

Planning for the Future of the RISE to the IUPUI Challenge Initiative

Spring 2013

A report submitted by the RISE Subcommittee of the Council on Retention and Graduation Steering Committee:

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Executive Summary

RISE challenges all IUPUI undergraduates to complete at least two of four possible experiences as components of the baccalaureate degree: 1) credit-bearing undergraduate research experiences that augment students' understanding of research, scholarship, and creative activities; 2) study abroad curricular experiences that enhance students' learning and understanding of the world; 3) service learning courses that enhance students' commitment to civic engagement; and 4) credit-bearing experiential learning experiences, such as internships and field work. In this report the history of the RISE initiative is reviewed and criteria for RISE courses are delineated. We then consider challenges associated with current implementation of the RISE initiative, as well as recommended strategies intended to address these challenges.

| Challenge | Recommended Action(s) |
|---|--|
| More students are completing RISE experiences than are being credited because of the requirement that RISE codes be applied at the course level only (to all sections) | <ul style="list-style-type: none"> • Enable flexible means of transcribing RISE experiences, either at the course level, section level, or as a student option within sections • RISE credit should be granted for paid and 0-credit forms of experiential learning • All RISE classes should require that faculty provide 'satisfactory completion' confirmation on the final grade roster, as occurs now with the 'Experiential Learning' (EL) notations. |
| There is little faculty leadership for RISE and there are few coordinated attempts to promote faculty development related to the delivery of high-impact practices | <ul style="list-style-type: none"> • Appoint a tenured faculty member as a RISE Director to be housed in the Center for Teaching and Learning and charged with campus-level coordination for RISE. • Embed reporting requirements into the awarding of future RISE course development grants to permit formative assessment. • Cultivate faculty leadership and support for the RISE initiative as part of a broader framework emphasizing support for engaging in high-impact practices. Involve CTL in support of online course development, articulation of student learning outcomes, and assessment of student learning. |
| Communication about RISE to faculty and students is poor. | <ul style="list-style-type: none"> • In collaboration with IU Communications, a full-scale communication plan should be launched in Fall 2013 that addresses identified critical questions. |
| Few, if any, specific learning outcomes for RISE experiences have been identified. Documentation of student learning and demonstrating whether this learning is sufficient to be awarded credit has never been addressed. | <ul style="list-style-type: none"> • Center directors, in collaboration with the Center for Teaching and Learning, should be tasked with developing a clear plan for effectively assessing student learning across RISE experiences. |
| Program evaluation is necessary to gauge fidelity to the program model, as well as student learning outcomes and programmatic outcomes related to student persistence and success. | <ul style="list-style-type: none"> • Once procedures for counting and tracking of RISE experiences have been improved, a process evaluation should be conducted. Once fidelity to the program model has been confirmed, outcomes evaluation should be initiated. Responsibility for evaluation should be distributed across schools and coordinated by the RISE Director. |

Brief History:

The RISE to the IUPUI Challenge initiative emerged in 2008 through a strategic planning process aimed at developing the [IUPUI Academic Plan](#) under the leadership of Chief Academic Officer, Dr. Uday Sukhatme. A planning committee presented its recommendations to the IUPUI community in 2008 and the initiative was formally launched in Fall 2009. RISE challenges all IUPUI undergraduates to complete at least two of four possible experiences as components of the baccalaureate degree: 1) credit-bearing undergraduate research experiences that augment students' understanding of research, scholarship, and creative activities; 2) study abroad curricular experiences that enhance students' learning and understanding of the world; 3) service learning courses that enhance students' commitment to civic engagement; and 4) credit-bearing experiential learning experiences, such as internships, practica, clinical or fieldwork experiences. Until 2012, the RISE Initiative was coordinated by the Associate Vice Chancellor for Academic Affairs, Dr. Mary Fisher, who also helped to oversee competition for funds to support the development of new RISE courses provided by the Office of Academic Affairs.

The RISE initiative initially was viewed as a means of branding an IUPUI undergraduate degree through 'signature experiences' that all undergraduates would receive. It also helped to recognize existing campus strengths, particularly in the areas of service learning and undergraduate research, and serve as a means of strengthening engagement in internships and study abroad. In the inaugural fall semester of 2009, 839 courses were designated as RISE experiences across 14 IUPUI schools conferring undergraduate degrees. A detailed history of the launch of the RISE initiative is documented by Baker, Fisher, and Johnson (2012).¹

While there is no doubt that research, international experiences, service learning and other forms of experiential learning are beneficial to student success and persistence, there are a number of other high-impact practices (e.g., experiences with diversity, themed learning communities, writing across the curriculum, first year seminars, capstones, eportfolios) that are excluded by the RISE framework. It is important that faculty continue to champion the importance of student engagement in a diverse array of high-impact practices, while at the same time advocating RISE as a means of enhancing IUPUI student learning and success.

RISE Criteria

In order for a course to qualify as fulfilling a RISE requirement, it must be credit bearing and include the following elements:

- 1. Qualified experiences:** Students must engage in directed, first-hand immersive experiences in the "real world," laboratory, or studio that are appropriate to the educational goals of the course and that occur beyond a normal classroom or on-line framework. The purposes of these external experiences are: 1) to apply and practice concepts, methods, and skills learned in the classroom; and 2) to develop new knowledge through original research and/or dialogue with individuals and groups beyond the university. In this process students will discern how contextual nuances change the dynamics of a learning situation and recast abstract theory. They will also gain knowledge of how to

¹ Baker, S., Fisher, M.L., & Johnson, K. E. (2012). RISE to the IUPUI Challenge: High impact practices focused on students' success. *Metropolitan Universities Journal*, 23(1), 29-39.

learn from experience and appreciate multiple sources of wisdom. These qualified experiences must fall under one of the four foci of RISE described below.

2. **Integration of knowledge:** Students must be provided with an intellectual framework that enables them to integrate knowledge with application, and theory with real world experiences. The concepts, theories and information that constitute the course learning objectives must be purposefully integrated with the experiential learning opportunities so as to integrate abstract learning with real world situations, independent research, and/or artistic production. Selected PULs relevant to the course must become “real” to students through their experiences within the course.
3. **Reflection:** Students must engage in critical analysis (directed reflection) about the meaning of the experiential learning in the context of the course objectives, professional and personal development, and the PULs. The course must require, foster, and evaluate such reflection, which may cover any or all of the following domains: a) personal growth, b) academic and professional development, and c) concepts of civic engagement and responsibility.
4. **Assessment:** The course must have a clear plan of assessment, both of student learning and the effectiveness of the experiential learning component of the course. Students must be appraised in relation to the learning objectives for the course as a whole, the learning objectives identified for the experiential learning component of the course, and the relevant PULs.

Four Areas of RISE

- **Undergraduate Research Experience Courses:** To qualify under this area of RISE, courses must involve students in conducting research or artistic work under the mentorship of a faculty member. Undergraduate research experience courses may include any scholarly or artistic activities that lead: to the production of new knowledge; to increased problem solving capabilities, including design and analysis; to original critical or historical theory and interpretation; or to the production of original works of art or artistic performances. The RISE research requirement will not be met by courses that teach about research. Those interested in creating a RISE Undergraduate Research Experience Course should contact the Center for Research and Learning (CRL) at 274-4590 to learn about more specifics that will assist in course development in this area.
- **International Experience (Study Abroad) Courses:** To qualify under this area of RISE, courses must involve travel and learning outside of one’s home country as well as guided reflection on the cross-cultural elements of the experience. International students enrolled at IUPUI may earn ‘I’ credit through approved EAP (English for Academic Purposes) coursework. International Experience Courses may occur as part of IUPUI study abroad programs, approved study abroad programs by other U.S. institutions, or approved programs at overseas institutions. Independent study courses abroad are also eligible. Courses may be in any subject, as long as they include an experiential element (e.g., significant interaction with the host community, guided research, service learning or workplace/community experience), and require reflection that leads to enhanced skills of international understanding and interaction, both generally and with respect to the particular discipline or profession reflected in the course. Those interested in creating a RISE International Experience (Study Abroad) Course should contact the Office of International

Affairs, at 274-7000 to learn about more specifics that will assist in course development in this area.

- **Service Learning Courses:** To qualify under this area of RISE, courses must require students to participate in an organized service activity that meets identified community needs and also reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. Those interested in creating a RISE Service Learning Course should contact the Center for Service and Learning, at 278-2662 to learn about more specifics that will assist in course development in this area.
- **Experiential Learning Courses (experiences in work and community settings):** To qualify under this area of RISE, courses must involve students in community-based, pre-practice experiences, including but not limited to internships, practica, co-ops, or other clinical experiences under the mentorship of a faculty member. Experiential Learning Courses include community-based professional practice activities that lead to the acquisition, production, integration, and/or application of knowledge; to increased problem-solving capabilities and decision-making skills; to enhanced communication skills; and to professional growth in and increased knowledge of the field of practice. The Experiential Learning Course requirement will not be met by courses that teach about career skills. Rather, it will be met by credit-bearing professional practice-based educational experiences that involve students in application of knowledge to a community problem or in a community setting under the mentorship of a faculty member that students make the desired connections. Courses with significant use of any of the following instruction formats may qualify: clinical education, cooperative education, field work, internship, practicum, student teaching, mentoring practice, and other categories that are determined by academic units.

Why Review and Reconsider RISE in 2013?

There is no question that the RISE initiative creates opportunities for undergraduate students and enhances the image of the campus. It also clearly builds on existing strengths in experiential forms of learning in our undergraduate curricula, some of which have been recognized through national awards (e.g., US News and World Report excellence in service learning programs, TLCs; Presidential Honor Roll for Community Engagement). A number of additional benefits seem evident:

- RISE scholarships have been one of the most successful targets for the recent IUPUI Impact campaign. Since announcing the RISE Scholarships in 2010, donors have established endowments to support more than 60 RISE scholarships campus-wide.
- The ePDP (Personal Development Plan) portfolio has integrated the RISE initiative into reflection questions aimed at helping students to articulate what they have learned through engaging in high-impact practices. These reflections are aimed at enhancing students' ability to compete for internships and jobs, and to deepen their learning.
- There is a burgeoning literature on the positive effects of engaging in high-impact practice on student learning, persistence and success. These benefits are particularly significant when experiences are coupled together (e.g., international service learning) and for students from underrepresented groups.

- IUPUI has developed a national reputation in the area of STEM education, and external funding is available to help expand opportunities for undergraduate research.
- The IUPUI Office for International Affairs is participating in the ACE Internationalization Lab through 2014 and it is clear that students' engagement in international experiences is highly valued. Resources to support study abroad and other forms of international experiences are expected to increase.
- As the state's public, urban research institution positioned in the state's capital, ample opportunities for internships and service learning exist, particularly related to health and life science sectors. Strategic planning is underway in order to take full advantage of these opportunities and to coordinate the development of employer relations in the metropolitan Indianapolis region.
- IUPUI Career EDGE (Exploration, Development, Graduation, and Employment) is an emerging initiative reflecting President McRobbie's call for expanded academic advising and career development support for Indiana University students. External funding to support the launch of Career EDGE is being sought, and participation in RISE experiences is intended to support students' career exploration and development across all undergraduate degree programs.

Strategic Planning Process in 2012-2013:

In Fall, 2012, the Steering Committee for the Council on Retention and Graduation launched a subcommittee aimed at addressing some challenges that were perceived to have arisen since the launch of the RISE initiative. This subcommittee was comprised of leaders from relevant centers (e.g., Center for Research and Learning, Office of International Affairs, Center for Service and Learning, University College Office of Career Planning and Development, and the Solution Center) as well as key campus partners, and was chaired by Kathy Johnson as responsibility for RISE had been added to the Associate Vice Chancellor for Undergraduate Education responsibilities in 2012. The group met regularly between December 2012 and March 2013 (minutes from these meetings are available [here](#)).

Parallel to the work of the strategic planning committee, a team of faculty has been working on ways of expanding faculty leadership for RISE and enhancing faculty development related to high-impact practices. This group was convened through the FACET Leadership Institute and has been led by Dr. Sarah Baker, who participated on an IU-system team that attended the AAC&U Summer Institute on High-Impact Practices at Portland State University in 2012. Since August, 2012, Sarah Baker, Gina Gibau, and Angie McNelis from IUPUI and Gary Felsten and Kathy Wills from IUPUC have been engaging in a needs analysis related to the RISE initiative and convening focus groups with administrators, curriculum committee chairs, and faculty members, some of whom have received funding to develop RISE courses in the last several years. This work is ongoing and is expected to complement the recommendations made in this report.

Current Challenges:

To understand the challenges and recommendation, it is first important to understand the current state:

| | Course/Class Codes & Grading | Transcript |
|---|---|--|
| <p>Experiential Learning <i>Precedes RISE Challenge</i></p> <p>Codes: ELXX <i>(full list on Regr site)</i></p> | <ul style="list-style-type: none"> Applied at the section (class) level Enough codes to indicate combinations of high impact practices (e.g. research + service learning) Use of EL codes enables faculty to assess student completion of the class content with a letter grade and then separately designate if student has completed experiential learning requirements (Yes/No checkbox on final grade roster) Successful completion of these EL classes is considered eligible for RISE credit. | <ul style="list-style-type: none"> If the SL/EL experience is designated successful on roster, an additional notation will be posted under the class (i.e. significant time in community setting). If the SL/EL experience is set as not successful on roster the class grade will appear with no additional posted note |
| <p>RISE to the IUPUI Challenge</p> <p>Codes: RS01 (Research) RS02 (International) RS03 (Service) RS04 (Experiential)</p> | <ul style="list-style-type: none"> Can only be used with undergraduate courses Is typically applied to all classes (sections) of a course System does not currently permit use of blended codes to indicate combinations of RISE qualified experiences within a single course section By design, faculty members are not asked to grade RISE requirement separately; completion of the class with a "C or above satisfies RISE requirement | <ul style="list-style-type: none"> No special notation is reflected under the class since faculty have not provided RISE satisfaction grade If a student successfully completes 2 different RISE experiences <u>and graduates</u>, a special notation recognizing that achievement is placed on the transcript |
| <p>NOTE: All EL and RS codes are considered in total when determining if a student rises to the IUPUI Challenge (e.g. in determining successful completion of 2 out of 4 RISE classifications)</p> | | |

The subcommittee identified five areas of challenge that are most critical to address in terms of the future expansion of the RISE initiative.

1. Counting and Tracking of RISE participants: Currently the Registrar’s Office is counting, a) courses designated as R, I, S, and E each semester (including summers), and b) upon graduation, the number of students that have completed various combinations of RISE experiences to apply the transcript notation – see <http://registrar.iupui.edu/rise-challenge.html>. At the same time, because of the complexities introduced by the two different sets of class coding, there is significant concern that these efforts are not capturing accurately the degree to which students are truly engaged in RISE experiences. It is likely that there is both overcounting and undercounting going on, which makes program evaluation based on these data nearly impossible to complete.

Overcounting results because there is little oversight regarding how departments assign RISE tags to specific courses, and only courses (all sections within courses instead of individual sections) can receive

the designation. While guidelines were provided through Academic Affairs, there is no means of tracking adherence to these guidelines and there is concern that some schools may be particularly prone to count high proportions of their courses as RISE-relevant. For example, 'R' credit was originally intended to be reserved for cases in which undergraduates are carrying out an independent project under the supervision of a faculty member. Yet, many courses designated as 'R' are courses in which students are simply taught research skills. With faculty (and department chair) turnover, it is not clear whether accurate review and approval of the lists of courses is being maintained.

At the same time, other RISE experiences are not being counted and tracked at all. Faculty teaching a specific section of a course may elect to engage students in service learning, even though the course has not been designated as 'S.' Other faculty may offer an optional service learning opportunity to specific students within a particular section (or course) – and this is not being captured. Finally, there are experiences on campus that fit the definition of a high-impact practice (e.g., summer research experiences) for which no designation is used because the experiences are not credit-bearing. This is particularly concerning in the area of Internships, for which students may receive pay instead of academic credit. Another basis for 'undercounting' is the decision that an experience that involves more than one high-impact practice (e.g., international service learning) can only be identified with one RISE designation (either "international" or "service learning" in this example). Since we cannot engage in giving credit for both -- 'double-counting' (even though there is a literature that suggests that combining high-impact practices is significantly more impactful) we are again likely underestimating students' experiences.

As a result of both the propensity for undercounting and overcounting in the available data reported by the Registrar's office, the Center for Research and Learning, the Study Abroad office, and the Center for Service and Learning maintain their own internal records of participation rates. These databases tend not to connect with other 'warehouses' for institutional data, thus rendering institutional research very challenging. Internship participation is not being tracked systematically at all, although some data are maintained by the Solution Center and annual reports have been compiled by the Career Services Council. However, many internships are offered as non-credit, and students do not earn 'E' RISE designations for participation in them.

2) Faculty 'Ownership' of RISE: RISE currently is perceived by some faculty as a 'top-down' initiative with which they have had little involvement. It is also perceived by some as a tactic for 'branding' and marketing an undergraduate degree. While RISE simply reframes the excellent work in which faculty and students were already engaged at IUPUI, there does seem to be some benefit to a communications campaign to promote better understanding, as well as involving more faculty in helping to shape the future of the RISE initiative.

3) RISE to What End? There needs to be clearer articulation and communication that *the purpose of RISE is to prepare students for their civic and professional lives in an increasingly global world.* It is not clear whether the initiative is a marketing strategy or an initiative aimed at enhancing student learning, persistence, and success. Communications must be systematically and strategically deployed to students, faculty and staff. While RISE is heavily emphasized in Orientation, Bridge and First Year Seminars, it is unlikely that the message is received by transfer students or returning adult students, or reinforced as students move into their majors. Similarly, faculty have not been targeted for communications campaigns and it is unlikely that newer faculty are well-versed in the purpose and goals of the RISE initiative. At this time, it is not clear why students would be that motivated to have RISE experiences transcribed, or why faculty would want to engage in course development.

4) Assessing Student Learning: We assume that the transcribing of the RISE experience serves to document the learning that students engage in. Yet, it is likely that students engage in deep learning even when participating in 0-credit alternatives (e.g., summer research, internships). Careful attention must be paid to the methods and procedures used to document student learning in RISE experiences. The ways that schools determine whether a course should be linked to RISE varies greatly, and it would be helpful to apply criteria more consistently. Documentation of student learning and demonstrating whether this learning is sufficient to be awarded credit has never before been wrestled with. Though journaling and reflections (stored in eportfolios) have tremendous potential for helping to document student learning, they are not used consistently across RISE courses.

5) Evaluation and Assessment: Inaccurate counting and tracking of RISE experiences renders institutional data unreliable. Until we are certain that RISE courses are being delivered consistently, there's little point in evaluating short- and long-term student learning outcomes. Several years ago there was a RISE evaluation task force, but these efforts were difficult to sustain and there is little consistency in how student learning is being assessed.

Specific Recommendations

The RISE Subcommittee of the Council on Retention and Graduation should remain intact for at least for one more academic year, to oversee the implementation of the following recommendations. Faculty oversight for the RISE initiative might eventually be overseen by the proposed Undergraduate Affairs Council that will be piloted in 2013-2014 to aid in the implementation of the General Education Transferable Core.

I. Tracking and Counting of RISE Experiences:

Institutional tracking of students' participation in RISE experience is essential for program evaluation and for monitoring engagement in high-impact practices by demographic groups (e.g., students of color, transfer students). We advocate the following changes to be made to improve the validity of RISE-related data.

There should be three options for transcribing RISE participation²:

1. Course-specific designation (current practice)
2. Section-specific designation within a course (optional at the course level, section-specific designation)
3. Student-specific designation (optional at the section level; instructor would specify whether particular students opt for RISE experience and then assess when final grades are submitted).

The subcommittee values the learning achieved through co-curricular experiences supported by the Division of Student Life (e.g., leadership development). However, in order for such experiences to be incorporated into the RISE initiative, there must be a course designated in an academic unit for this purpose that meets the specified criteria for RISE courses. The Office of Student Involvement (OSI) is working with the Organizational Leadership and Supervision (OLS) program in Engineering &

² RISE scholars should **not** be permitted to take courses that adopt the third (student-specific designation) option, as the scholarship could be rescinded if the student did not complete the optional RISE experience.

Technology to establish a process for awarding academic credit for qualifying co-curricular experiences. In addition, a co-curricular transcript may be a viable alternative for helping to document these forms of student learning.

We must reconcile different philosophies regarding academic credit for paid experiences. There are some departments on campus that have very strong beliefs that a student who earns a stipend for engaging in undergraduate research or an internship should not be able to simultaneously receive academic credit for that learning. As we cannot find a stated university policy related to this issue (and because that we know in some departments it is perfectly acceptable for students to receive pay while enrolled in a credit-bearing experience), **we recommend that the IFC Academic Affairs committee consider developing a policy that explicitly approves the awarding of academic credit for learning associated with a paid experience.** Such credit would be similar to that awarded through prior learning assessment (PLA) for learning achieved in the workplace or through military service.

There should be means of tracking student participation in RISE experiences, even for summer research experiences that may involve stipends. The subcommittee engaged in extensive conversations regarding special credit and zero credit options, and eventually determined that **0-credit options provided the optimal resolution for summer undergraduate research.** The Registrar recommends the creation of one generic 0-credit undergraduate research course, approved for variable title to allow differentiation of multiple disciplines/topics/sections. The faculty research mentor should be charged with approving that the research credit should be applied to the student's record, with coordination provided by the Center for Research and Learning. Students with RISE scholarships may not participate in this (0-credit) option but should be steered toward credit-bearing research experiences.

We must provide both sets of transcript notations associated with RISE experiences. There are two means of transcribing RISE experiences: 1) based on each class and 2) after a student graduates and satisfies the RISE requirement. The current model, however, includes 4 new codes that were added after the RISE initiative was launched that do NOT yield a separate notation on the course in the term reflecting the additional RISE experience. . Only when the student graduates does a transcript notation of RISE completion appear, indicating that the student completed the RISE experience. **The subcommittee recommends abandoning the four new codes that were created for the RISE initiative.** Instead, the subcommittee would recommend implementing a **model based on the existing EL notations where each faculty member is asked to make a separate assessment of the student's RISE experience when final grades are submitted to the Registrar.** Faculty would need to insert a "yes/no" response for each student at the time that course grades are submitted, so this would require additional faculty time (and training). This notation WOULD appear together with the course and could be tracked as students progress through a degree program. Notations could be created for each RISE experience, as well as combinations of RISE experiences (e.g., international service learning). **The subcommittee recommends that faculty enter information related to experiential learning at the time that grades are submitted.** We recommend using faculty leaders to help communicate the advantages of this approach and to help secure buy-in.

II. Faculty Leadership and Development

Improved systems of counting and tracking will only yield better data if there is consistently high fidelity to the program model for RISE coursework. It is a concern that there has been significant drift from this

model in some departments, and this may be partially attributable to breakdown of communications to department chairs and school curriculum committees that originally were charged with approving RISE courses. The FACET Faculty Leadership team led by Dr. Sarah Baker and including Drs. Gina Gibau, Angela McNelis, Gary Felsten and Kathy Wills from IUPUI and IUPUC are in the process of conducting a needs analysis to help determine a course of action for improving program implementation.

The subcommittee believes that there needs to be a clearer ‘campus home’ for the RISE initiative. **We recommend the appointment of a tenured faculty member as “RISE Director” to be housed in the Center for Teaching and Learning and charged with campus-level coordination for RISE.** This position should function similarly to the ‘Gateway to Graduation’ director position housed in University College, in that it should serve as a champion for the RISE initiative, host retreats and opportunities for professional development, and publish/share data associated with student engagement in RISE experiences. The Center for Teaching and Learning should be tasked with helping to develop faculty who are prepared to ably support student learning through RISE experiences. The CTL can also showcase faculty work, oversee course development grants, and support faculty writing circles to promote scholarship on high-impact practices.

In addition, the following action steps are recommended with respect to faculty development and leadership:

- **Embed reporting requirements into RISE course development grant procedures as a means of supporting formative assessment.**
- **Develop and use a standard means of assessing student learning outcomes (and perhaps instructor outcomes) for RISE courses.**
- **Cultivate faculty leadership and support for the RISE initiative as part of a broader framework emphasizing support for engaging in high-impact practices. Involve CTL in support of online course development, articulation of student learning outcomes, and assessment of student learning. It is important that faculty engaging in high-impact practices receive credit for this work that is recognized during merit reviews and promotion/tenure reviews.**

III. RISE to What End? Communication Strategies

Since the launch of the RISE initiative, communications have been directed at entering students through New Student Orientation and First-Year Seminars. Yet few internal communications have been developed to enhance faculty awareness of the RISE initiative, or to motivate faculty to engage in high-impact practices. **In collaboration with IU Communications, a full-scale communication plan should be launched in Fall 2013 that addresses the following critical questions.** Please see Appendix for additional detail.

- How do we communicate the ‘value’ of RISE to the current and prospective students?
- How do we communicate the ‘value’ of RISE to faculty, answering the “What’s in it for me?” question?
- How do we communicate the ‘value’ of RISE to external business and the community with the goal of communicating value for THEM?

IV. Assessing Student Learning

We need to develop a clear plan for effectively assessing student learning across RISE experiences. Ideally a common evaluation could be administered to faculty and students, framed by the Principles of Undergraduate Learning and structured by reflection questions (see [example](#)). It is problematic that we have never defined in a specific way what the specific outcomes for students are intended to be.

Center directors have never been charged with generating a set of learning outcomes that is consistent across RISE experiences. It is important to develop common templates as well as to ask common questions, framed by the Principles of Undergraduate Learning. Ideally data related to student learning outcomes would be stored in a shared database and evidenced through electronic portfolios. Having a system for documenting student learning would also help IUPUI to compete for external funding.

The task of articulating clear student learning outcomes would most effectively be addressed by a consortium of Center Directors, perhaps in partnership with the Center for Teaching and Learning. It would be preferable if this work could begin as soon as possible, perhaps starting with models already developed for service learning and undergraduate research.

V. Program Evaluation and Assessment

Resolution of each of the first four sets of issues is necessary before valid assessment and program evaluation can begin. For example, faculty development is a necessary prerequisite to implementation evaluation, and we cannot track student learning outcomes until our systems for tracking students' participation in RISE experiences are improved. Dr. Jacob Kean (School of Medicine) recently developed a [Program Evaluation Plan](#) for the RISE Initiative, based on his review of the literature on high impact practices as well as conversations with members of the Subcommittee about the history and goals of the RISE initiative. This plan provides an excellent platform for future process and outcomes evaluation associated with the RISE initiative.

There are at least two levels of outcomes that require assessment: 1) student learning outcomes, and 2) programmatic outcomes (e.g., student persistence and success, internship and job placement). The question of whether there is a RISE 'dose-dependent' relationship is very interesting and potentially critical to examine, particularly for students from underrepresented groups.

The subcommittee maintains that it would be very advantageous to bring responsibility for evaluation 'closer to the ground' and to distribute this responsibility across schools, with central coordination by the RISE Director. One means of doing this might be to appoint a 'RISE Liaison' within each school, who might be provided with a course release in exchange for serving as a resident expert and champion for the RISE initiative, as well as coordinating the assessment of student learning and submitting an annual report regarding student participation in RISE experiences within that school.

RISE Marketing and Communications Summary Brief

March 14, 2013

Prepared by IU Communications

The purpose of this summary is to provide a strategic overview on refreshing communications for RISE at IUPUI. With the move of RISE to the responsibilities of the Associate Vice Chancellor for Undergraduate Education there is a push to increase communications (and therefore value) of RISE to faculty, students and staff as well as the external community. The desire to raise the profile of RISE internally with the goal of refreshing awareness seeks to inform and influence faculty to continue to find creative ways to engage student to meet the requirements necessary.

Developing a full scale communications plan can assist in answering the following critical questions:

- How do we communicate the 'value' of RISE to the current and prospective students
- How do we communicate the 'value' of RISE to faculty, answering the "What's in it for me?" question - meaning how does this also benefit the faculty member (suggestion: create a RISE faculty/department award to present to a faculty/department who has gone out of their way to provide the full RISE experience for students)
- How do we communicate the 'value' of RISE to external business and the community with the goal of communicating value for THEM

Potential Message Points:

- Use outcome data to create value to show that RISE has a proven history of success
- Communicate the value beyond the collegiate experiences
- RISE enhances teaching and learning that occurs during formal classroom work, hence a value to faculty
- RISE students are intentionally prepared for career, citizenship and/or higher learning
- Students develop core competencies, values and ethics during RISE that prepares them for success throughout life

When appropriate develop a strategic marketing and communications plan, utilizing internal vehicles (JAG News, Inside IUPUI etc..) digital media, earned media and marketing to further the understanding of RISE to appropriate constituent groups.