Program Review and Assessment Committee
January 24, 2013, 1:30 – 3: 00 p.m., UL 1126
Minutes

Present: K. Wills (Chair), R. Aaron, K. Alfrey, R. Applegate, W. Babler, S. Baker, T. Banta, R. Bennett, T. Bennett, R. Bentley, R. Betts, K. Black, W. Crabtree, J. Defazio, S. Graunke, B. Gushrowski, M. Hansen, C. Hayes, S. Hundley, H. Mzumara, B. Orme, J. Pease, G. Pike, L. Ruch, A. Teemant, K. Wendeln

1. **Announcements and Minutes:**
   - Both the December and January minutes will be reviewed for approval at the February meeting.
   - Steve Graunke announced the upcoming annual conference of the Indiana Association for Institutional Research (INAIR), to be held in Indianapolis March 7-8. For more information or to register, go to www.inair.org/conference.

2. *Assessment Update* **and cross-curricular rubrics** – T. Banta
   - T. Banta provided a historical perspective on the bi-monthly periodical *Assessment Update* at IUPUI.
     - The first assessment committee at IUPUI, established in 1988, produced a 1-2 page assessment newsletter for the campus.
     - When Banta arrived at IUPUI in 1992, bringing the national *Assessment Update* publication with her, the campus-wide newsletter was discontinued in favor of contributing to the national publication. This began an ongoing tradition of significant leadership from IUPUI faculty and staff in producing this journal that serves local, national, and international assessment communities.
     - Each school on campus is eligible to take one free copy of each issue of the journal for sharing with colleagues
   - T. Banta called particular attention to the first article in the September-October 2012 issue of *Assessment Update* (Bengiamin and Leimer, "SLO-Based Grading Makes Assessment an Integral Part of Teaching").
     - California State University, Fresno's Lyle College of Engineering experimented with using student learning outcomes (SLOs) as the direct basis of grading.
     - Common rubrics were provided to faculty across the curriculum, and assignments and course activities were designed with the SLOs in mind. Instructors could thus track how the class as a whole performed on specific, targeted learning outcomes. The article reports results for several courses within the Electrical and Computer Engineering curriculum.

3. **National Survey of Student Engagement (NSSE) Report (continuation)** – S. Graunke
   - S. Graunke reported on benchmarks and trends in NSSE data since 2002. The survey probes the academic and co-curricular experiences of 1st-year and senior students during the prior year. Some notable findings include:

- o The "Level of Academic Challenge" benchmark has been steady (with a slight increase) for several years; however, the ratings on using higher-order thinking skills (analyzing, applying, synthesizing, making judgments) have been steadily rising for 1st-year students (and are even higher for senior students than for 1st-years).
- o IUPUI does well compared to other research universities on the "Active and Collaborative Learning" benchmark; there is an upward trend particularly among 1st-year students, and a rise overall in participation in community-based projects as part of the course (although there is still room for growth; on average, students respond that they have this opportunity "sometimes".)
- o The "Student-Faculty Interaction" benchmark has noticeably increased for 1st-year students since 2002, consistent with major initiatives in UCOL to enrich the 1st-year experience through learning communities and other support; response of senior students has been flat overall, but specific responses about out-of-class interactions with faculty about both career advising and activities not directly related to coursework (e.g. committees, student life activities) are on the rise for both 1st-years and seniors.
- o The "Enriching Educational Experiences" (e.g. capstone, study abroad) benchmark shows a slight increase overall but has leveled off over the last couple of testing cycles; however, on questions related to diversity, there has been a significant increase among seniors in believing that IUPUI encourages contact among students from different economic, social, ethnic, or racial backgrounds. 1st-year students' ratings of opportunities to interact with diverse populations are below those at other research universities.
- o The "Supportive Campus Environment" benchmark has shown a slight rise recently for both 1st-year and senior students, with a strong response (3 out of 4) on questions regarding academic support and lower but increasing scores on questions regarding social/nonacademic support; this latter score remains lower than that at other research institutions, but may be partially addressed with an increase in on-campus housing and accompanying support services.
- The 2012 IUPUI NSSE data are available on the IMIR website: http://imir.iupui.edu/surveys/reports/default.aspx/STU/STU_NSSE/71/3/2012. There is also a report on upcoming changes to NSSE: http://nsse.iub.edu/Institutional_Report/Introducing%20NSSE%202013%20One%20Sheet.pdf.
- The PowerPoint of summary data will be distributed with the minutes.

4. **Academic Advising Task Force** – S. Hundley
- Nasser Paydar has charged the task force to look at the integration of academic and career advising in schools across campus, with the goal of ensuring our students are well-prepared to find jobs – and obtain them quickly – once they begin the job search. The charge includes analyzing the current state of career preparation, courses, and infrastructure to develop a campus-wide strategy for integrating existing resources to ensure effective career development and advising for students.

- The task force has developed a framework, Career EDGE (Exploration, Development, Graduation, Employment) to describe the stages and desired learning outcomes of career preparation. Working documents and other details are available at http://careeredge.iupui.edu/Home.aspx.
- The task force seeks feedback from PRAC on the proposed framework and campus-wide strategy: What is working well now? What could be improved? In particular, what resources are currently in place (and how well are they working) to serve beginning students, transfer students, and returning adult students? (Feedback can be submitted through the Career EDGE website.)

5. **PRAC Grant Recipient Report: "Evaluation of the effects of student participation in the externship program"** – D. Trujillo, J. Vanderwall, and M. Hansen
   - The IUPUI externship program places students in community-based, career-related job shadowing experiences. With the support of a PRAC grant, an assessment of this program was conducted in the 2010-11 academic year, consisting of:
     - Pre/post-experience student feedback questionnaires
     - Externship host mentor feedback questionnaires
     - Open-ended student responses (n=103)
     - Focus groups (two groups of three students each)

     Questions and data analysis considered students' academic self-efficacy, career/work self-efficacy, and understanding of the PULs.
   - Surveyed students identified the real-world experience and the opportunity to job-shadow as the most valuable aspects of the program. Some major challenges identified in the responses included students' lack of comfort asking/answering questions in the real-world setting, as well as the challenge of finding good sites for externships.
   - Students reported high satisfaction overall with the externship experiences; however, there are some logistical challenges to students, faculty, and staff in getting the program to work and run smoothly.
   - Following that initial assessment, several changes have been made to the requirements of the externship program. To better target and assess specific learning outcomes, the externship now requires a reflection paper and mandatory post-externship workshop. In addition, to ensure quality and commitment of student participants, the externship program now requires interested students to submit a résumé. Student participation has significantly increased over the last few semesters, with about 100 students participating in the fall semester and 50 in the spring.

6. **PRAC Subcommittee Organizational Meeting**
   - Subcommittees met to review subcommittee missions, create lists of members, review and revise missions as needed, and set times for meetings.

7. **Adjournment at 3:00 p.m.**

Minutes recorded by K. Alfrey