

## Program Review and Assessment Committee

**May Meeting 2017: Thursday, May 11, 1:30-3:00 pm, AD 1006**

Attending: K. Alfrey, K. Black, L. Bozeman, L. Easterling, T. Freeman, S. Graunke, E. Grommon, T. Hahn, M. Hansen, S. Hendricks, S. Hundley, D. Jerolimov, C. Kacius, S. Kahn, M. Kolb, J. Lee, X. Liu, L. Maxwell, H. Mzumara, C. Nielsen, K. Norris, E. Ramos, S. Scott, S. Weeden.

Guests: Elaine Cooney, School of Engineering and Technology; Beth Goerin, School of Liberal Arts.

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1. Welcome, Review, and Approval of Minutes (5 minutes)
  - a. Motion to approve minutes seconded and approved
  - b. S. Weeden reviewed three questions to be asked at meeting's end about next year's agenda and asked members to consider them in preparation for discussion.
  
2. Update from LEAP Indiana — Elaine Cooney, School of Engineering and Technology; Beth Goering, School of Liberal Arts; David Malik, Academic Affairs, Planning and Institutional Improvement (15 minutes)
  - a. Stephen Hundley reviewed LEAP's purpose of engaging faculty members in supporting student success.
  - b. Jennifer Lee noted Indiana's two-year grant to create a faculty collaborative hub to facilitate assignment sharing that is housed as a Canvas site open statewide.
  - c. B. Goering and E. Cooney participated on the faculty collaborative team that promoted student success and developed a strategic communications plan for implementing the LEAP IN hub. Goering used her classes to engage students in developing the communications plan.
  - d. E. Cooney: Her project was on tuning. Electrical Engineering Technology (EET) and Mechanical Engineering Technology (MET) engaged in tuning in order to facilitate entry of transfer students. The process brought together several universities to identify core competencies in EET and MET for first two years. A valuable network developed across the participating universities focused on student success. Cooney and Goering reviewed the Canvas site, and encouraged PRAC members to join it and explore resources.
  
3. Report on ePortfolio Initiative — Susan Kahn, Office of Institutional Effectiveness, ePortfolio Initiative (20 minutes)
  - a. S. Kahn talked about the work of the ePortfolio mission task force, which was convened by Kathy Johnson in order to examine the different ways eportfolios were being used across campus and create a succinct

- and comprehensive mission statement to guide the campus' engagement of ePortfolio pedagogy.
- b. Kahn thanked members of task force and shared two sample student eportfolios.
  - c. She reviewed the definition, purposes, benefits, and value of eportfolios when integrated into curricula, and also presented themes of the task force's discussions.
  - d. An estimated 64 eportfolio projects currently exist at IUPUI.
  - e. The vision statement encourages widespread adoption and use of eportfolios across campus to benefit student learning and success.
  - f. Kahn asked for suggestions for revisions on the vision and mission statements as well as for next steps for the standing advisory committee that will build on the work of the task force.
  - g. Discussion:
    - a. Barrier to implementation for Nursing as a core campus is that Taskstream has not been adopted university wide across all campuses.
    - b. ePortfolio Advisory Committee will help to showcase exemplary uses of eportfolios, share best practices and research across campus.

4. IRDS Report — Michele Hansen, Institutional Research and Decision Support (20 minutes)

- a. M. Hansen presented "Supporting the Success of Undergraduate Students—Discussion of Progress Toward Retention and Graduation Goals," which offered a comparison with peer institutions, reasons why students leave IUPUI, and where they go upon leaving IUPUI.
- b. There has been steady improvement in 1-year retention rates; Latino/a students have higher retention rates among all students; African American retention rates still lag behind the general campus rates.
- c. State appropriations are awarded based on a formula that includes degree completion rates, persistence, on-time graduation and other factors.
- d. IUPUI has 13 peer institutions approved by the Board of Trustees; peers have made improvements, too, and IUPUI lags behind peer institutions in terms of one-year retention rates and graduation rates. IUPUI has higher rates of Pell Grant recipients compared to most peers (lower income students tend to have lower retention and on-time graduation rates). IUPUI lags behind peers in provision of institutional aid and scholarships.
- e. IUPUI students work for pay off-campus at higher rates than peers; and at lower rates than peers for on-campus work.
- f. Please see presentation for more information available at <http://irds.iupui.edu/Portals/SDAE/Files/Documents/IUPUI%20Student%20Success%20and%20Retention.pdf>

5. Re-Cap of PRAC Reports — Susan Kahn, Office of Institutional Effectiveness; Susan Scott, Office of Institutional Effectiveness (10 minutes)
  - a. An overview was provided of the PRAC report review process. Updated PRAC Report Guidelines, a Tip Sheet for PRAC Report writers, and guidance on direct and indirect assessment methods will appear soon on the PRAC website at <http://planning.iupui.edu/assessment/prac.html>.
  
6. Headlines from Other PRAC Subcommittees (10 minutes)
  - a. S. Weeden noted the following on behalf of Linda Houser: There were 8 proposals submitted for the PRAC's fall funding cycle, of which 2 were funded. The award amount has been raised to \$5,000. A new cycle for funding has been approved for this fall with a due date of October 9<sup>th</sup> at 5:00 p.m.
  - b. M. Hansen noted that her committee met to discuss numerous campus-wide assessment activities such as Blue Course Evaluation procedures, various surveys being done on campus, and the Heighten Project, assessment of information literacy and library initiatives, and more.
  
7. Discussion of Needs for PRAC in AY 2017-18 — Scott Weeden, School of Liberal Arts, PRAC Chair; Tyrone Freeman, Lilly Family School of Philanthropy, PRAC Vice-Chair (10 minutes)
  - a. Weeden facilitated a discussion based upon three questions posed at the beginning of the meeting.
  - b. Please see attachment for the questions and PRAC member responses.
  
8. Adjournment
  - a. Meeting adjourned at 3 pm and PRAC adjourned for the summer.

## **IUPUI ePortfolio Initiative Mission Task Force Members**

### **Peter A. Altenburger**

Chair, Associate Professor, and Director of Professional Education  
Department of Physical Therapy  
School of Health and Rehabilitation Sciences

### **Marta M. Anton**

Chair and Professor of Spanish  
Department of World Languages and Cultures  
School of Liberal Arts

### **Catherine A. Buyarski**

Executive Director, Student Success Initiatives  
Division of Undergraduate Education  
Associate Dean, Student Affairs  
University College

### **Margaret R. Ferguson**

Senior Associate Vice Chancellor  
Office of Academic Affairs  
Professor of Political Science  
School of Liberal Arts

### **Tyrone M. Freeman**

Assistant Professor and Director, Undergraduate Programs  
Lilly Family School of Philanthropy

### **John Gosney**

Director, Faculty Engagement and Outreach  
Learning Technologies  
University Information Technology Services

### **Stephen Hundley**

Senior Advisor to the Chancellor  
Office of Planning and Institutional Improvement  
Professor of Organizational Leadership  
School of Engineering and Technology

### **Susan Kahn**

Director, ePortfolio Initiative  
Office of Academic Affairs  
Director, Office of Institutional Effectiveness  
Division of Planning and Institutional Improvement

**Terri A. Tarr**

Director

Center for Teaching and Learning

**Lynn E. Ward**

Faculty Liaison

Faculty Engagement and Outreach, Learning Technologies

University Information Technology Services

**Cynthia Clark Williams**

Director of Student Development and Program Coordinator

Neuroscience Program and Department of Psychology

School of Science

**Marianne S. Wokeck**

Chancellor's Professor of History and Director, Institute for American Thought

Department of History

School of Liberal Arts

**Michael Yard**

Faculty Coordinator, Prior Learning Assessment

Division of Undergraduate Education

Senior Lecturer

Department of Biology

School of Science

## **Report of IUPUI ePortfolio Initiative Mission Task Force March 2, 2017**

The IUPUI ePortfolio Initiative Mission Task Force convened for the first time on August 26, 2016, and, thereafter, monthly through January 11, 2017. Composed of leaders of large, well-established ePortfolio projects across the campus, and representatives of key constituencies like the IUPUI Faculty Council and University Information Technology Services, the Task Force was well-positioned to carry out its charge from Executive Vice Chancellor Kathy Johnson: To craft a vision and mission statement for the ePortfolio Initiative that states why ePortfolios are important to IUPUI and how the initiative aligns with the campus's mission and strategic priorities. The Task Force was also asked to identify metrics for assessing the progress of the ePortfolio Initiative, and to determine whether a standing advisory committee to the initiative is needed.

In accord with IUPUI's top strategic priority, student learning and success, the recognition of ePortfolios as an 11<sup>th</sup> High-Impact Practice, and the evolution of ePortfolio practice locally and nationally, the Task Force's discussions focused primarily on the benefits of ePortfolios to students. A secondary theme centered on how ePortfolios might reinforce, demonstrate, and help the campus to articulate what is unique about an IUPUI education. And a third theme concerned the faculty reward system and the extent to which it encourages experimentation with ePortfolios. Assessment as such was not discussed extensively, but the Task Force recognized the potential of ePortfolios to demonstrate student learning in new ways and to offer new kinds of information about that learning. Interestingly, technology was rarely mentioned, except insofar as ePortfolios might have advantages over paper portfolios for student learning and development. Among the questions considered by the group were these:

- What are the implications of ePortfolios for transforming curriculum and pedagogy at the course, program, and institutional levels?
- How can we take advantage of the potential of ePortfolios to support deeper, more engaged and integrated learning?
- How can ePortfolios help programs, the institution, and students themselves to develop integrated, guided pathways through programs?
- How are ePortfolios different from paper portfolios? What advantages does the "e" add for students, faculty, and the institution?
- How can ePortfolios help us to highlight IUPUI's tradition of engaged, experiential learning and its commitment to innovation?
- What can we learn from ePortfolios about our students, programs, and institutions?
- How does the faculty reward system encourage or discourage experimentation with ePortfolios?
- How can we make the most of ePortfolios' potential to contribute to the Scholarship of Teaching and Learning?

What ultimately emerged from these discussions was a Vision, Mission, Values, and Strategies Statement that emphasizes the value of ePortfolios for both supporting and documenting student learning and development. Specifically, the Vision represents what the Task Force sees as an ideal future for ePortfolios at IUPUI; the mission refers to the purpose of the ePortfolio Initiative itself; and the Values encapsulate goals that the ePortfolio Initiative should strive to achieve. The Strategies and Activities summarize the ways in which the initiative currently does or might pursue these goals.

The Task Force recommended that IUPUI create an ongoing ePortfolio Initiative Advisory Committee, with representation from appropriate campus bodies and activities. The committee's tasks would include:

- Track the progress of the ePortfolio Initiative
- Continue developing strategies and activities for advancing well-informed use of ePortfolios at IUPUI
- Identify strategies and activities that are and are not working
- Identify challenges
- Provide opportunities for professional development and scholarship
- Discuss national and international developments in the ePortfolio field

Finally, the Task Force did suggest several metrics for assessing the progress of the ePortfolio Initiative, but left the balance of this task to the Advisory Committee. Some of these measures replicate information that the initiative already routinely gathers, albeit with some difficulty—e.g., data on ePortfolio use across the campus. Others would require additions to ongoing campus surveys, faculty reporting, and the new Record of Experiential and Applied Learning. Still others, like “use of ePortfolios to articulate the significance of learning experiences,” might call for occasional dedicated research projects. The suggested metrics (and associated questions) are listed at the end of the Vision, Mission, Values, and Strategies Statement.

### **Definition of ePortfolio**

“A selection of purposefully organized digital artifacts that supports learning, reflection, and self-presentation, as well as documentation and assessment of student learning over time and across varied learning experiences.” (IUPUI Definition)

## EXAMPLE EPORTFOLIO PROJECTS AND USES @ IUPUI

	Program assessment and accreditation	Assessment of student learning	Integrative learning	Career preparation and planning	Academic planning & advising	Self representation	Professional development	Self-assessment (developmental)	Workflow and tracking
American Studies (RISE course, Masarachia Scholars)**			◆			◆		◆	
Anthropology (capstone)*			◆	◆		◆	◆		
Art (all undergrad & grad degree programs)		◆	◆	◆	◆	◆			
Biology (individual courses)			◆					◆	
Center for Research and Learning	◆	◆						◆	◆
Center for Service and Learning* (service scholars) (?)	◆		◆					◆	◆
Degree Completion Office/PLA					◆			◆	
Dentistry (Dental Hygiene with ePDP, Ped. Study Abroad*)	◆	◆	◆				◆	◆	
Computer Engineering Technology (leading to other Engr Tech programs)**	◆	◆	◆		◆		◆		◆
Computer Information and Graphics Technology (Study Abroad) RISE**		◆	◆			◆	◆	◆	
Elementary Education (practicum)		◆		◆			◆		
French (program plus Study Abroad)**	◆	◆	◆			◆	◆		
German (Study Abroad and internship)		◆	◆	◆					
Health Sciences BS (FYS & capstone)			◆	◆	◆	◆	◆		
Health Careers Advising**				◆	◆			◆	
Interdisciplinary RISE Capstone/FACET**		◆	◆				◆	◆	
Interior Design Technology (studio course with RISE*; study abroad; program accreditation**)	◆	◆		◆		◆	◆	◆	
International Affairs (Study Abroad including German, SPEA, Biology, Business)*		◆	◆			◆		◆	
IUPU Columbus (Education*) (?)	◆	◆	◆				◆		◆

Updated April 2017



	Program assessment and accreditation	Assessment of student learning	Integrative learning	Career preparation and planning	Academic planning & advising	Self representation	Professional development	Self-assessment (developmental)	Workflow and tracking
Japanese Studies (Study Abroad)		◆	◆			◆			
Kinesiology (career prep 3 programs)*		◆		◆		◆	◆		
Library and Information Science (MLS)*	◆	◆	◆	◆		◆		◆	
Life-Health Sciences Intern. Program*		◆	◆	◆		◆	◆	◆	
Law (individual courses, some online)				◆		◆		◆	
Mechanical Engineering (co-curricular project, lab course)*			◆	◆			◆		
Museum Studies (MA)		◆		◆		◆	◆	◆	
Neuroscience (capstone; other courses)*		◆	◆		◆				
Nursing (DNP*; online BSN completion program; new BSN curriculum on hold)	◆	◆	◆	◆	◆	◆	◆	◆	
Organizational Leadership and Supervision* (FYS ePDP, Prior Learning Assessment)	◆	◆	◆		◆	◆		◆	
Philanthropic Studies (capstone, BS)	◆		◆		◆	◆	◆		
Physical Therapy (DPT)	◆	◆				◆	◆		
Psychology (ePDP with advising, Lifespan course, capstone)		◆		◆	◆			◆	
Public Health (MPH; doctoral capstone)	◆	◆		◆			◆	◆	
Secondary Education* (RISE course)		◆	◆				◆	◆	
Social Work (BSW)*	◆	◆		◆	◆	◆		◆	
Spanish (capstone, program)	◆	◆	◆	◆		◆		◆	◆
Technology Leadership and Communications (MS Technology)*	◆	◆	◆			◆	◆	◆	
Themed Learning Communities/First Year Seminars in Business, Education, Engineering & Technology, Health Professions, Mathematics, Psychology, SPEA, Writing (ePDP)		◆	◆	◆	◆	◆		◆	
TLC integrative learning project*			◆		◆			◆	

	Program assessment and accreditation	Assessment of student learning	Integrative learning	Career preparation and planning	Academic planning & advising	Self representation	Professional development	Self-assessment (developmental)	Workflow and tracking
University College (ePDP for FYS* and OTEAM peer mentors program**)	◆	◆	◆	◆	◆	◆		◆	◆
Writing Program (Stretch sections)**			◆					◆	◆

Note: Asterisk indicates start-up financial support from ePortfolio initiative budget; double asterisk indicates grant award for 2017-18.

**DRAFT**  
**IUPUI ePortfolio Vision, Mission, Values, and Strategies**  
**March 2, 2017**

Background

Electronic portfolios (ePortfolios) at IUPUI support the campus's vision and mission to advance students' intellectual growth and academic success and provide an innovative and distinctive urban education experience. They both arise from and encourage a campus culture of learning, including the Scholarship of Teaching and Learning. As a recognized High-Impact Practice, ePortfolios, when thoughtfully implemented, enhance and deepen student learning and engagement; support students' personal and intellectual development, both in and out of the classroom, and in other High-Impact Practices; and prepare students to be lifelong learners. By encouraging reflection and metacognition, ePortfolios empower students to integrate their learning experiences, and articulate the ways in which these experiences have equipped them to contribute to the cultural, civic, and economic well-being of their communities.

Well-designed ePortfolios catalyze course, program, and co-curricular improvement and highlight the distinctiveness of an IUPUI education. At the same time, they are a means for documenting and demonstrating student learning, including learning of the PULs, PGPLs, and PCLs; they provide valuable information for improving learning; and they offer opportunities for faculty and staff to engage in SOTL work that enhances learning. Our vision and mission statements are intended to support all IUPUI students, faculty, and staff in realizing the potential of ePortfolios as described here.

Vision (for ePortfolios at IUPUI)

IUPUI envisions a campus culture in which ePortfolios are used pervasively to support student learning, development, and empowerment in academic and co-curricular settings. In this vision, all IUPUI students have ongoing opportunities to engage with reflective ePortfolios and access to support for developing such ePortfolios, and all faculty and academic staff have ongoing opportunities to engage with ePortfolio teaching and learning through professional development and campus communities of practice.

Mission (for the IUPUI ePortfolio Initiative)

The IUPUI ePortfolio Initiative advances the use of ePortfolios at all levels campus-wide to support and demonstrate student learning, academic success, and personal, intellectual, and professional development, and to help all students make the most of the distinctive opportunities available at IUPUI.

## Values

- Multiple opportunities for all students, faculty, and staff to engage with ePortfolios
- Widespread engagement with ePortfolios among students, faculty, and staff
- Ongoing professional development to help faculty and staff enhance their understanding of the value of ePortfolios for teaching, learning, and scholarship (i.e., SOTL)
- Use of ePortfolios to support and demonstrate reflective and integrative learning
- Effective use of ePortfolio pedagogies, informed by both scholarship and practice, to support student learning, development, and success
- Technology as secondary to teaching, learning, and student development. Ideally, ePortfolio technologies are transparent, enabling users to engage in ePortfolio activity with minimum difficulty or constraints.

## Strategies and Activities

To carry out its mission and realize its vision, the ePortfolio Initiative adopts a range of strategies that align with key campus strategic priorities:

- Build understanding and appreciation of the value of ePortfolio learning in all disciplines and co-curricular activities
- Develop ePortfolio expertise and capacity to support effective integration of ePortfolios in academic, co-curricular, and experiential programs, including intentional scaffolding of reflective learning
- Promote informed use of ePortfolios for assessment and improvement
- Encourage and cultivate faculty/staff research on effective ePortfolio practices
- Support research on meaningful measures of impact of ePortfolios on student learning and ways to facilitate effective ePortfolio practices
- Disseminate IUPUI ePortfolio scholarship, theory, and practice beyond the campus
- Provide expertise and leadership for campus discussions of/decisions about ePortfolio platforms to support the various purposes and uses of ePortfolios

Specific activities, often pursued in collaboration with other campus units and improvement initiatives, typically address some combination of these strategies, and include:

- Provide resources, consultation, and professional development for faculty, staff, and units at novice to advanced levels of ePortfolio practice
- Sponsor symposia and showcase events that highlight diverse uses of ePortfolios
- Through grants and other mechanisms, support faculty and staff participation in campus, national, and international communities of ePortfolio practice and scholarship to expand their own learning, to contribute to the body of research in the field, and to disseminate IUPUI ePortfolio work

- Advocate for appropriate types and levels of campus support for students engaged in developing ePortfolios
- Work with vendor to advise and advocate for improvements in ePortfolio technology to support IUPUI's ePortfolio vision, mission, values, strategies, and activities

#### Emerging Measures of Success

- Data on ePortfolio dissemination, use, and growth across the IUPUI campus (Could one or more items on ePortfolio development be included in the Continuing Student Survey? Could we use our influence with Digital Measures to add a question on ePortfolio use to Activity Insight? Or use of high-impact practices, including ePortfolios?)
- Publication and presentation of IUPUI practice, research, and scholarship on ePortfolios (Could information be captured from Activity Insight?)
- Use of ePortfolios to apply for jobs, link to social media, and articulate the significance of learning experiences (Could relevant items be added to the Continuing Student Survey?)

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# Report on ePortfolio Initiative and Mission Task Force

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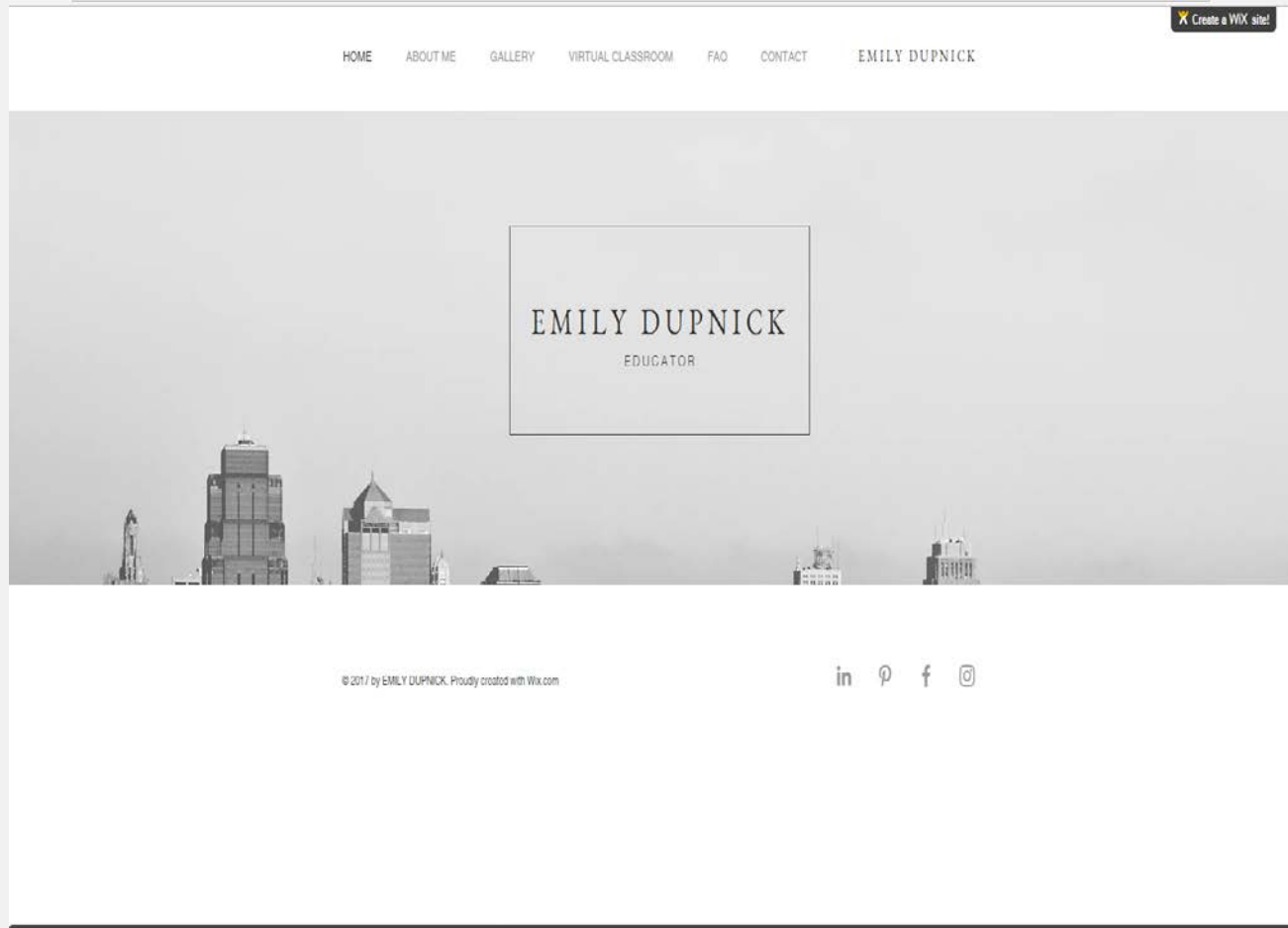
PRAC MEETING

MAY 11, 2017

SUSAN KAHN, DIRECTOR, IUPUI EPORTFOLIO INITIATIVE



# I see common themes reoccurring...



“Looking back and re-examining all the coursework, readings, projects, and lessons, I see common themes reoccurring. The School of Education bases all instruction and assessments on the Principles of Teacher Education to prepare me to be an effective educator. I have organized my portfolio gallery around these standards. Each standard has two pieces of evidence to demonstrate my mastery of the principle. By examining my past work and building this portfolio, I feel more confident as I start job searching and preparing for interviews. Now, I have a website to show potential employers to demonstrate my knowledge and teaching beliefs.”

# What is an ePortfolio?

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“ A selection of purposefully organized digital artifacts that supports learning, reflection, and self-presentation, as well as documentation and assessment of student learning over time and across varied learning experiences.” (IUPUI definition)

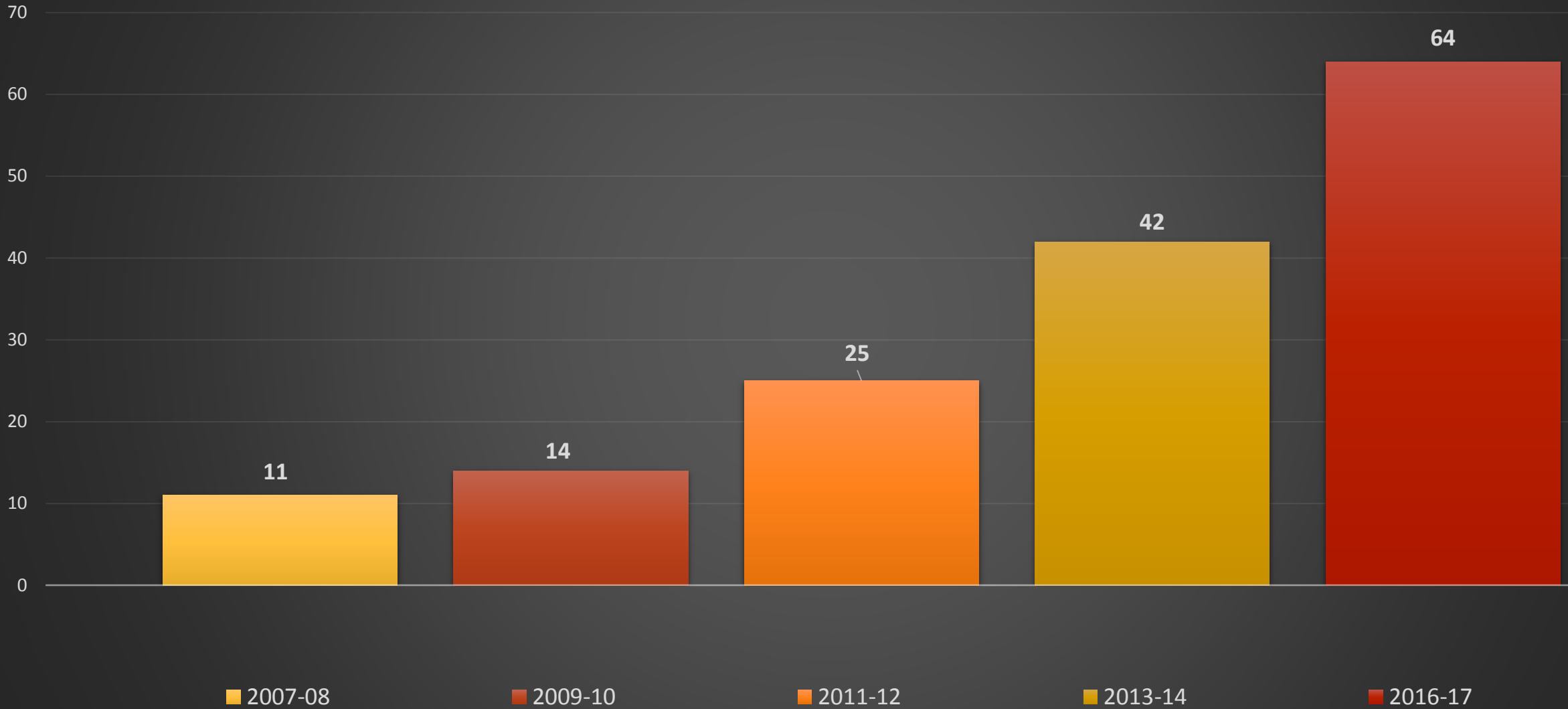


# Many different uses and purposes

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- Integrative learning; connecting the dots (especially in capstones)
- Deepening learning and engagement in learning
- Thinking in the discipline
- Academic and career planning and development
- Advising
- Job search/career showcase/professional self-presentation
- With RISE activities and other High-Impact Practices
- Prior learning assessment
- Assessment, assessment management, and specialized accreditation
- With REAL to enrich documentation of out-of-class learning experiences

# IUPUI ePortfolio Adoption



# ePortfolio as HIP

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“When [ePortfolios are] done well, students who create and continue to add to their ePortfolio as intended benefit in ways similar to students who participate in one or more of the 10 HIPs on the AAC&U list.... Compared with their counterparts who did not use ePortfolios, students ... were generally more engaged in educationally purposeful activities, earned higher grades, and were more likely to complete courses and persist.”

George Kuh (2017)

# What makes their impact high?

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- High performance expectations
- Significant investment of effort over extended time
- Substantive interactions with faculty and peers
- Experience with diversity
- Frequent, timely, and constructive feedback
- Structured opportunities to reflect and integrate
- Discover relevance through application of learning
- Public demonstration of learning

# Themes of Task Force discussions

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Why are ePortfolios important? What can they contribute to students' educational experiences and success?

How might evidence in ePortfolios help us articulate outcomes for our students?

How can ePortfolios enable students to demonstrate their unique learning experiences? Demonstrate distinctiveness of an IUPUI education?

Is the development of professional/academic/personal identity part of the curriculum?

What is "ePortfolio pedagogy"?

How can we get promotion and tenure committees to take this work seriously?

# Vision statement

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IUPUI envisions a campus culture in which ePortfolios are used pervasively to support student learning, development, and empowerment in academic and co-curricular settings. In this vision, all IUPUI students have ongoing opportunities to engage with reflective ePortfolios and access to support for developing such ePortfolios, and all faculty and academic staff have ongoing opportunities to engage with ePortfolio teaching and learning through professional development and campus communities of practice.

# Mission statement

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The IUPUI ePortfolio Initiative advances the use of ePortfolios at all levels campus-wide to support and demonstrate student learning, academic success, and personal, intellectual, and professional development, and to help all students make the most of the distinctive opportunities available at IUPUI.

# Engaged learner, integrated learning



Anjali Prakash's Development Portfolio

- Home
- About Me
- Campus and Community Connections
- My College Achievements
- Looking Forward

Anjali Prakash's Development Portfolio



My name is Anjali Prakash. I am an Honors student, majoring in Biology with a minor in Chemistry at IUPUI. I aspire to be a cardiac surgeon one day and hope to impact the lives of many.

Author: Anjali Prakash  
Last modified: 2/27/2015 2:32 AM (EST)

Created with | taskstream

"Building an ePortfolio has allowed me to go back and think about my experiences at IUPUI. This has led me to find purpose in everything I have done or am still doing. Listing these skills along with interesting thoughts and life-lessons has helped me build something that displays who I am and allows me to express myself with no word-limits."



# Your feedback and suggestions?

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- Suggestions for Vision, Mission, Values Statement?
- Proceed with forming Advisory Committee?
- If yes, who should be on it?
- Other ideas?

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<http://emdupnic.wixsite.com/eportfolio>

<https://www.frazierwebfolio.com/?r=86797333>

<https://w.taskstream.com/ts/ballard51/Macys-Portfolio>

# A Continuum of Approaches to ePortfolios

ePortfolio  
as  
Wrapper

**Learning  
Happens  
Inside and  
Is  
Represented  
In the  
ePortfolio**

ePortfolio  
as  
Curriculum

**Learning Happens Inside  
and Through the Practice,  
Including Creating the  
ePortfolio**

**Students/People Learn More When  
They Understand the Theory of the  
Practice**

**Thinking like . . .**

# ePortfolio pedagogy

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Integrative approach to learning and experience

Metacognition

Identity representation and development

Student engagement, agency, purpose

Students as constructors of knowledge

## **2015-16 PRAC Reports Highlights Identified by Reviewers**

Members of the PRAC Reports Review Subcommittee identified several reports as potentially helpful models for PRAC Assessment report authors.

### **Center for Service and Learning**

- The overview of Civic Learning is interesting and this background/context may be helpful to other units working in this area.
- The alumni survey correlation might be of interest to programs trying to make similar connections.
- Attention to the detail of using quantitative and qualitative measures to assess program effectiveness, and to use the results to plan program development.

### **Herron School of Art + Design**

- The use of student feedback to change recommendations for courses taken outside the discipline.
- The plan to use ePortfolios to compare entry-level and graduation-level student writing and project materials.
- The school's overall commitment to trouble-shoot and solve problems identified through the assessment process.

### **Kelley School of Business**

- Executive summary is helpful
- Professional and artful presentation.
- TOC is an excellent addition
- Procedure page is excellent
- Continuous improvement reports – could be added to any program review
- The use of a program or school-based committee seems very good. The idea of mapping the curricula of the various programs also is very good.

### **School of Science**

- This report does a nice job of “closing the loop” in assessing several measures of student success – discussing not only what they plan to do as a result of this year’s findings, but the results of previous actions taken in response to findings (e.g., changes in placement testing, increased recruitment efforts).
- Emphasis on solving DWF problems in entry level courses

### **School of Health and Rehabilitation Sciences**

- Setting standards for levels of achievement is a positive of this report. Indicating the standards helps to show that there are goals in mind for the level of student achievement and how much of the student body should be achieving at particular levels. This, to me, is a positive move that could be used by other programs. I also appreciate the effort to make improvement a goal of the assessment by articulating plans for implementing changes. This suggests that the school is very positively self-aware of the value of “closing the loop.”

## **University College**

- The assessment and planning matrices as tools for implementing and monitoring changes based on feedback.
- I've been on campus for 10 years and had a vague understanding of all of the offerings from UCOL. The report is useful for others to learn more about what programs are offered, why, whom they support, and the theories and strategies employed. IUPUI is doing some unique and innovative things to support student success as evidenced by the information contained in this report. UCOL is clearly doing a lot of the "heavy lifting" for the campus. I have a greater appreciation for what they do as a result of having read the report.

March 2017

# Guidelines for PRAC Annual Assessment Reports

## Background and Purpose

Each IUPUI school and administrative unit directly involved in student learning reports annually to the Program Review and Assessment Committee to summarize its work on assessing and improving student learning during the previous academic year. These PRAC Annual Assessment Reports offer evidence of our assessment and improvement processes to accrediting organizations, colleagues engaged in program review, and other stakeholders interested in our efforts to enhance student learning. The reports also help to advance awareness of assessment activities and findings within schools and departments and across the institution, and serve as a principal resource for development of the annual IUPUI Assessment Report.

The purpose of the PRAC Annual Assessment reports is thus to demonstrate that at the unit and campus levels IUPUI gives sustained attention to student learning and its improvement. Over time, each unit's annual PRAC reports should reflect ongoing efforts to:

- Ensure that each academic program, associate through Ph.D., has developed clearly defined student learning outcomes.
- Identify and use appropriate assessment methods for each student learning outcome.
- Determine assessment findings.
- Use findings to make continuous improvements to instruction, curriculum, and/or student support services such as advising.

## Content

Each credential-granting program (from certificates through graduate degrees) at IUPUI has defined explicit student learning outcomes. These desired outcomes are included in the online *IUPUI Campus Bulletin* maintained by the Office of the Registrar. Many non-degree-granting units involved in IUPUI students' education have also articulated learning outcomes for their co-curricular programs and have posted those expectations on their web sites.

These program and unit learning outcomes serve as the foundation for the annual assessment reports. Your report should demonstrate that you are assessing your programs to determine student achievement of your stated learning outcomes, that you have deliberate and ongoing processes in place for performing these assessments, and that you are using the results to guide improvements in your programs. Your report should thus provide a brief summary of assessment activities over the last year, including efforts undertaken to (re)define, assess, and improve students' attainment of the learning outcomes for your programs. It may be helpful to organize your thinking around the following questions:

- What outcome are you seeking? What will students be able to do if they achieve the outcome?
- How do you help students, in or out of the formal classroom, to achieve the outcome?
- How do you determine students' level of achievement of the outcome?

- What were your major findings?
- What improvements did you make based on this year's findings or those of prior years?
- What were the results of these improvements and/or of improvements made in prior years?

Remember that you are reporting on the past year's activities only and that you need not describe all of your assessment practices in detail. Typically, assessment and reporting take place in cycles, with only some outcomes, courses, or programs assessed or reported on in any given year. Alternatively, you may wish to focus your report on new learning outcomes, teaching and learning practices, and/or assessment processes introduced in the past year. In either case, your introduction should provide an overview of your assessment practices and assessment cycle, if applicable, so that readers understand the larger context for the current report.

Reports should include:

- A brief introduction or overview of the material to be presented in the report. Also, please provide a short description of the reporting unit and its programs. For example, units that include only graduate programs may want to call attention to this fact up front, so that a reader does not expect to see information on assessment of IUPUI's Principles of Undergraduate Learning.
- A list of or hyperlink to relevant learning outcomes. Please explain briefly how and by whom your outcomes were developed. If outcomes are mandated by an external accrediting association, readers should be aware of that. If your discipline or programs in your unit have adopted a particular assessment philosophy or approach, a succinct explanation may be helpful.
- An overview of your assessment cycle, if applicable.
- Examples of rubrics, description of assessment instruments, description of evidence collected, and/or other information that may help readers to understand your assessment approach.
- Findings from PUL/PGPL and/or program- and discipline-specific learning outcomes assessment conducted in the last year, with an emphasis on data that show significant changes from previous years or that reveal possible areas to target for improvement.
- Recent or proposed course or program changes made to address areas of concern revealed by assessment results or otherwise to improve student learning, e.g., development of cohort programs, advising/mentoring initiatives, or RISE experiences. Improvement initiatives may also include professional development efforts focused on assessment or related topics, like IUPUI's Principles of Undergraduate Learning.

Keep in mind as you present the above material that a few good examples of particularly effective or innovative tools or processes can be invaluable for helping readers outside your discipline to understand your practices or particular challenges.

Reports should include discussion of both direct and indirect measures of student learning and resulting findings, as applicable. Direct measures are tangible student products like research papers, performances, lab reports, tests, and portfolios. Indirect measures include proxies for



learning like job or graduate school placement rates, as well as perceptions and opinions about learning gleaned from instruments like surveys and focus groups.

Reports may also discuss assessment and improvement of practices that support student learning, even if they are not directly related to a learning outcome. Such practices may include recruitment and retention efforts, academic advising, and career counseling, among others.

### **Format**

- Use a format that supports clear presentation of the information described above. Please note that narrative and outline formats are easier for readers to digest than the table format suggested in previous years.
- **Please limit length to a maximum of 20 pages.** PRAC reports are archived online; hyperlinks to details posted elsewhere can usefully point readers to further information according to their interests.
- Minimize repetition of information from previous years; prior years' reports can be viewed at <http://www.planning.iupui.edu/evalassess/schoolaccessreport-page.php>.
- Assume an educated non-specialist audience. Since readers may be unfamiliar with your particular unit or discipline, please avoid using acronyms and abbreviations specific to your context.

**Important Considerations for Writing Annual PRAC/Assessment Reports  
(especially if you're new to this task and/or haven't been involved in campus-wide  
discussions of assessment)**

1. Read the [Guidelines](#) carefully, and consult the [Rubric for Assessing PRAC Reports](#) and the [Glossary of Assessment Terms](#) developed by the Advanced Practice Subcommittee of PRAC. These are all available on the [PRAC page](#) of the [Planning and Institutional Improvement website](#) at <http://planning.iupui.edu/>. Click on "Outcomes Assessment," and select "Program Review and Assessment Committee" from the drop-down menu.
2. Include an introduction with background about the program or programs being reported on. This can be very brief: readers will want to know what programs the unit offers and, if you're on a cycle where you assess a subset of programs or outcomes each year, which ones are included in the current report.
3. Make it easy for the reader to see what the school, department, or program's learning outcomes are. Include them in your introduction (or the beginning of the section of the report addressing that program) or provide a hyperlink where readers can view them.
4. To provide the reader with helpful context, identify the source of your learning outcomes. Are they mandated by an accrediting agency, adapted from an accrediting or professional organization, or defined by program faculty and/or staff? Or generated in some other way?
5. Do not conflate program outcomes with learning outcomes. While PRAC reports often include both, the main focus should be on the latter. Program outcomes address the goals the entire program uses to determine success and effectiveness. Graduation rates, licensure or qualifying exam pass rates, job placement, student satisfaction, and similar measures are program outcomes. Learning outcomes express what each student should know and be able to do as a result of their learning experiences. They are expressed as knowledge, skills, attitudes, behaviors, or values that students have or should have acquired as a result of their participation in the program.
6. Understand the difference between direct and indirect measures of learning. Consult the [Glossary](#) for definitions. Ideally, learning outcomes assessment includes both types of measures. You may want to explain in your PRAC Report the rationale for the mix of direct and indirect measures you use and report on.
7. When describing actions taken or changes made to enhance learning outcomes (e.g., changes in curricula, teaching and learning strategies, advising), identify the assessment finding (usually from a prior year) that changes are intended to address. When describing learning improvements resulting from such changes, identify the relevant assessment finding and change that was made (again, usually from prior years).

8. If you're submitting a report developed for another purpose, such as a program review report, in lieu of a regular PRAC report, excerpt the relevant sections, and provide an introduction telling readers exactly what they're looking at, so that they understand the context and purpose of the information provided. If the excerpt does not include the information specified in #s 2-4 above, please include that information.

## Rubric for Improving PRAC Reports

Reviewed Unit \_\_\_\_\_

Reviewer \_\_\_\_\_

Date of Review \_\_\_\_\_

### I. Learning Outcomes

- \_\_\_ A. Succinctly state what students should know and be able to do
- \_\_\_ B. Begin with or include an action verb
- \_\_\_ C. Incorporate PULs/PGPLs in disciplinary outcomes
- \_\_\_ D. Seem to cover the subject sufficiently
- \_\_\_ E. Include all undergraduate and graduate programs

Comments:

### II. Assessment Measures

- \_\_\_ A. Linked explicitly to Learning Outcome(s)
- \_\_\_ B. Seem appropriate for Learning Outcomes
- \_\_\_ C. Include direct measures of Outcome(s), to the extent possible, supplemented by indirect measures, as appropriate
- \_\_\_ D. Incorporate assessment of effectiveness of other academic support programs (such as advising, career development, student organizations, mentoring, learning resource centers, etc.)

Comments:

### III. Assessment Findings

- \_\_\_ A. Linked explicitly to Learning Outcome(s)
- \_\_\_ B. Include evidence obtained from direct measures
- \_\_\_ C. Include evidence obtained from indirect measures
- \_\_\_ D. Include evidence of ongoing improvement

Comments:

**IV. Action(s) Taken in Response to Findings**

\_\_\_ A. Linked explicitly to Learning Outcome(s) and the assessment of the Outcome(s)

\_\_\_ B. Demonstrate systematic attention to ongoing improvement

Comments:

**V. General**

\_\_\_ A. Organization and format

\_\_\_ B. Succinctness and clarity

Comments:

**VI. Items of Interest to Other Programs**

What is contained in this report that other programs might benefit from seeing?

3= Fully/Good    2=Partially/Fair    1=Minimally/Poor    0=Not Noted    N/A=Not Appl

## Direct and Indirect Measures of Student Learning

### Direct Measures

**Definition:** Direct measures require students to demonstrate their knowledge and skills. They provide tangible, visible and self-explanatory evidence of what students have and have not learned as a result of a course, program, or activity (Suskie, 2004, 2009; Palomba and Banta, 1999). Actual student behavior or work is measured or assessed.

**Examples:** Exams/Tests, Quizzes, Papers, Oral Presentations, Group Work, Creative Work, Assignments, Exit Exams, Standardized tests.

Direct Measures		
Types	Advantages	Disadvantages
<b>Authentic Course-Embedded:</b> Exams/Tests, Quizzes, Papers, Oral Presentations, Group Work, Assignments	<ul style="list-style-type: none"> <li>- Require higher-order cognitive skills and problem solving.</li> <li>- Direct measures are most effective if they are also course-embedded which means the work done by the student is actually work that counts towards a grade.</li> <li>-Students tend to take the activity more seriously if associated with grade.</li> <li>- Authentic and part of already existing faculty and student work (not add-on assessment).</li> <li>-Facilitate development of a "culture of evidence."</li> <li>- Increasingly the mandate from accrediting agencies.</li> </ul>	<ul style="list-style-type: none"> <li>- Time-consuming to develop standardized criteria for evaluating (e.g., rubrics).</li> <li>-Can be difficult to collect and aggregate for a large, public institution.</li> </ul>
<b>Electronic Portfolios</b>	<ul style="list-style-type: none"> <li>-Effective mechanism for collecting and storing student work (authentic direct measures).</li> <li>- Allow multiple formats (e.g., written work, video, audio).</li> <li>-Allow students to reflect on learning experiences.</li> <li>-Used well, can improve learning and support student development.</li> </ul>	<ul style="list-style-type: none"> <li>- Time-consuming to develop standardized criteria for evaluating (e.g., rubrics).</li> <li>-Can be difficult to collect and aggregate for large institutions.</li> <li>- Technology can be time-consuming to learn and set up.</li> </ul>
<b>Locally Developed Exit Exams</b>	<ul style="list-style-type: none"> <li>- Match local goals.</li> <li>- Aligned with curriculum.</li> <li>- Faculty-developed.</li> <li>- Development and scoring processes are informative.</li> </ul>	<ul style="list-style-type: none"> <li>- Difficult to develop valid instruments.</li> <li>- Time-consuming to develop.</li> </ul>
<b>Commercial Standardized Tests Designed to Assess General Learning</b> (e.g., Collegiate Learning Assessment)	<ul style="list-style-type: none"> <li>- Low time investment.</li> <li>- National norms.</li> </ul>	<ul style="list-style-type: none"> <li>- Expensive.</li> <li>- May not match specific program goals</li> <li>- Students may not be motivated to perform at best ability levels and this can negatively affect reliability and validity.</li> <li>- May measure "generalized intelligence" which may not change due to curriculum or classroom experiences.</li> </ul>
<b>Field or Discipline Specific Standardized Tests</b>	<ul style="list-style-type: none"> <li>- Low time investment.</li> <li>- National norms may be available.</li> <li>- Focus on specific discipline or topic area and thus may be more aligned with curriculum and educational experiences compared to general tests.</li> </ul>	<ul style="list-style-type: none"> <li>May be Expensive.</li> <li>- May not match specific program goals (critical to ascertain curricular and/or program alignment)</li> <li>- Students may not be motivated to perform at best ability levels and this can negatively affect reliability and validity.</li> </ul>

## Indirect Measures

**Definition:** Assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions. While these types of measures are important and necessary, they do not measure students' performance directly. They supplement direct measures of learning by providing information about how and why learning is occurring.

**Examples:** self-assessment, peer-feedback, surveys, end-of-course evaluations, questionnaires, focus groups, or exit interviews and other activities that gather impressions or opinions about the program and/or its learning goals. Other examples: academic performance levels (e.g., GPAs), graduation rates, retention and transfer studies, graduate follow-up studies, success of students in subsequent institutional settings, and job placement data.

Indirect Measures		
Types	Advantages	Disadvantages
<b>Grades</b>	<ul style="list-style-type: none"> <li>- Inexpensive.</li> <li>- Relatively easy to aggregate and collect.</li> <li>- Available for almost all students.</li> <li>- Good indicator of academic success and progress toward degree.</li> <li>- Can be good proxy for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Not standardized.</li> <li>- Not ideal measure for determining students' actual knowledge, skills, and abilities.</li> <li>- Grades alone do not indicate if students are able to write well, think critically, problem-solve, and apply values and ethics.</li> </ul>
<b>Surveys and/or questionnaires</b>	<ul style="list-style-type: none"> <li>-Inexpensive.</li> <li>-Can support better understanding of issues that are difficult to observe systematically.</li> <li>- Critical to understand what individuals perceive, know, and think of programs and services.</li> <li>-Acknowledge importance of student (or alumni), faculty, and staff opinions.</li> <li>- Can help with understanding of students' perceptions of learning experiences</li> <li>-Students can offer suggestions for improvement.</li> <li>-Can provide information about how and why learning is occurring.</li> <li>- Statistical relationships, prediction control, description, hypothesis-testing.</li> <li>- Precise, numerical.</li> <li>- Resulting data can be analyzed, re-analyzed to address specific questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Difficult to develop valid instruments.</li> <li>-Low response rates for large-sample, web-based surveys.</li> <li>-Do not involve higher-order cognitive processes.</li> </ul>
<b>Interviews</b> (e.g., senior exit interviews)	<ul style="list-style-type: none"> <li>- Comprehensive, holistic, richly descriptive.</li> <li>- Provide in-depth information about students' learning experiences.</li> <li>- Allow individualization and follow-up probes.</li> <li>- May develop positive interactions with students.</li> </ul>	<ul style="list-style-type: none"> <li>- May be intimidating, biasing results.</li> <li>- Not ideal for embarrassing, personal, or politically charged issues.</li> <li>-Time-consuming to conduct and analyze data.</li> <li>- May not be representative.</li> </ul>
<b>Focus group interviews</b>	<ul style="list-style-type: none"> <li>-Same as interviews.</li> <li>-Allow more students to be "interviewed" in less time.</li> </ul>	<ul style="list-style-type: none"> <li>-Same as interviews.</li> <li>-A few students can skew the results if not carefully facilitated.</li> </ul>

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<http://www.mnsu.edu/student/assessment/methods.html>



## Questions to Consider for Next Year

- Are there topics from this year that we should revisit or pursue in greater depth next year?
- What new issues or concerns should we engage next year?
- What assessment-related needs does your unit have that PRAC may be able to help address in some way?

## Example Topics for Next Year

- Trends in assessment
- General Education Review update
- More from the ePortfolio Initiative
- Assessment Institute update
- Specific program trends and updates

**Questions to Help Us Generate Ideas for Next Year**  
**Program Review and Assessment Committee**  
**May 11, 2017**

1. Are there topics from this year that we should revisit or pursue in greater depth next year?
2. What new issues or concerns should we engage next year?
3. What assessment-related needs does your unit have that PRAC may be able to help address in some way?