

**Program Review and Assessment Committee**  
**Thursday, September 17, 2015, 1:30-3:00, CE 309**  
**Minutes**

**Present:** K. Alfrey; P. Altenburger, T. Banta, R. Bentley, K. Black, L. Bozeman, W. Crabtree, S. Graunke, T. Hahn, M. Hansen, L. Houser, S. Hundley, D. Jerolimov, C. Kacius, M. Kolb, J. Lee, S. Lowe, L. Maxwell, A. Mitchell, J. Motter, H. Mzumara, M. Pistilli, T. Ribera, L. Ruch, M. Rust, C. Schuck, K. Sheeler, M. Urtel, C. Walcott, S. Weeden, J. Williams, W. Worley

Guest Speaker: Matt Wade

1. Welcome and approval of August's minutes.

2. Rick Bentley and Carol Schuck: R. Bentley provided an overview of Ivy Tech Program Review and Assessment Priorities. Review of programs at Ivy Tech has recently changed to respond to current contexts, to provide information that informs decisions, and to improve the process, including new technological tools. The new process utilizes labor market data provided by Economic Modeling Specialists International (EMSI). IUPUI is the second most common transfer destination for Ivy Tech students.

C. Schuck described efforts to improve gateway classes with high D/W/F rates. These are concentrated in the Liberal Arts and General Studies areas, which fit oddly into the program review system since they do not train students for particular jobs. The project assigned the 14 vice chancellors to address one course each, consulting enrollment data, discussion groups, the DQP, existing rubrics, and the statewide definitions of general education competencies. They determined learning objectives and analyzed course and assignment alignment with those outcomes. Courses were adjusted and assignments recommended for closer alignment of assignments with intended learning outcomes.

Powerpoint file attached.

3. Update on IUPUI Foundations of Excellence Transfer Project: Matthew Wade  
M. Wade described the study, which ran June 2014 – June 2015. The task forces made over 170 recommendations, which were narrowed to 39 final recommendations, 28 primary and 11 secondary, with a 3-year implementation plan. The campus was graded on each of 9 dimensions. Results are published in *Foundations of Excellence – Transfer Students: Final Report and Recommendations 2015*, which was distributed and is available in hard copy. Additional information is available online at <http://transfer.iupui.edu/FoundationsofExcellence/FindingsandRecommendations.aspx>

Discussion and comments from PRAC members who participated included a summary of the Midwest Student Exchange Program which will allow students from a consortium of states to enroll at 150% of the resident tuition rate.

Powerpoint file attached.

4. Promising Practices in assessment at the IU School of Medicine: Tony Ribera. Recent emphasis has been on statewide equivalence across 9 centers. Ribera gave an overview of curricular structure and the program evaluation committee structure. Data sources and the people concerned with it at each curricular level were presented as a flowchart. The accomplishment has been to involve the people who will use the data in the design of the assessments and the gathering of those data. Data collection includes surveying both graduates from the program and their employers. Information from employers pointed out areas to strengthen in the curriculum.

Powerpoint file attached.

5. PRAC Subcommittees: purpose of each described by Chairs; time provided for members to circulate, discuss, and sign up.

Advanced Practitioners: Matthew Pistilli

Grant Review: Linda Houser

Performance Indicators: Stephen Hundley

Program Review: Anne Mitchell

Annual Report Review: Karen Alfrey (co-led by Susan Kahn)

6. Adjourned 2:55 p.m.

*Promising?*

# Practices in Assessment: Collecting and Using Data from Graduates and Supervisors

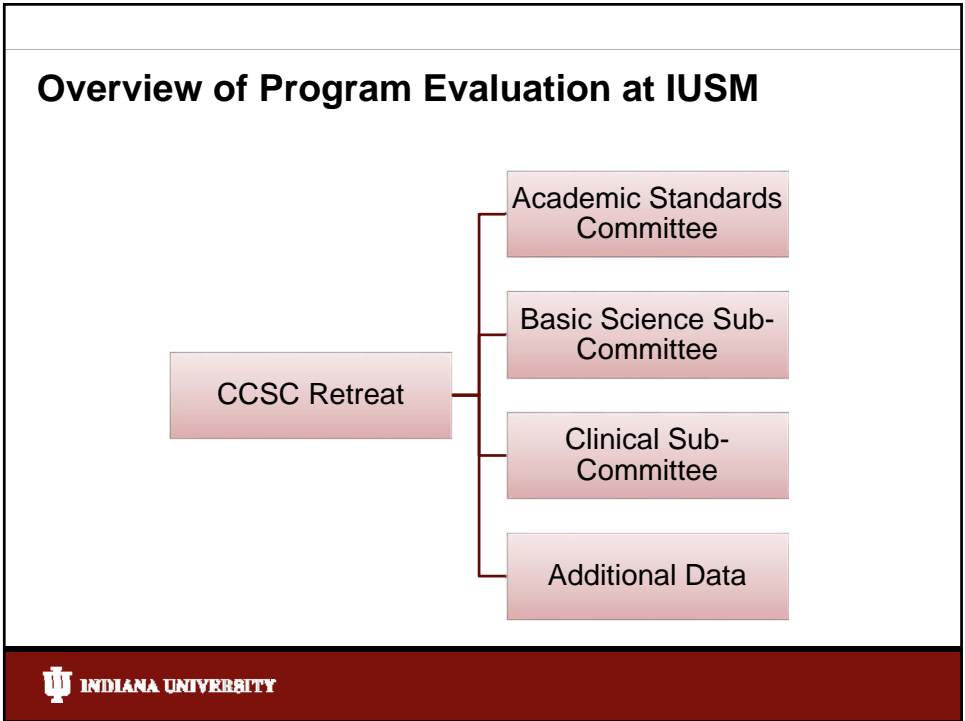
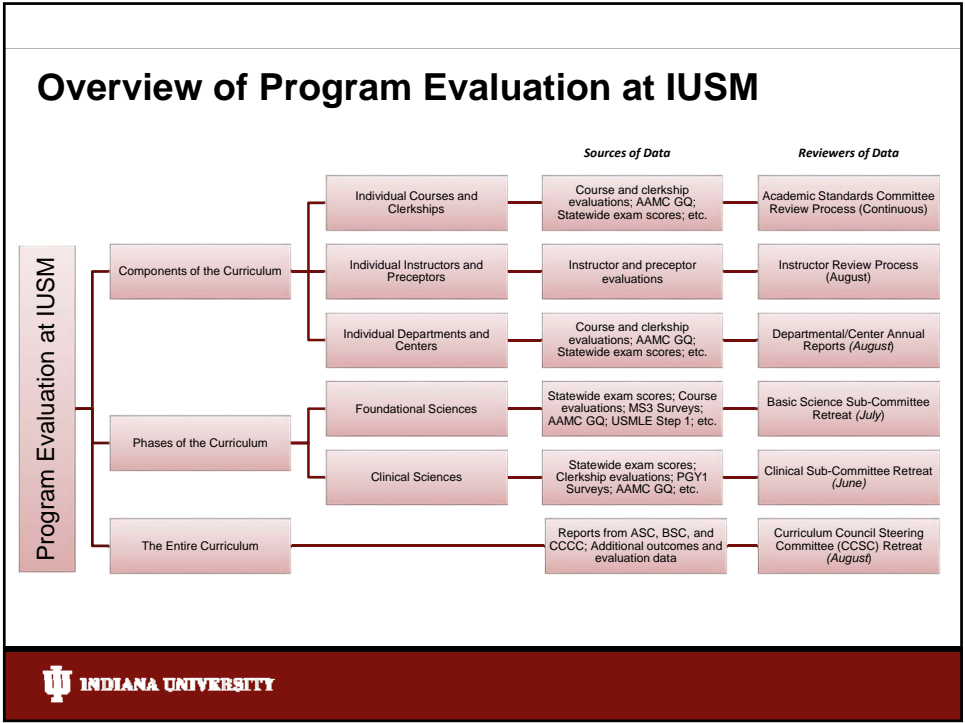
Tony Ribera, PhD  
Director of Program Evaluation  
Office of Medical Student Education



**SCHOOL OF MEDICINE**  
INDIANA UNIVERSITY

## Overview of IUSM Curriculum

- 9 Centers Statewide
- Current Curricular Structure
  - Basic Science Coursework (Years 1 & 2)
  - Clerkships/Electives (Years 3 & 4)
- New institutional learning objectives
  - Patient Care (7)
  - Medical Knowledge (7)
  - Practice Based Learning and Improvement (3)
  - System Based Practice (7)
  - Professionalism (6)
  - Interpersonal Skills and Communication (5)



## Goals of the CCSC Retreat

- Review and consider statewide evaluations and outcomes data as well as findings and action plans from ASC, BSC, and CCCC
- Identify strengths and areas in need of attention in the curriculum
- Generate action plans the committee will implement in order to address areas in need of attention in the curriculum



## Agenda

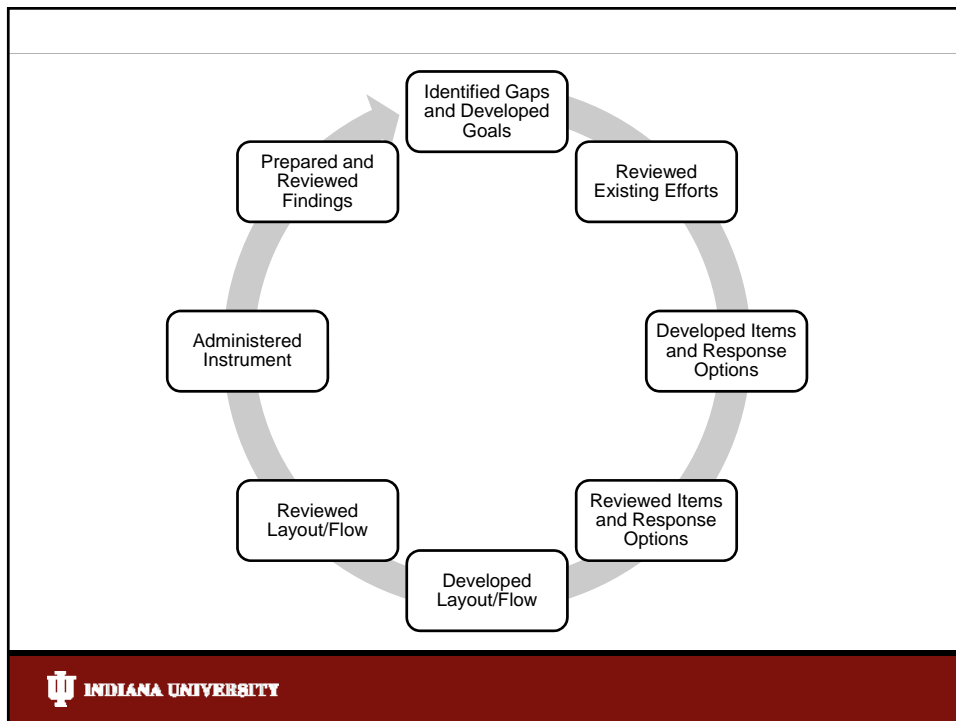
- Chair Report (Dr. Ladd) – appx. 20 mins
- Academic Standards Committee (Dr. Klemsz) – appx. 30 mins
- Basic Science Component (Dr. Harrington) – appx. 30 mins
- Clinical Component (Dr. Butler) – appx. 30 mins
- Small Group Discussion of Findings and Action Plans – appx. 40 mins
- Large Group Discussion/Timeline for Implementation – appx. 20 mins
- Small Group Theme/Content Review – appx. 45 mins
- Large Group Discussion of Themes/Content – appx. 15 mins



## Liaison Committee on Medical Education (LCME) Standards for Accreditation

### LCME Standard 8.4: Program Evaluation

A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance medical education program quality. These data are collected during program enrollment and after program completion.



## Accomplishments

- Involving those who will be expected to use the data in the data collection process
  - Mapping to institutional learning objectives
  - Descriptive response options
- Developing a relationship with the alumni office and utilizing the medical student Match process



## Findings

	<i>PGY1 Survey N</i>	<i>PGY3 Survey N</i>
Graduates	56	47
Supervisors	132	117

- Areas of strength
  - Respecting patient's privacy
  - Relationships with health care team
  - Showing compassion to patients
- Areas in need of attention
  - Practicing cost-effective health care
  - Using appropriate resources
  - Contributing to the learning of others



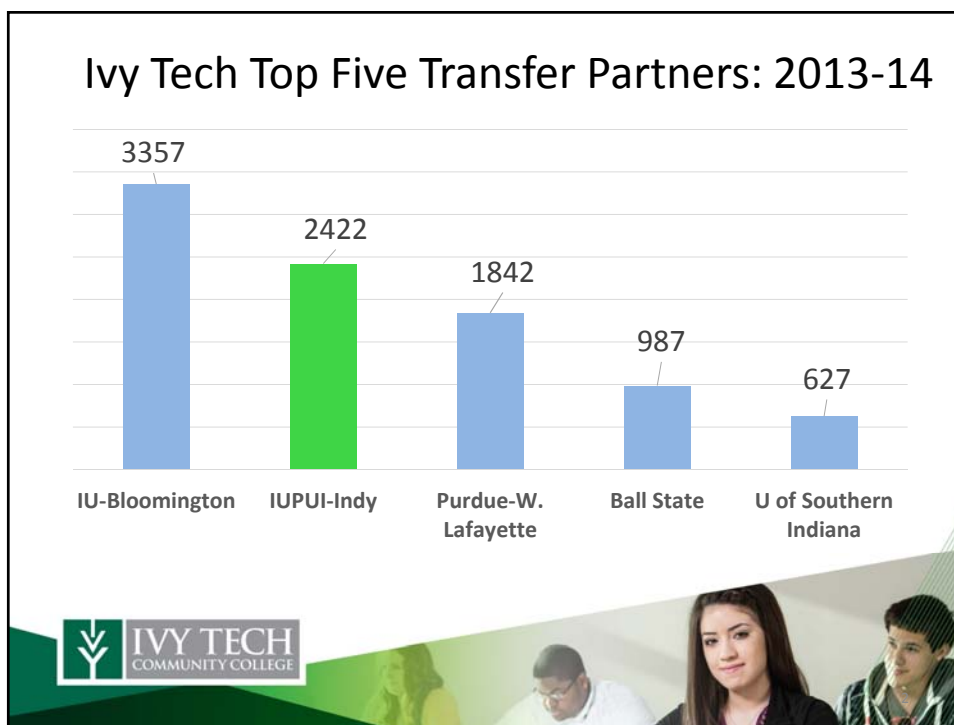
## **Actions in Response to Findings from Multiple Instruments**

- Development of tEMR curriculum
- Emphasis on self-directed learning
- Preparing students to contribute to the learning of students and other health professionals?

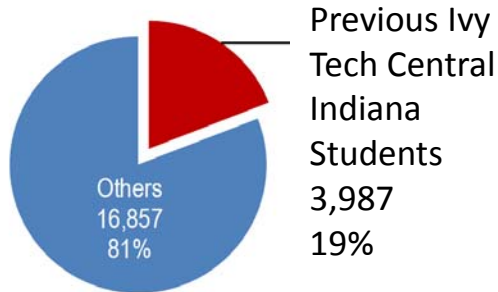


# Overview of Ivy Tech Program Review and Assessment Priorities

Carol Schuck and Rick Bentley



## IVY Tech-Central Indiana's Enrollment Contribution to IUPUI's Undergraduate Population, Fall 2014



Source: 2014 Passport Report.

3

## Factors Driving Changes in Program Review

### Major Climate Change

- Budget Requests
- Retirements
- Increased Data Needs – Quantitative & Qualitative

### Support Decision Making

- Learning Outcomes Assessment
- Submitted and Forgotten – Data not used!
- Link program-level data with External data

### Process Improvement

- Reduce Data Entry Errors
- Time Consuming for PCs
- Three-year Submission Cycle Inefficient



## Improvements: Round 1 (Feb 2014)

- Electronic Submission Form – Snap Surveys
- Addition of Qualitative data
- Budgetary Needs – Space, Equipment, Faculty
- Accreditation Requirements
- Top Employers / Top transfer-to institutions
- Tableau ‘Dashboard’ reports
- All programs participate (from rolling 1/3 system)

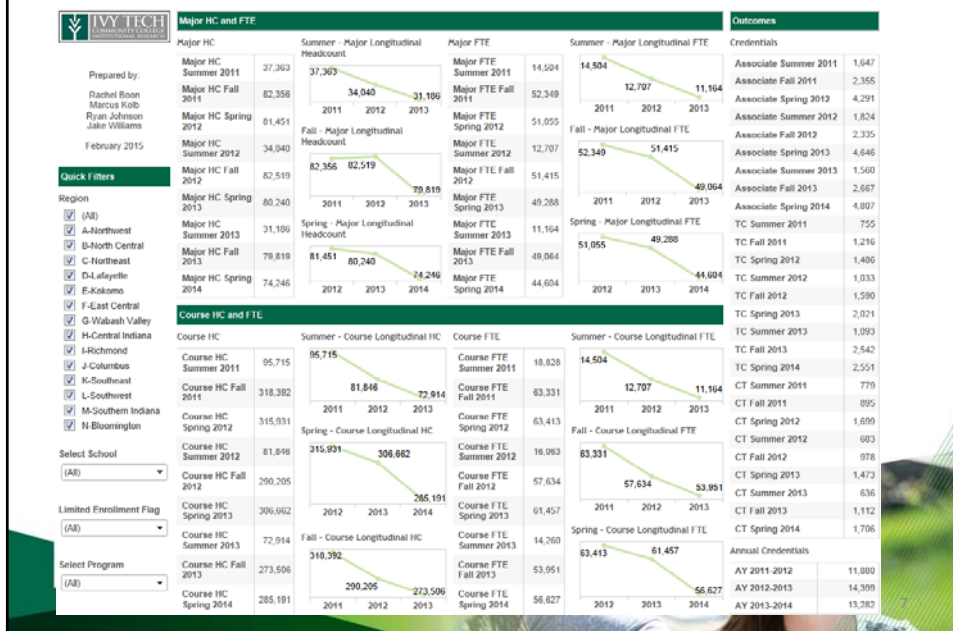


## Improvements: Round 2 (Nov 2014)

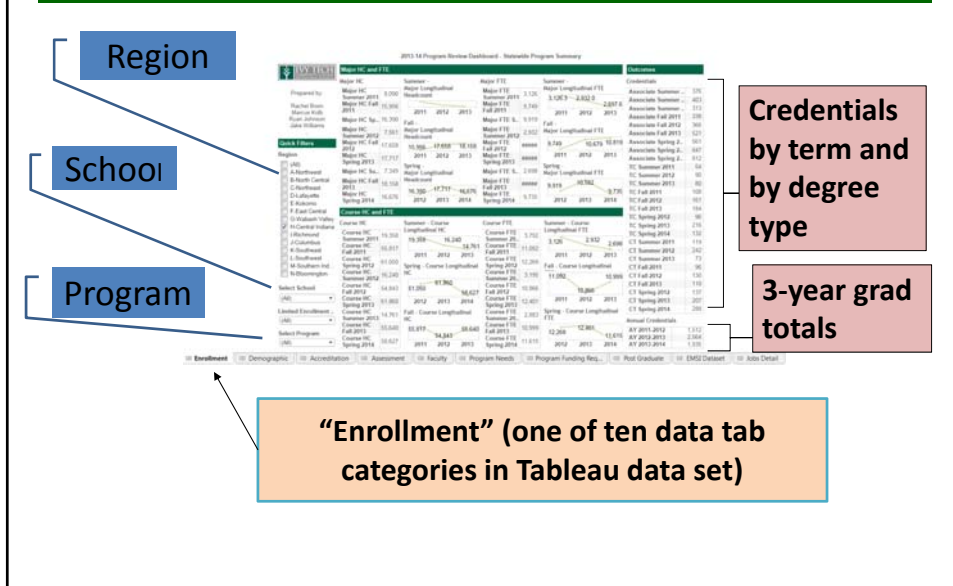
- ‘Seeded’ Data -- 120+ Variables
- ‘Live’ Dashboards linked to Ivy Tech internal website
- Learning Outcomes Assessment -- PCs Attached Sample Assignments
- EMSI Labor Market Data -- Program and Region Data



# Program Review and Tableau

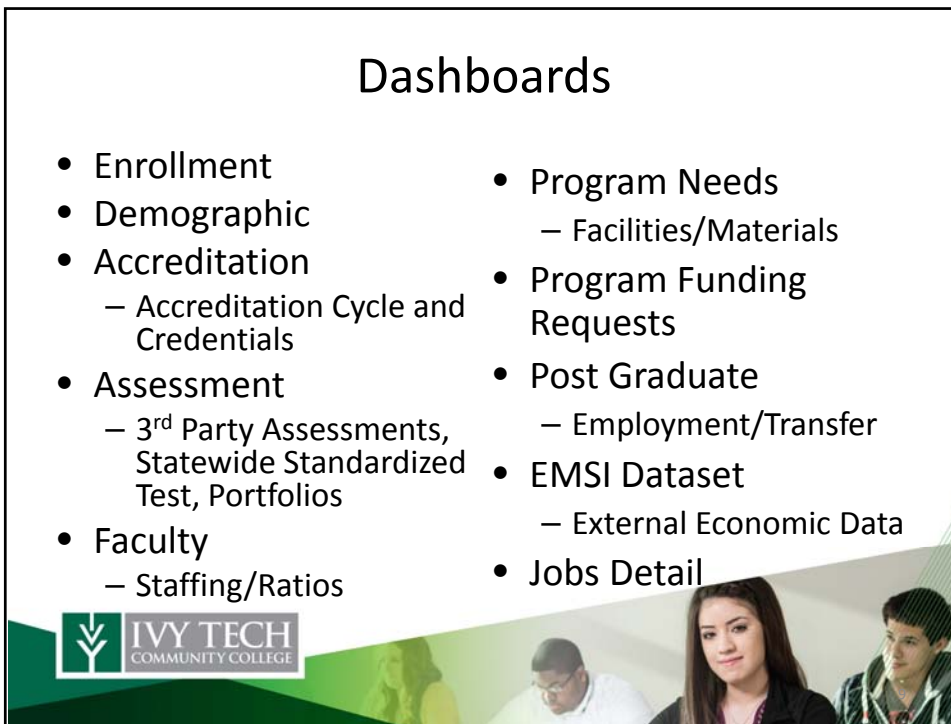


## Tableau View of Graduation and Enrollment Data



## Dashboards

- Enrollment
- Demographic
- Accreditation
  - Accreditation Cycle and Credentials
- Assessment
  - 3<sup>rd</sup> Party Assessments, Statewide Standardized Test, Portfolios
- Faculty
  - Staffing/Ratios
- Program Needs
  - Facilities/Materials
- Program Funding Requests
- Post Graduate
  - Employment/Transfer
- EMSI Dataset
  - External Economic Data
- Jobs Detail



## Program Review and Economic Modeling Specialists International (EMSI) Data

2013-14 Program Review Dashboard - Statewide Program Summary

Please make selections using the filter on the right. All data attributes will update to reflect the selection. All program data is as entered in December 2014, and has not been reconciled against official program review documents.

Program Name	Growth in Jobs (2010-2015)	Median Hourly Earnings	Regional Openings (2015)	Regional Jobs (2015)
Accounting	16.3%	\$14.80	403	14,507
Advanced Manufacturing	16.3%	\$10.87	8	1,162
Agriculture	16.3%	\$10.71	8	113
Administrative Technology	4.2%	\$11.37	8	397
Business Administration	12.8%	\$17.25	4,452	4,454
Computer Information Systems	16.3%	\$20.37	288	1,000
Computer Systems	32.4%	\$27.95	10	299
General Accounting	23.3%	\$10.22	8	1,066
General Hygiene	23.3%	\$10.45	8	641
Design Technology	4.9%	\$10.87	8	12
Early Childhood Education	1.3%	\$14.84	8	84
Education	16.3%	\$21.11	145	1,124
Electrical Engineering Technic.	16.3%	\$23.76	8	17
Electronics and Computer Tc.	16.3%	\$23.76	8	17
Energy Technology	22.8%	\$21.79	8	173
Engineering Technology	11.3%	\$20.94	8	82
General Studies	8.9%	\$8.90	179	8
Health Care Support	14.0%	\$8.77	8	1,017
Humanity Administration	23.3%	\$14.80	8	214
Human Services	17.3%	\$17.52	8	1,114
Imaging Systems	12.2%	\$20.49	8	36
Industrial Technology	16.3%	\$20.80	202	87
Information Security	16.3%	\$17.79	205	34
Liberal Arts	21.4%	\$20.31	1,086	620
Medical Assisting	16.3%	\$12.77	8	1,867
Office Administration	16.3%	\$14.94	38	415
Recreational Arts	16.3%	\$10.49	10	107

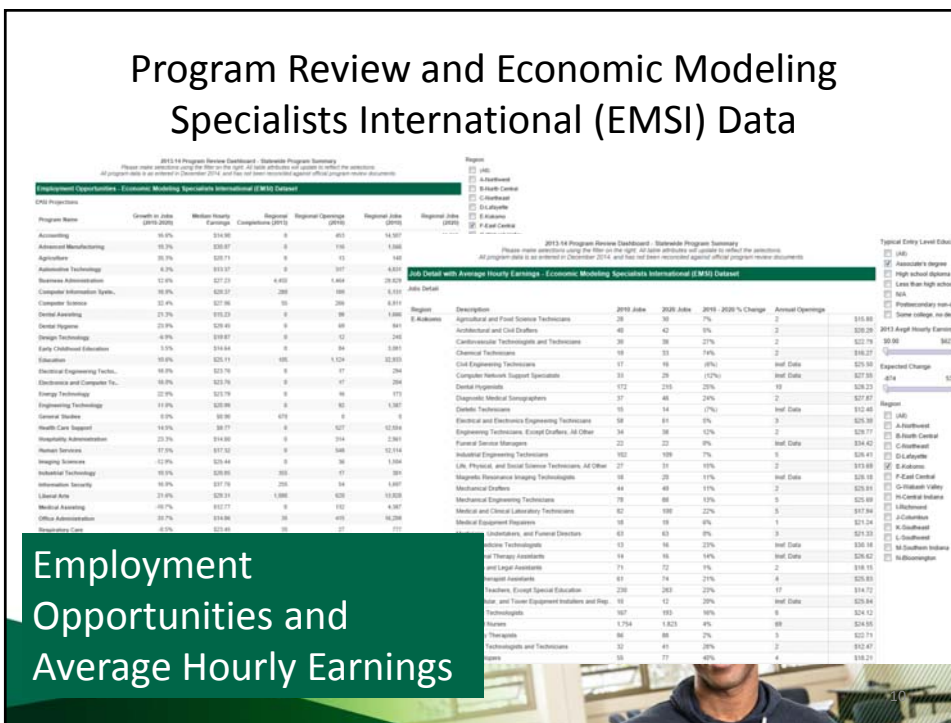
  

2013-14 Program Review Dashboard - Statewide Program Summary

Please make selections using the filter on the right. All data attributes will update to reflect the selection. All program data is as entered in December 2014, and has not been reconciled against official program review documents.

Job Detail with Average Hourly Earnings - Economic Modeling Specialists International (EMSI) Dataset	2010 Jobs	2015 Jobs	2010-2015 % Change	Annual Openings
Agricultural and Food Science Technicians	28	30	7%	2
Architectural and Civil Drafters	42	42	0%	2
Cardiovascular Technologists and Technicians	36	36	27%	2
Chemical Technicians	18	33	74%	2
Civil Engineering Technicians	17	16	-6%	Inf. Data
Computer Network Support Specialists	31	29	-12%	Inf. Data
Dental Hygienists	172	216	25%	19
Diagnostic Medical Sonographers	37	46	24%	2
Optical Technicians	16	14	-2%	Inf. Data
Electrical and Electronics Engineering Technicians	58	61	5%	3
Engineering Technicians, Except Drafters, All Other	34	38	12%	2
Food Service Managers	22	23	9%	Inf. Data
Industrial Engineering Technicians	102	109	7%	1
Life, Physical, and Social Science Technicians, All Other	27	31	15%	2
Magnetics Resonance Imaging Technologists	48	20	-15%	Inf. Data
Mechanical Drafters	44	48	11%	2
Mechanical Engineering Technicians	78	86	11%	5
Medical and Clinical Laboratory Technicians	82	109	22%	5
Medical Equipment Repairers	18	18	0%	1
Unidentified, and Former Occupations	63	63	0%	3
Automotive Technicians	13	16	23%	Inf. Data
Cell Phone Installers	14	16	14%	Inf. Data
Food and Beverage Inspectors	71	72	1%	2
Paralegal Assistants	81	74	-9%	4
Truck, Trailer, and Bus Equipment Mechanics and Repair Technicians	229	263	23%	17
Truck and Trailer Equipment Mechanics and Repair Technicians	16	12	-25%	Inf. Data
Truck and Trailer Equipment Mechanics and Repair Technicians	107	103	-10%	6
Truck and Trailer Equipment Mechanics and Repair Technicians	1,754	1,823	4%	18
Truck and Trailer Equipment Mechanics and Repair Technicians	16	16	0%	3
Truck and Trailer Equipment Mechanics and Repair Technicians	32	41	28%	2
Truck and Trailer Equipment Mechanics and Repair Technicians	18	77	40%	4

Employment Opportunities and Average Hourly Earnings



## Next Steps?

Refine  
Program-Level  
Data



Custom Review  
for Liberal Arts  
Program

**emsi**  
a **careerbuilder** company

Learning  
Outcomes  
Assessment



## Assessing High Failure Rate Courses

- ACCT 101
- APHY 101
- BIOL 101
- COMM 101
- ENGL 083/063 (Reading)
- ENGL 073/093 (Writing)
- ENGL 095/075
- ENGL 111 (Comp)
- HLHS 101 (Medical Terms)
- Math 023/136 (College Algebra)
- Math 080/123 (Quant Reasoning)
- Psych 101
- Math 122 (Tech Math)
- Psych 101

## English 111 Outcomes Based Assessment

The ENGL 111 Composition assessment project began 3 ½ years ago (Spring 2012) at the request of the Ivy Tech Statewide English Curriculum Committee.

13

### Assessing English Composition

Assesses an authentic product of the course rather than writing produced for assessment purposes

Researched argumentative essays produced during second half of the term will be rated on a 1-4 scale in 6 categories:

- Focus
- Organization
- Support
- Critical Thinking
- Conventions
- Documentation

## Introductory Biology 101

- **Assessment of lab assignments**
- **Meeting major COR objectives**

15

Thank you!





## Changing Lives...



# Foundations of Excellence: Transfer Focus

Program Review & Assessment Committee

17 September 2015

## Overview

*"This Foundations of Excellence self-study and action-planning process addresses collegiate transfer" and "is designed to help institutions evaluate the ways they facilitate the experience of this important, but often neglected, student cohort."*

- ▶ Study occurred June 2014 - June 2015
- ▶ Task-force oriented - informed by subcommittees
- ▶ Over 150 representatives from across campus & Ivy Tech-Central Indiana

John N. Gardner Institute for Excellence in Undergraduate Education (2014).

## 9 Foundational Dimensions®

- ▶ Philosophy
- ▶ Organization
- ▶ Learning
- ▶ Faculty
- ▶ Transitions
- ▶ All Students
- ▶ Diversity
- ▶ Roles & Purposes
- ▶ Improvement

John N. Gardner Institute for Excellence in Undergraduate Education (2014).

## Results

- ▶ IUPUI Transfer Philosophy Statement

*As an urban research institution, IUPUI is deeply committed to the educational success of all students. As part of this commitment, students who transfer to IUPUI will experience coordinated, holistic and developmentally appropriate support as they transition into and through the university. As they pursue their degrees, they will be intentionally connected to high-quality curricular and co-curricular learning experiences and provided continuous access to support services. Their student experiences will be based on a theoretical framework that supports the unique needs of transfer students. These experiences will enhance their academic and social integration, and commitment to attain academic and career goals.*

- ▶ Dimension Reports & Recommendations
  - ▶ 170+ Individual Recommendations
  - ▶ Dimensions Report Card

## Final Report Highlights

- ▶ 39 Final Recommendations: 28 Priority & 11 Secondary
- ▶ Areas of Recommendations:
  - ▶ Campus Culture & Structure
  - ▶ Admissions & Credit Evaluation
  - ▶ Advising
  - ▶ Communication
  - ▶ Policy
  - ▶ Engagement & Student Support
  - ▶ Orientation
  - ▶ Curriculum
  - ▶ Data

ACTION AREA	RECOMMENDATION	TIMELINE	LEADERSHIP
Campus Culture and Structure	Widely distribute philosophy statement; include in relevant publications and websites	2015-16	Office of Transfer Student Services Passport Office
Campus Culture and Structure	Re-establish Council on Transfer Students	2015-16	Office of Transfer Student Services
Advising	Enhance advisor training on transfer students	2015-16	Campus Advising Council
Policy	Revise University College 60 hour policy to support transfer student programs	2015-16	Academic and Career Development University College Faculty
Engagement and Support	Conduct campus-wide audit of programs and services to support transfer students	2015-16	Council on Transfer Students
Orientation	Extend orientation program and create alternate delivery systems including online modules	2015-16	Action Team
Data	Develop key performance indicators and benchmarks for institutional progress on transfer students	2015-16	Action Team
Campus Culture and Structure	Develop and implement an annual well-targeted communications plan to inform faculty and staff about transfer students	2015-16: Focus on Data 2016-17: Report FoE Actions to Date 2017-18: Report FoE Outcomes	Office of Transfer Student Services Office of Communications and Marketing
Admissions and Credit Evaluation	Revisit school-based admissions policies for transfer students; determine which transfer students are best served by University College	2015-16: Gather and examine data 2016-17: Plan 2017-18: Implement	Action Team
Engagement and Support	Explore increasing housing for transfer students including the development of a living-learning community	2015-16: Study Issue 2016-17: Develop Plan 2017-18: Pilot	Action Team
Communication	Develop one stop shop integrated website and print materials for perspective and enrolled transfer students	2015-16: Website 2016-17: Printed materials	Action Team

ACTION AREA	RECOMMENDATION	TIMELINE	LEADERSHIP
Admissions and Credit Evaluation	Improve transfer credit articulation by refining the credit articulation process, creating a robust database of transfer credit viewable by prospective students and creating an SIS profile for prospective students	2015-16: Improve transfer credit processing 2016-17: Access for prospective students 2017-18: SIS profile for prospective students	Action Team
Campus Culture and Structure	Hold annual Transfer Symposium for faculty and staff	2016-17	Office of Transfer Student Services
Advising	Develop effective use of advising holds to support transfer students	2016-17	Campus Advising Council
Engagement and Support	Scale-up existing effective transfer student support programs	2016-17	Council on Transfer Students
Orientation	Host academic school orientations for transfer students	2016-17	Council on Transfer Students Academic Units
Orientation	Deliver post-orientation communication to transfer students from schools	2016-17	Council on Transfer Students Academic Units
Data	Create and disseminate regular reports on transfer students (campus aggregate data)	2016-17	Action Team
Data	Create and disseminate regular reports on transfer students (school-level data)	2016-17	Action Team
Engagement and Support	Create targeted opportunities for transfer students including school based honors programs	2017-18	Council on Transfer Students
Curriculum	Examine possibility of required transitional program/course for transfer students	2017-18	Action Team
Curriculum	Monitor the impact of the Statewide General Education Core and Transfer Single Articulation Pathways on transfer student enrollment and success	2017-18	Undergraduate Affairs Committee

## Contact Information

- ▶ Cathy Buyarski - [cbuyarsk@iupui.edu](mailto:cbuyarsk@iupui.edu)
- ▶ Gina Gibau - [gsanchez@iupui.edu](mailto:gsanchez@iupui.edu)
- ▶ Matt Wade - [mhwade@iupui.edu](mailto:mhwade@iupui.edu)

To access the Final Report & Recommendations, visit:

<http://transfer.iupui.edu/FoundationsofExcellence/FindingsandRecommendations.aspx>