Program Review and Assessment Committee Minutes

March 10, 2016, 1:15-2:45pm, University Hall 1006

Present: K. Alfrey, P. Altenburger, T. Banta, K. Black, L. Bozeman, T. Freeman, C. Gentle-Genitty, S. Graunke, M. Hansen, E. Huang, S. Hundley, D. Jerolimov, C. Kacius, S. Kahn, B. Keele, J. Lee, A. Mitchell, H. Mzumara, B. Orme, M. Pistilli, M. Roberts, S. Scott, K. Sheeler, S. Weeden, W. Worley, and L. Zheng

1. **Welcome and Review/Approval of Minutes** – Jennifer Lee, President of PRAC
   - Minutes approved at 1:22 PM

2. **Observations, Valuable Lessons, or Intriguing Tidbits from the LEAP IN Conference** – Jennifer Lee, President of PRAC
   - The floor was opened for observations or comments about the LEAP (Liberal Education and America's Promise) conference held on February 26 at Ivy Tech. No observations or comments were offered from the floor.

3. **Update on IUPUI's ePortfolio Initiative** – Susan Kahn, Office of Institutional Effectiveness; Cynthia Williams, Director of Student Development, Psychology; Tyrone Freeman, Philanthropic Studies;
   - Susan Kahn opened by presenting a talk and PowerPoint on ePortfolios at IUPUI. She began by reviewing the definition of an ePortfolio, especially here at IUPUI, pointing out that reflection is an important addition to standard definitions. EPortfolios are used in multiple ways, including in support of teaching and learning, self-presentation and identity development, and accountability and assessment. They can help students make sense of their learning, especially through well-structured reflections. Use of ePortfolios at IUPUI has increased significantly in recent years. Both she and Susan Scott can be contacted (skahn@iupui.edu; sbscott@iupui.edu), and more information and resources can be found at http://eportfolio.iupui.edu/Resources/Faculty-and-Staff, including an introductory webinar at http://eportfolio.iupui.edu/Resources/Faculty-and-Staff/Platforms-and-Tools.
   - Cynthia Williams spoke next on working with first-year students and ePortfolios. Some benefits include using ePortfolios as a place to document learning. They can also be used to mine information, especially as students are invited to share what each is doing. ePortfolios also offer additional features, including students making sense of their learning, receiving significant formative feedback from both one another and the instructor, and becoming literate about disciplinary outcomes. Canvas has proven an important tool for having students respond to one another. ATLAS, a qualitative analysis program, was used to evaluate and to code student responses to one another's ePortfolios with good results.
   - Tyrone Freeman described the Lilly Family School of Philanthropy's effort to work with ePortfolios in the capstone course for Philanthropic Studies. Their faculty

have developed a set of signature assignments that proved crucial to their work with ePortfolios. They began with Oncourse, but have recently moved to Taskstream. In the portfolio, they ask students to post work they have completed, including an introductory statement, a philanthropic autobiography, evidence showing their achievement of the program's six learning outcomes (which include specific artifacts and a reflection that speaks to the artifacts associated with each of the learning outcomes), and the final paper in the capstone course. Freeman highlighted the need to set a positive tone with students about the value and usefulness of the ePortfolio in their professional lives and how to work with it productively as they work through their program. Strong collaboration among the students is proving an important effect of having a positive tone about the value of their use.

4. **Excellence in Assessment Draft Application Discussion** – Trudy Banta and PRAC members
   - Based on an initiative from the National Institute for Learning Outcomes Assessment (NILOA), the Association of American Colleges and Universities (AAC&U), the College Portrait of Undergraduate Education, the American Association of State Colleges and Universities (AASCU), and the Association of Public and Land-Grant Universities. Banta invited members to get into small groups to give feedback on what could be included in IUPUI's application. Comments included: The language of the rubric for the application focuses on the how, and IUPUI does a good job with "how." A culture of assessment has developed here, and while we have a varied set of units, there are good signs of a pervasive culture of assessment (as opposed to an authoritarian culture of assessment). If assessment is happening in multiple ways, then it will be important to highlight this in the report. A meeting with a focus group this morning was conducted to gather feedback from community members, and this proved very helpful. Banta asked members to please forward any additional information they might have that could be acted upon or included.

5. **Announcements** – Jennifer Lee (and all)
   - A Social Work initiative, "Pocket Change for Social Work," was announced, one that was started by the students, to provide financial support for students who run into emergencies. Members were encouraged to visit the Social Work web site, and if so moved, to contribute to the fund that is being developed.

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

Future PRAC Meeting Dates:

Thursday, April 14, 1:15-2:45 in University Hall 1006

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

Respectfully submitted by Scott Weeden
March 23, 2016