, Tom; Hassell, John; Hayes, Cleveland; Hundley, Stephen; Keith, Caleb; Lee, Jennifer; Levine Daniel, Jamie; Lowe, Sara; Macy, Katharine; Marsiglio, Clif; Morris, Pamela; Ninon, Sonia; Obergfell, Ann; Otte Julie; Pierce, Barb; Purkayastha, Saptarshi; S. Rao, Anusha; Scaggs, Emily; Sheeler, Kristy; Thigpen, Jeffry; Wager, Elizabeth; Weeden, Scott; Williams, Jane; and Zheng, Lin

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

Minutes from February 2022 meeting were approved.

2. Kristy Sheeler, Assessing and Improving Undergraduate Education at IUPUI, Interim Associate Vice Chancellor for Undergraduate Education and Dean of University College

Kristy Sheeler shared information about each of the main units within DUE. The main focus of this year is the scale up Bridge week that will serve all incoming students. We are reimaging the entire first-year experience, what we are calling Enhanced First-Year Seminars. We are moving to a 1-day orientation and start their first-year experience during Bridge (the week before the start of fall semester). We know the impact Bridge and FYS have – and scaling this and requiring it for all students is a wonderful opportunity. Heather Bowman and her team are working with campus partners on this scale up.

For 2019 cohort, Bridge participants one year retention rate was 76%, versus 71% non-participants. For the Fall 2021 cohort, Bridge participants had significantly higher fall to spring retention rates (89-94% versus 71% for non-participants). We also know traditionally underserved students benefit from Bridge as well.

The IEL team is working to embed four high-quality and scaffolded engaged learning experiences – starting in foundation experiences, pathway experiences, and capstone experiences. IEL is touching all students in all the schools.

Within University College, Matt Rust leads Advising and Career Development work, Eric Williams leads Educational Equity Programs, and Andrea Engler leads the Student Transition and Success Unit. Each of these units has 4-6 offices/programs. Office of Student Employment is a unit within advising and career development; they are using Handshake to

promote campus and off-campus employment opportunities. We know based on research that on-campus employment positively impacts retention of students. We want students to find on-campus employment and internship opportunities.

Successes include proactive advising (met with 43.3% of UCOL students in first 7 weeks of semester), campus and career advising services (first point of contact for employers – posted more than 20,000 full-time and part time and internship opportunities within Handshake in the fall semester). LHSI serves 75 interns in 70 sites; trying to expand Sophomore Internship Program; and Center for Transfer and Adult Services. The Bepko Learning Center had record attendance, great mentoring training program for peer mentors.

Honors College has strong retention and graduation rates. We have data showing that Honors College students have higher retention rates compared to students who are not in the Honors College (but who have similar academic success measures).

Tom Hahn has collected great data across all the IEL. Across all programs, the retention rate is higher than 90%. Jaguar Leadership Network – program for students with high levels of unmet financial need. Retention is over 90% and GPA is at 3.0. Seeing some strong results. Students talking about the importance of the community.

Leslie Bozeman mentioned the collaboration between Office of International Affairs and global engagement in FYS. Stephen Hundley highlighted the importance of these evidence-based interventions. Kristy said it was important to continuous remind the campus of the great work that is happening to support students.

3. Update on the Institute for Engaged Learning and the Record

Jerry Daday and Tom Hahn provided an update on the Institute for Engaged Learning. Institute created in summer of 2018 to address this core challenge of equity and access to HIPs and engaged learning. Goal/mission is for all undergraduate students to receive four high-quality engaged learning experiences us existing resources (no new funding). We know based on research that students who have high social, cultural, and economic capital seek out engaged learning experiences (parents and guidance counselors encourage them to do this). We also know that students who are traditionally underserved do not participate in these experiences for many reasons. To achieve equity, we need to scale high-impact practices and engaged learning, by making them pervasive and building them into the curriculum so that students can't avoid them. We also need to make sure we have quality in the experience. And we must assess these experiences, to make sure students are achieving the learning goals/outcomes.

Jerry talked about the goal of providing all students with an engaged learning experience within a foundational experience (like Bridge and enhanced FYS), multiple pathway experiences (e.g., internships, study abroad, undergraduate research, project-based learning, etc.,) and a capstone experience – and do reflection and integration of knowledge within an ePortfolio.

Jerry talked about efforts to integrate programming across the Center for Service and Learning and the Center for Research and Learning. Trying to identify efficiencies and common practices across cohort programming within the Institute and project-based programming

within the Institute. This included developing common student professional development (e.g., StrengthsFinder), reflections, assessment; use AAC&U rubrics to assess student reflections, aligned to Profiles. Identifying resources that can support faculty and staff mentors. Transitioning mentored, project-based learning from scholarship to employment model, which provided the opportunity to take advantage of federal work study. We worked with Jason Kelly in IAHI to create a new Humanities Lab. And we are working to gather data to ensure we have equity throughout the entire process (we know the students who are interested; who have applied; who are selected; and who succeed).

Jerry mentioned some curricular transformation efforts – including the creation of a new Project-Based Learning lab, working with eight other faculty to develop a PBL taxonomy, a PBL toolkit, ways/models of dissemination for students, models, and examples of student work, and working with departments to scaffold PBL – foundation course, pathway course, and capstone course. He also mentioned the creation and availability of a Canvas Expand Site: SL: the Basics Course - 4 modules covering the fundamentals of service-learning course design and development: introduction to service learning as pedagogy, critical reflection, community project planning, community partnership development.

He mentioned the creation of a new ePortfolio studio to support students and their development of an ePortfolio – located in the IEL Office Suite in Hine Hall.

Tom Hahn provided an update on IEL's tracking and assessment efforts. We now have student programming data centralized in one location: equity and retention analysis for all programs. We are generating individual reports for each program. We have developed a common reflection prompt, and we assess student learning using AAC&U Value Rubrics aligned to Profiles; this direct assessment work was a core component of the Institute's contribution to the DUE PRAC Report. We secured a new $15,000 grant from AACRAO to make enhancements to the Record, which included the creation of an automated upload process for entering students into the Record (makes it easier for faculty and program directors to enter students in larger experiences). We also created a tool that allows students to search for and filter for Record bearing experiences. Record now has 370 experiences and nearly 4,400 students.

Tom shared some of the quantitative and qualitative results from our assessment work. We are promoting the Record among faculty and staff across campus. Record allows us to document high-quality experiential and applied learning for our students; helps students articulate their learning with graduate/professional programs and/or prospective employers; and elevate evidence-based teaching and mentoring among our faculty and staff. Resources include:

Record Application and other resources: https://getengaged.iupui.edu/faculty-and-staff/record/index.html

JagNews article on Record: https://news.iu.edu/stories/2020/05/iupui/jagnews/05-experiential-applied-learning-record-provides-job-hunting-resource.html

IRDS Tableau Report on Record:
https://tableau.bi.iu.edu/t/prd/views/TheRecordExample/TheRecord-Overall?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

NILOA Case Study on Record: https://www.learningoutcomesassessment.org/wp-content/uploads/2021/03/IUPUI-Case-Study-1.pdf

Caleb posted questions in chat:

What are examples of the connection between or among student learning, HIPS, and equity/equitable assessment from within your unit or elsewhere on campus? Are there any about which you are particularly excited?

Where are additional opportunities to reinforce (or establish) a connection between or among student learning, HIPS, and equity/equitable assessment?

Where or how do you see these efforts (i.e., student learning, HIPS, and equitable assessment) linked to other institutional processes (e.g., evaluation of operations, planning, budgeting)? Do additional opportunities exist? If so, what, or how?

What additional information could—or should—PRAC provide related to student learning, HIPS, and equity/equitable assessment?

Ray Haberski asked how the Record is different from Handshake. Jerry said Handshake promotes opportunities inside and outside of IUPUI. We don't know the quality associated with these experiences. The Record captures experiences where we know there are learning outcomes aligned to the Profiles, where students are engaged in reflection, and where student learning is assessed.

A question was asked about the Record and whether or not students at FW and Columbus can be on the Record. The answer is no – currently Record only captures IUPUI students. Tom said this will be a topic of conversation/discussion at Record subcommittee retreat in mid-May.

Jennifer Lee mentioned that internships should count automatically, especially ones that have been offered for years. She said the application process is too onerous. Jerry and Tom said the application process has been revised – and we want to do anything possible to make this easy so faculty can get their experiences on the Record.

Ray Haberski asked, what is success in the context of the Record? Jerry suggested that knowing our students and graduates have high levels of proficiency related to the Profiles and got a job would be two indicators of success. Ray asked about what is happening with community connection, public funding, public communication. Jerry said it was a great question and offered to follow-up with Ray to have a conversation.

4. Announcements (5 minutes) – PRAC members

Future PRAC Meeting Dates:

- Thursday, April 14, 2022, from 1:30–3:00 pm
- Thursday, May 12, 2022, from 1:30–3:00 pm

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Academic Success for all Students
through engagement with students, advisors,
staff, and faculty

University College   Institute for Engaged Learning   Honors College

How can we work in partnership to support students?

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Reimagined, Cohesive FYE Model

Orientation ➡ **Bridge Week** ➡ **Enhanced FYS**

- Strongest combination of interventions
- Coordinated, scaffolded curriculum
- Equitable access for all
- Build strong sense of belonging

- Signature IUPUI experience
- Early exposure to high-impact practices: FYS + (learning communities, service learning, global engagement, JagChallenge)
- Holistic acclimation—social and academic

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Bridge, First Year Experience, and Retention

1. For the 2019 cohort, Bridge participants' one-year retention at IUPUI
   - 76% vs. 71% for non-participants
   - 78% when Bridge participants also enrolled in a TLC
2. Fall 2021 Bridge participants had significantly higher fall to spring retention:
   - 89-94% depending on fall FYS type
   - 82% for students who participated in a FYS without Bridge
   - 74% no intervention
3. Consistent for 20 years of Bridge
4. Positive impact more pronounced for African American, Latinx, 2 or more races, First Gen, Pell-eligible, and 21st C scholar students
5. Bridge participation has a similar positive impact on fall GPA.

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Slide 1

Bridge and Academic Success Outcomes

2020 Bridge Program Participation and Academic Success Outcomes by Underserved and Underrepresented Groups

Student Characteristic	Summer Bridge Participants						Nonparticipants					
	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI IN)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (any IU) and GPA > 2.0	One-Year Retention (IUPUI IN)	One-Year Retention (IUPUI) and GPA > 2.0	FY GPA
African American	70	81%	69%	80%	67%	2.64	251	61%	53%	59%	51%	2.20
Latinx	80	76%	70%	74%	68%	2.77	384	64%	57%	61%	54%	2.31
Afr. American, Latinx Two or More Races	179	81%	72%	79%	70%	2.77	802	64%	55%	62%	54%	2.32
First Generation	150	79%	73%	78%	71%	2.88	794	64%	57%	62%	55%	2.45
Received Federal Pell Grant (proxy for low income)	234	77%	70%	75%	68%	2.75	1,061	68%	60%	65%	57%	2.45
Twenty First Century Scholars State Aid	157	76%	66%	74%	63%	2.56	712	67%	59%	63%	55%	2.37

Note 1: Bold and italicized items significantly different based on independent samples t-test or chi-square results. Bold items are not significantly different but noteworthy.
Note 2. Analyses do not account for differences between Summer Bridge participants and nonparticipants with regard to academic preparation, demographics, or other background characteristics.

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Slide 2

Goal: Every IUPUI student will receive four high-quality and scaffolded 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

- Equity and scale: make experiences pervasive for students (build into curriculum, co-curricular, experiential/ applied)
- Equity: carefully track who participates and succeeds and who does not; make adjustments; importance of the Record
- Fidelity: use of taxonomies for professional development; robust tracking and assessment plan of student learning and success

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IEL Highlights 2020–2021

Schools of Enrollment

IEL students are from all IUPUI schools/colleges. The schools with the largest numbers:
- Science (24.6%)
- Engineering and Technology (16.8%)
- Liberal Arts (10.3%)
- University College (9.7%)
- Health and Human Sciences (8.4%)

First-Generation Students

One-third (33%) of IEL students were first-generation college students.

The program with the most first-generation students was the Jaguar Leadership Network (63.2%).

Retention and GPA

Among all IEL programs:
- Retention rate: 94.7%
- Average GPA: 3.3

Experiential and Applied Learning Record Notation

All IEL programs have been approved for inclusion on the IUPUI Experiential and Applied Learning Record.

Overall, 92.5% of IEL students received the Record designation.

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University College

University College:
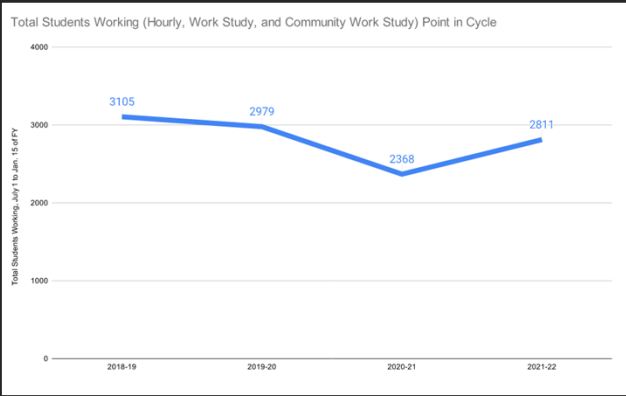## Start Here, Succeed Everywhere

Advising and Career Education (Matt Rust)		Educational Equity Programs (Eric Williams)		Student Transition and Success (Andrea Engler)
Academic and Career Development		Upward Bound		Orientation
Center for Transfer and Adult Students		21st Century Scholars Indy Achieves		Bepko Learning Center
Life–Health Sciences Internship Program		Nina/Bowen/THRIVE		Success Coaching
Campus Career and Advising Services		Diversity Enrichment and Achievement Program (DEAP)		Peer Mentoring
Student Employment		TRIO/Student Support Services		

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Office of Student Employment (OCE)

1. **Part-time positions continue to recover** (includes regular hourly temporary, work-study, and community work-study). *See chart.*
2. **Work-study positions buoyed by 100% match of wages during FY 2020–21** (includes community work-study).
3. **On-campus positions face competition** (from remote or closer-to-home positions as well as higher pay off campus).
4. **OSE continues to proactively promote on-campus and work-study opportunities.**
5. **OSE continues to facilitate two Record-eligible experiences** (Hire Achievers and On-Campus Internship Programs served 49 unique students this year from across campus).
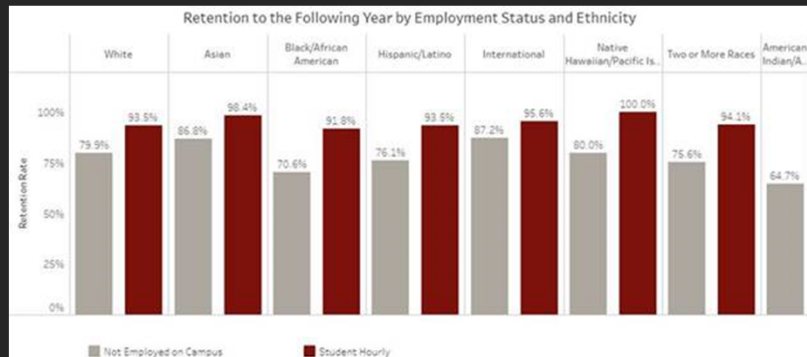
Total Students Working (Hourly, Work Study, and Community Work Study) Point in Cycle

3105 | 2979 | 2368 | 2811

2018-19 | 2019-20 | 2020-21 | 2021-22

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Slide 1

On-Campus Student Employment & Retention

OSE maintains the federal work-study processing for on-campus positions and works with payroll and financial aid to educate students and staff around FWS parameters. The office continues to structure work retention around high-impact strategies to tie directly to positive retention outcomes for students working on campus.

Retention to the Following Year by Employment Status and Ethnicity

	White	Asian	Black/African American	Hispanic/Latino	International	Native Hawaiian/Pacific Is..	Two or More Races	American Indian/A..
Not Employed on Campus	79.9%	86.8%	70.6%	76.1%	87.2%	80.0%	75.6%	64.7%
Student Hourly	93.5%	98.4%		91.8%	93.5%	95.6%	94.1%	

(Note: 100.0% shown for Native Hawaiian/Pacific Is. Student Hourly bar)

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Slide 2

Advising and Career Education Highlights

Proactive Advising
- ACD led the campus for the fourth year in a row, meeting with the highest proportion and number of students in the first seven weeks; 43.3% of their 3,879 students.

Campus and Career Advising Services
- Provides New Advisor Academy (since 2015) and New Career Services Professional Onboarding (since 2019) to new hires from each school.
- Provides regular training and professional development events, including
  - Proactive advising.
  - Canvas activity intervention.
- **Is the first point of contact for employers; reviewed and posted more than 20,000 full-time, part-time, and internship positions to Handshake in fall semester.**

Center for Transfer and Adult Students
- Held a stop-out email and phone calling campaign for all adult and transfer students who have been out for a semester.
- Contacted 497 students in November and December 2021; 57 are now re-enrolled for spring 2022 (11.5% yield).
- Offered pre-transfer advising and related services through the Passport Program to Ivy Tech students, IUPUI's single largest source of transfer students (12.6% of fall 2021 undergraduates).

Internships
- LHSI serves 75 interns in 70 sites each academic year, representing 40 majors across 12 IUPUI schools; 344 students successfully completed LHSI during 2015–2020.
- Since 2017, Duke Energy and Citizens Energy Sophomore Internship Programs have placed 15–20 students each semester to close inequitable opportunity gaps in internship participation.

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Educational Equity Programs

	Total Students	% of Total	DEAP	Nina	Bowen	THRIVE	Indy Achieves	TRIO	TFCS Services*
University College - Degree Seeking	565	31.0%	186	3	5	15	227	101	155
University College - Non-Degree Seeking	2	0.1%	0	0	0	0	2	0	0
Total University College	567	31.1%	186	3	5	15	229	101	155
Degree Granting Schools - Degree Seeking	1,253	68.8%	476	26	8	60	568	185	150
Degree Granting Schools - Non-Degree Seeking	1	0.1%	1	0	0	0	0	0	0
Total Non-University College	1,254	68.9%	477	26	8	60	568	185	150
Total	1,821		663	29	13	75	797	286	305

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Educational Equity Programs

| Program		Average Unmet Need	1ST -year Retention (Fall 2020 cohort)	6-year graduation (FALL 2015 cohort)	Racial Demographics (Fall 2021 Cohort)	
21st Century Scholars Success Program	Low-income Indiana residents; join in 8th grade; peer mentoring	$3,125.00	72.4%	53%	African-American	18%
					Asian	9.5%
					Latinx	25.6%
					Two or more	7%
					White	39.4%
Diversity Enrichment and Achievement Program (DEAP)	Any IUPUI undergrad; 1st year, continuing, transfer	$4,999.73	79.7%	46%	African-American	47.8%
					Asian	2.2%
					Latinx	32.8%
					Two or more	10.8%
					International	2.2%
					White	3.8%
Thrive	Eligibility; invited at time of admission; 1 year; encouraged to apply for Nina	$5,438.24	50%	N/A	African-American	14.6%
					Asian	3.7%
					Latinx	13.4%
					Two or more	7.3%
					White	59.8%

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Educational Equity Programs

Program		Average Unmet Need	1ST -year Retention (Fall 2020 cohort)	6-year graduation (FALL 2015 cohort)	Racial Demographics (Fall 2021 Cohort)	
Nina	1st year, continuing, transfer students apply; funding up to 6 years; eligibility	$5497.63	N/A – Non-first-year students	Time to Degree 3.24	African-American Asian Latinx Two or more White	22% 19% 58%
Bowen	Ivy Tech Bowen Scholars; up to 3 years funding; the opportunity to apply	$8,115.25	N/A – Non-first-year students	Time to Degree 2.84	African-American 100% *Bowen Scholars, scholarship program for African American students that is sponsored by the Bowen family.	
TRIO-Student Support Services (SSS)	US citizens and residents; first-generation, low-income, or underrepresented; first-year, continuing, and transfer students; Up to 6 years	$4449.28	74.2%	61.3%	African-American Asian Latinx Two or more White	30.3% 5.9% 38.2% 6.9% 18.4%

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Bepko Learning Center

Visits			
Fall 2021	**Unique visits**	**Total visits**	**UCOL student percentage of total visits**
Coaching	215	739	73.02%
Mentoring	1,323	13,564	53.20%
Tutoring	432	1,417	22.35%
Grand totals	**1,970**	**15,720**	**49.52%**
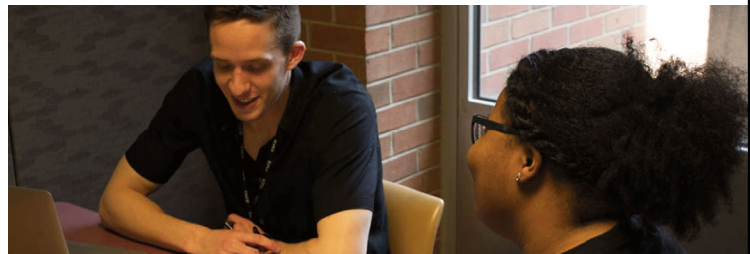
FYS Mentors
3,600 1:1 meetings

Peer mentor	% agree or strongly agree
Was helpful in supporting my transition to college	85%
Has been successful in creating a positive community within the class	89%
Was a valuable member of the instructional team	84%
Was knowledgeable about campus resources	90%
Was a positive role model	90%
Overall, I was very satisfied with my peer leader	87%

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Honors College

Honors College Highlights

- Continued improvement of four- (82.7%), five- (85.9%), and six-year (85.8%) graduation rates
- **97% of 2020 cohort retained to the second year**
- Admitted largest cohort to date of African American students for fall 2021
- **H200 for all students to begin fall 2022**
- Proposed pathway for UC students—*all* continuing students will have a gateway to Honors College
- **All schools represented; top five enrollment are Science, E&T, Business, Informatics, and Liberal Arts**
- All students receive $2,500 study abroad stipend

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Honors Student Voices

"The opportunities provided by the Honors College in both courses and experiences were beyond compare and the staff was monumental in my success as a student."

"There is no way to truly measure how valuable my Honors College experience was . . . The people I met, the places I was able to travel, and the leadership opportunities I had, and the support I received defined my time here."

Throughout my undergraduate studies, the Honors College provided financial aid, a life-changing study-abroad experience, quiet and well-stocked study spaces, as well as many more advantages."

"The coursework was more advanced, which gave my degree increased value."

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Institute for Engaged Learning

**IEL Students
AY 2020–2021**

Program	N	Graduated	Enrolled in fall 2021	Did not return	Retention rate	GPA	SD	First gen	Record designation
MURI	51	11	40	0	100%	3.5	.45	19.6% (10)	70.6% (36)
UROP	19	10	9	0	100%	3.6	.61	5.3% (1)	89.5% (17)
DSRP	18	4	12	2	88.9%	3.4	.53	11.1% (2)	83.3% (15)
DSIRE	1	1	0	0	100%	3.5	-	0% (0)	100% (1)
RISE	1	0	1	0	100%	3.7	-	0% (0)	100% (1)
CRL Total/Average	90	26	62	2	97.8%	3.5	.49	14.4% (13)	77.8% (70)
Alternative Breaks	7	3	4	0	100%	3.4	.44	43.9% (3)	100% (7)
Bonner Year 1	11	0	9	2	81.8%	3.0	1.1	36.4% (4)	81.8% (9)
Bonner Year 2	11	1	10	0	100%	3.5	.23	27.3% (3)	90.9% (10)
Bonner Year 3	11	0	10	1	90.1%	3.0	.53	36.4% (4)	81.8% (9)
Bonner Year 4	8	5	3	0	100%	3.5	.50	50.0% (4)	87.5% (7)
FSNE	4	0	4	0	100%	3.1	.58	0% (0)	75.0% (3)
Fugate	6	2	3	1	83.3%	3.5	.32	16.7% (1)	83.3% (5)
Paws	5	2	3	0	100%	3.6	.24	20.0% (1)	80.0% (4)
SHJ Total/Average	63	13	46	4	93.7%	3.3	.63	31.8% (20)	85.7% (54)
CEA	73	25	44	4	94.5%	3.5	.61	19.2% (14)	100% (73)
JLN	95	0	88	7	92.6%	3.0	.56	63.2% (60)	96.8% (92)
All IEL Total/Average	321	64	240	17	94.7%	3.3	.60	33.3% (107)	90.0% (289)

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Jaguar Leadership Network

- $5,000 scholarship for two years
- Engaged learning
- Retention rate of first cohort (95 students): 92.6%
- Average GPA: 3.0
- Average unmet need: $4,400
- 12 schools represented

- 70% Female
- 33% Black/African American
- 23% Latinx
- 26% White
- 7% Two or More Races
- 11% Asian
- 1% American Indian/Alaska Native

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JLN Questionnaire Report
Key Highlights

Top 2 Reasons to Re-Enroll in Fall 2021

#1 Financial support

#2 Co-curricular programs

Most Valuable Aspect of JLN Experience

- Meeting New People/Gaining a Community
- Learning about Resources/Information Provided
- Discussion Post/Learning Module topics, and the Facilitators.

What role did JLN play in students' decision to continue at IUPUI?

#1) Financial assistance provided

#2) Making connections/gaining a network of other students

#3) Obtaining skills that are important for student academic success

Least Valuable Aspect of JLN Experience

#1 Nothing

#2 Everything being online (due to COVID-19 Pandemic)

IUPUI INSTITUTE FOR ENGAGED LEARNING

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How can the division partner with your school to support all students?