Program Review and Assessment Committee Minutes

April Meeting 2016: Thursday, April 14, 1:15-2:45pm, University Hall 1006

Present: K. Alfrey, S. Baker, T. Banta, K. Black, L. Bozeman, P. Ebright, T. Freeman, S. Graunke, T. Hahn, M. Hansen, S. Hendricks, E. Huang, S. Hundley, D. Jerolimov, C. Kacius, S. Kahn, J. Lee, A. Mitchell, J. Motter, H. Mzumara, C. Nielsen, A. Opsahl, J. Orr, M. Pistilli, S. Reifel, S. Scott, M. Urtel, J. Watson, S. Weeden, W. Worley

1. **Welcome and Review/Approval of Minutes** – Jennifer Lee, President of PRAC
   - Minutes approved unanimously as circulated.

2. **Promising Practices in Assessment:** "Assessing Co-Curricular Learning at IUPUI" – Tralicia Powell Lewis and Matt Pistilli, Division of Student Affairs
   - Lewis opened the presentation by greeting the group before providing background on the Division of Student Affairs. She indicated that the division focuses on achieving excellence in a number of areas, including campus life, campus climate, campus and community partnerships, and in reaching the goals of the division. Because she had to leave to attend a class, Lewis briefly fielded questions before turning the floor over to Matt Pistilli.
   - Matt Pistilli opened his part of the presentation by emphasizing that the Division of Student Affairs is developing its assessment processes, but the effort is centered on using the Principles of Co-Curricular Learning (PCLs) and aligning them with the Principles for Undergraduate Learning (PULs) and the Principles of Graduate and Professional Learning (PGPLs). Using the PCLs allows the division to connect trends in engagement with student success. One feature of their assessment is aligning the PCLs with researcher Steven Robbins's meta-analysis of factors that positively contribute to performance and retention. The division's assessment activities also connect with known attributes of post-collegiate success. Actual steps include aligning outcomes with the activities in the various units and engaging in simultaneous assessment efforts across the division. To continue to develop its assessment process, several steps are planned. First, Lewis, Pistilli, and their colleagues will look for intersections of learning across the division. In addition, they will continue to look into the relationships between retention and academic and co-curricular performance. They will identify trends in learning over time and how these trends relate to other factors. And finally, they will create partnerships with academic colleagues.
   - Comments and questions during the question and answer session:
     o What is the Tunnel of Oppression (referred to in the presentation)? Answer: It is a program designed to raise awareness of oppression, and it is used specifically to raise awareness of oppression that has occurred on campus. The program is supported with videos, question and answer dialogue between participants and leaders, and similar activities.

1

- Can you explain how data is collected across the units? Answer: Collection points across the division are identified and information from units is channeled there. Once all units report, a cross-unit analysis occurs. At present, the division still has questions about the data they are collecting and a re-evaluation of their assessment process is ongoing.
- Before closing, contact information was provided. PowerPoint slides will be shared.

3. **Promising Practices in Assessment:** "Strategies for Cross-Campus Evaluation of SLOs: The Online RN and BSN Evaluation Plan"—Susan Hendricks, School of Nursing
   - Hendricks opened by pointing out that the School of Nursing has a new plan for assessing the online RN to BSN Degree Completion Option program. The program is based on registered nurses returning to the school for a bachelor of science degree in Nursing (BSN). The program is a system-wide program, with students taking classes through the many IU campuses. Accreditation for the program occurs through multiple organizations, which entails being aware of the various requirements each organization has. All accrediting agencies, however, are focused on having the program produce specific results on student learning for the specific students who will achieve a degree.
   - The steps taken in setting up their assessment process included mapping learning outcomes to courses and here at IUPUI, mapping the outcomes to the PULs. Signature assignments and benchmarks were identified in each course after reviewing the assignments in courses in the program. As needed, assignments and experiences were adjusted to facilitate the creation of both the signature assignments and the benchmarks. A standard assessment rubric is used across all campuses. In addition, all campuses had to agree to a common set of evaluation percentages and to grades that would be tied to the common rubric. Initial benchmark levels were set based on collecting initial data. Another step in the process was creating a pathway for pulling data. Once data are collected, an RN to BSN Degree Completion program evaluation committee reviews the data and the course leader is brought in to discuss the results. The initial phase of working on the process proved very time consuming and resource support was important. So far, though, they are happy with the process they have created.
   - Comments and questions during the question and answer session:
     - What steps are taken to pull the data? Answer: Someone is designated to make the pull. This person goes in, pulls the data, and distributes it to the relevant individuals and parties.
     - Has Taskstream been tried as a resource for working with the data? Answer: No, because not all the campuses have access to Taskstream.
     - What was behind the decision to use the approach being reported? Answer: Establishing a culture of trust and dialogue was important. A healthy culture had been established, and so working with the rubric meant that there was trust among the faculty who were evaluating.
     - What was behind the idea of using an internal group to review the process rather than an external group? Answer: They are able to use standard practice in Nursing because all are aware of common practice in the field.

4. **PRAC Report Peer Review Process**—Susan Kahn and Karen Alfrey, PRAC Report Review Subcommittee
   - Susan Kahn began with a review of the history of the subcommittee: It began when it was realized that help with PRAC reports was needed. The process of reviewing PRAC reports has been going on for five years, and each report is read by two people, with a third in waiting just in case there is disagreement. The responses to the reports are based on a rubric.
   - Recent trends in the reports include the following:
     o Graduate programs have begun to use and work with the Principles of Graduate and Professional Learning (the PGPLs).
     o Many certificate programs do not have outcomes articulated yet.
     o Frequently, the reports do not provide context, forcing the reviewer to find the information, such as by going to find information online, which can make the review process more difficult.
     o Writing the reports is a good occasion for meeting and doing reflection within a program.
     o Exemplar reports include those from the following schools: Dentistry, Engineering and Technology, Physical Education and Exercise Science (this one has improved greatly), Liberal Arts (it has been putting new assessment reporting structures in place), and Student Affairs.
   - Karen Alfrey added that the reports are becoming much better, but a general need is to maintain the line between SLOs, actual student outcomes tied to SLOs, and how the information gathered will be used to adapt and to make improvements. Reports could also include a backstory about improvement decisions and actions to continue assessment so that a good context for these decisions is provided.
   - Comments and questions during the question and answer session:
     o Is a real double loop occurring, which means looking at results, adapting, and gathering new positive results in response? Answer: This is beginning to be seen.
     o Comment: A possible idea to help with the writing is a workshop on writing PRAC reports, and how to document results to constituencies outside of units. Reorganization within a unit sometimes interrupts the ability to produce consistent reports, so this workshop idea could help to improve consistency.

5. **Honoring and Thanking Trudy Banta**—All (with cake)
   - The members honored Trudy Banta, who is retiring. A survey was conducted among members before the meeting regarding information about Trudy, and the results were shared. Many agreed she is well-known, that the Assessment Institute is a good place to learn about learning outcomes, that authentic assessment is better than standardized tests, that the assessment loop is recognized as important in practice, and that Trudy Banta will leave a strong legacy.

6. **Adjournment** – A motion was offered and seconded. Adjournment occurred at 2:45.

<u>Future PRAC Meeting Dates:</u>

Thursday, May 19, 1:15-2:45 in CE 307

Respectfully submitted by Scott Weeden
April 25, 2016