Program Review and Assessment Committee

MINUTES
Thursday, January   15th
1:30pm – 3:00pm

CE 309

Present: K. Alfrey, P. Altenburger, S. Baker, T. Banta, K. Black, T. Davis, P. Ebright, C. Gentle-Genitty, S. Graunke, M. Hansen, S. Hundley, K. Johnson, S. Kahn, J. Lee, L. Maxwell, M. Meadows, A. Mitchell, H. Mzumara, K. Norris, M. Price, S. Scott, J. Sundt, A. Teemant, C. Toledo, S. Weeden, K. Wills, W. Worley

1. Welcome (5 min) – S. Hundley—Introduction of new chair and vice chair.

   a. Approval of December minutes. Unanimous approval
   b.
2. Lynn Ward
   a. Task Stream introduction – WebFolio- Introduction by Susan Kahn. Principal systems analyst at UITS, co-leader of process for selecting portfolio platform (Task Stream).Task stream also has presentation component (Web Folio), but focus today is Directed Response Folio.
   b. Task Stream Overview: https://iu.app.box.com/prac15Jan (best viewed as presentation due to embedded animations with important content). Additional information for getting started with Task Stream is in the UITS Knowledge Base at: https://kb.iu.edu/d/bfcu
   c. Overview of evaluation methods, rubrics, learning outcomes, custom forms, reporting, integration with Canvas. Portfolio coordinator does the set up and determines what students have to do. (Web Folio the student controls things.) Analogous to Oncourse matrix, but table of contents format. Lots of options. Overview of roles and options for coordinator, student/author, reviewer, and evaluator.   More training available through CTL through spring semester. Schedule of trainings and workshops to be made public soon. Also can contact consultants in CTL for individualized assistance.

3. "Re-branding" the RISE experience at IUPUI –assessment-related implications and reconsiderations (20 min) – Jennifer Thorington Springer/Kathy Johnson –"Assessment and Fidelity Checks"—Thinking of re-launching as Transformative Initiative. Goal 1: visibility and communication, 2. Greater fidelity 3. System for ongoing assessment and design of RISE experiences. Including campus-wide assessment. 4. Integrate with strategic plan and other campus entities e.g. co-curricular. Call for input on strategies for correcting the way courses are tagged, communicating the fidelity issue and recommending strategies to academic programs, how to encourage assessment of RISE courses in units and programs. –discussion of challenge of fidelity, structural and hereditary. Assessment, and requirement for data submission to campus

assessment, might ensure legitimate designations. Recommendation to discuss within units, perhaps with Assoc. Deans for Academic affairs.   Powerpoint is attached.

4. Foundations of Excellence—transfer focus and assessment-related input/discussion (20 min) – Susan Kahn and Stephen Hundley. Improvement of transfer student experience is one of nine dimensions of the project. Questionnaire was circulated for small group discussion, synthesis of that discussion is attached.

5. Wrap-up and adjournment

Using Assessment Data and Other Evidence to Improve Transfer Student Experiences at IUPUI

Solicited by the Improvement Dimension subcommittee of the Foundations of Excellence Task Force

1. How do you *presently use* assessment data and other evidence at the unit- or campus-level to improve transfer student experiences at IUPUI?

-Survey data doesn't do now, but could

-Program review-issue hasn't come up

-Testing center on periphery

- UCOL used success data/GPA's and changed policy to require new students bringing credits to take the FYS

-ET works directly with Ivy Tech to transfer them in

-RVN focus group to improve their experiences

- Looking at transfer GPA

-SOE co-plans programs, has liaisons appointed

- IUPUC works closely with admissions, define criteria (grades, requirements, etc.) and a committee to follow issues; look at internal and external

- Not formally, lots of potential

- Informal, post-admission follow-through

- (SOCW) Just started using OSDAE

    -# total native and transfer; Yvette meets with all transfers, grades/talking to students

    - Now: How many? Protocol being written up

-(SPEA) CJ know percentage

- Survey data from Anne Mitchell (Survey research) could be aggregated for transfer and native students

-Need staff time to analyze and interpret data

- Howard: Admissions Office does not gather information about what placement tests transfer students transferring in at various levels need to take?

2. What *information would be beneficial* in order to enhance your decision-making concerning transfer student experiences at IUPUI?

- What services exist, then assess those

- Conveying why this is important to faculty

- Retention rates are higher that non-students – it helps to share with faculty

- We don't have as many transfer students as we should

- We need more data – we don't know who they are. In a class is it visible or knowable?

- Articulation agreement transfers vs. individual and idiosyncratic transfers

-Are they better prepared? Higher or lower indicators? (Is it the students or the curriculum?)

- Who participated in the activities (orientation, advisers meet up, etc.)

- Within discipline

-Pre-assessment?

3. What *recommendations or suggestions* do you have for IUPUI to make better use of assessment data and other evidence to improve transfer student experiences?

- Put some staff on analyzing existing data

- Institutional barriers that limit accesses the success of marginalized students (cult, linguistically, economically diverse) because support systems are inadequate

- What they know/prior learning success; learning outcomes?