

## Program Review and Assessment Committee

April Meeting 2018: Thursday, April 19, 1:30-3:00 pm, AD 1006

### Minutes

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Attending: K. Alfrey, P. Altenburger, J. Barbee, L. Bozeman, A. Chase, W. Crabtree, D. DeMeester, G. Durham, T. Freeman, J. Gladden, S. Graunke, E. Grommon, W. Helling, S. Hundley, C. Kacius/K. Rinker, Susan Kahn, Marcus Kolb, J. Lee, S. Lowe, P. Morris, S. Ninon, K. Norris, B. Orme, C. Schuck, K. Sheeler; M. Urtel; S. Weeden, and J. Yan

1. Welcome and Review/Approval of Minutes (5 minutes)
  - a. T. Freeman called the meeting to order at 1:30pm
  - b. Motion made, seconded and passed to approve March minutes.
2. Update on the Record of Experiential and Applied Learning (REAL) Initiative — Steve Graunke in place of Tom Hahn, Director of Research and Program Evaluation, IUPUI Center for Service & Learning. (5 minutes)
  - a. Credit-bearing experiences can be included. Ex – 0 or more credit experiences such as an undergraduate research experience.
  - b. Process for approving activities is shared and is in the process of being approved by Kathy Johnson, but you can go ahead and get started now if you would like. Feel free share with others.
3. Update on HLC Meeting—Stephen Hundley, Senior Advisor to the Chancellor (10 minutes)
  - a. Chicago conference (3000+ attendees) – less about accreditation and more about the broad purpose of colleges and universities.
  - b. Attendees shared their reflections on the conference (Steve, Marcus, Carol, Susan)
  - c. Carol S. – subcomponents of the criteria that were cited the most in the peer reviews (assessment 43% of the time). Great information overall.
  - d. Marcus K. – preparation of affirmation of accreditation session – learned that institutional action council has overturned several of the campus visit teams more recently. No reason to be scared, but more willing to insert themselves to demonstrate that they are doing stuff.
  - e. Steve G. – Assessment is at the forefront of what campuses are thinking about and is a stumbling block for many. Wisconsin Hope Project, Food Insecurity “Still hungry” report – scale used to assess food insecurity could be useful. Important issue because it associates with Maslow’s hierarchy of needs. Presentation from community college in NM was good at engaging the campus about data literacy and using data. “Deep dive into data and donuts” – how can we integrate that into our work.
  - f. Susan K. – Steve- do we have any statistics about IUPUI food insecurity? We are not very intentional yet, but are looking into it.
  - g. Susan K. – accreditation workshop session Terry Hartle, Senior VP of the American Council on Education. Interesting comments about the current

administration, one of the positive things was that administration doesn't seem to be very interested in HE. Although it has tried to cut research funding at the federal level, but no success. And no luck in trying to cut funding to HE. Jeff Rosen spoke about the Quality Improvement Proposal process (our next stage, before 2020) –Expectation is not to achieve a result, but rather to expend effort toward a desired goal and learn from the process. Strange – sharp distinction between accountability and quality improvement. Evaluation of the accountability portion will be completely separate from the evaluation of our quality improvement section.

- h. Stephen H. – our quality improvement process will include a multi-year process using the profiles of learning (PLUS), pending the IFC approval of that May 1<sup>st</sup>. 2022 Margie F. and I will co-chair the comprehensive process. The Quality Initiative proposal will include others. Pilot year in 18-19, implementation year, scaling and evaluation year. All done the year before our comprehensive evaluation is due (2020). The outcomes of the quality initiative should feed into the accountability portion if done well and aligned.
- i. There are 5 broad criteria to evaluate campuses and assure the public that we are good stewards. We will use the PRAC meetings of those 5 criteria in the coming year (15min) to look at them and discuss them. They will change, but will help us keep it on the forefront.
- j. Assessment is a key piece – scrutiny around using information to influence decision-making. Our fiscally conservative institution puts in a good position and not all campuses are as fortunate. Facilities, governance, etc. can make their accreditation difficult because they are not financially stable or have had a lot of leadership changes.
- k. Is it a yearly conference? Yes, Higher Learning Commission – I encourage you to consider submitting a proposal. Always in Chicago.

#### 4. Discussion on IUPUI Collaboratory—Kristin Norris, IUPUI Director of Community Engagement (25 minutes)

- Begins with a background and context on the Collaboratory
  - Information systems:
    - Civic Engagement Inventory
    - Service Learning Inventory/Community-Based Learning Inventory
    - Community Partner database
  - Maintenance has been difficult over time
  - Accessibility is a concern
  - Finding systems that will handle answering multiple questions
- The Collaboratory is an online tracking system that is not doing assessment
  - Connected with teaching and learning
- What needs to be in it?
  - External partners
  - Activity related to public activity
- The data centers on the activity (activity is the center)
- What it captures?

- Populations and issues
- Captures where the experiences occur (do they go off-campus?)
- Tracks all forms of high-impact practices in a course (aligned with AAC&U)
- Definitions of community engagement is important:
  - Is the activity mutually beneficial?
  - Is there reciprocity (an exchange of knowledge and expertise)?
  - No to the above questions means it is public service
    1. If it is public service, no community partner needs to be named
- Who can enter information?
  - OCE staff
  - Student proxies based on their knowledge of faculty and staff
  - Faculty and staff information from them
- None of the information is searchable until verification from the faculty
- Sources of information for the Collaboratory:
  - Pre-existing systems = IRB; media; award applications; forwarded messages
  - Relationships = Data liaisons (41 across the campus); campus committees or task forces; offices (DEI, OIA, DAS, OVCR, Enrollment Management, etc.)
    - Faculty directly referred = identify students, provide to OCE, etc.
    - Information provided directly
    - School/Department/Unit presentation
- Numbers:
  - 188 with CAS authentication
  - 342 activities
  - Etc.
- Using the Collaboratory
  - Polis grant to map engagement
  - Relationship between engaged learning strategies
  - Environmental scans
  - Award application information
  - July 1<sup>st</sup> reports
- Overall vision:
  - Strategic partnerships
  - Strategic partners and conversations
  - Etc.
- What to do?
  - Invite to school/unit faculty meeting
  - CAS authenticate (One.IU)
  - Tell about the work
  - Respond to email
  - Conversations about how to prepare for engagements
- Questions:
  - Susan: Will this be a web site? Answer: It is on the web site.
  - No other questions (Kristin is not surprised there are no other questions, but anticipates this will occur as people come to understand the Collaboratory)
  - May 1 is an important day

- Shows the dash board and the web site, including recent projects; also how the information is presented and how one can filter it to work with it
5. Update on PRAC Reports — Susan Kahn, IUPUI Director of Planning and Institutional Improvement Initiatives (20 minutes)
- a. Most of you should have received your reviews of your PRAC reports other than a few that we are still waiting for.
  - b. How many of you know who wrote/assembled the PRAC for your unit? How many of you are the person who is responsible?
  - c. Why do we have PRAC reports? External reason – mechanism to collect information for external evaluators (e.g., SLOs). Internal reason – time to reflect on our processes and ask ourselves if we are really doing this and doing it effectively. Are students learning what we want them to learn? Do we have the data to understand that?
  - d. The review process is a collegial process and serves as a meta-level assessment of our campus-level process. Supports PRAC’s goal of building a culture of assessment.
  - e. This process started in 2011 (just before our 2012 re-affirmation). We have seen dramatic improvement in the reports and believe they reflect improvements in the assessment processes within the units. Excellent examples this year -- Library Science, Philanthropic Studies, Physical Therapy, Dental Hygiene, Psychology.
  - f. Common issues noted by the sub-committee (not to imply that the overall quality of the reports are not good, because they are):
    - i. Reports include a lot of information on topics other than the assessment of student learning outcomes.
    - ii. Some do not follow the guidelines and follow the format
    - iii. Reports that have been clearly re-purposed (e.g., program review reports, accreditation report). Note- perhaps we should allow that to be submitted or excuse those schools from submitting a PRAC report during those years.
    - iv. Is the pressure to produce graduates superseding our interest in knowing what students are learning? Ex – metrics on employment and graduate salaries.
    - v. Learning outcomes layered or aligned with professional standards or PULs/PLUS....the more we can do this the better we are able to serve students (more explicit and transparent).
    - vi. More focused on the delivery of knowledge than students demonstrating their learning (embracing the learning paradigm). Assessment should focus on the quality of learning.
    - vii. Happy to see the use of embedded assessment and fewer standardized testing. But, understand that you still need to go beyond grading. We need processes and mechanisms for capturing and evaluating the patterns of performance as well as learning.
  - g. Suggested we host a workshop on how to write a good PRAC report. But, would like to know how many people would show up. Steve H. – I think that if we aligned that with PLUS, we might have better luck.

h. Mark U. – I would endorse some professional development with PLUS. I do the report and what I struggle with – the economic and efficacious way to collect the old PUL data. I don't want whatever we do with PLUS is useful. The PUL data wasn't used. We just got it and reported it. My fear that if not done well, the PLUS data will end up the same way.

6. Group Discussion on PRAC Reports—Tyrone Freeman, Chair of PRAC (25 minutes)

a. See handout –

b. Comments from the groups reporting out:

In an accreditation year, allow an exemption.

Wide variation in how these reports are produced, so workshops might help. Departments that are university-wide (regional campuses, teach online), it's hard to write. A lot of our units getting adjunct faculty, so what is the educational process to help with those faculty.

Difficult getting faculty buy-in for the report is difficult.

Support units – question relevancy.


How do you make sure that those who contribute to them and help them understand how they are useful (not intruding)? Do we need all faculty buy-in?

We are more interested in feedback of whether our assessment processes are effective, not whether the document is good.


7. Announcements and Adjournment — (2 minutes)

Future PRAC Meeting Dates:

Thursday, May 10, 1:30-3:00 University Hall (AD) 1006

  
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# Community Engagement & Collaboratory



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## Evolution of Tools/Systems & Needs

- History – Create our own system
  - Civic Engagement Inventory (2001)
  - Service Learning Inventory / Community-Based Learning Inventory (2009)
  - Community Partner database (2012)
- Research other solutions
  - Digital Measures, GivePulse, OrgSync, CoMesh, Lyons
- Talked with other campuses, including homegrown systems (e.g., Cal State's S4, VCU, U Mass-Boston, Portland State)

  
IUPUI

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## Conclusions

- On-going maintenance and development is problematic
- Accessibility – searchable, real-time, reports
- Need to answer questions about:
  - How we partner
  - Why we partner - intended outcomes, achieved outcomes
  - How campus-community partnerships are related to scholarship (teaching & learning, research)



## What is the Collaboratory?

An online database that tracks and monitors partnerships, activities, and collaborations among universities and their communities. It collects information about a university's external partnerships that connect teaching, learning, and research to community goals and priorities.

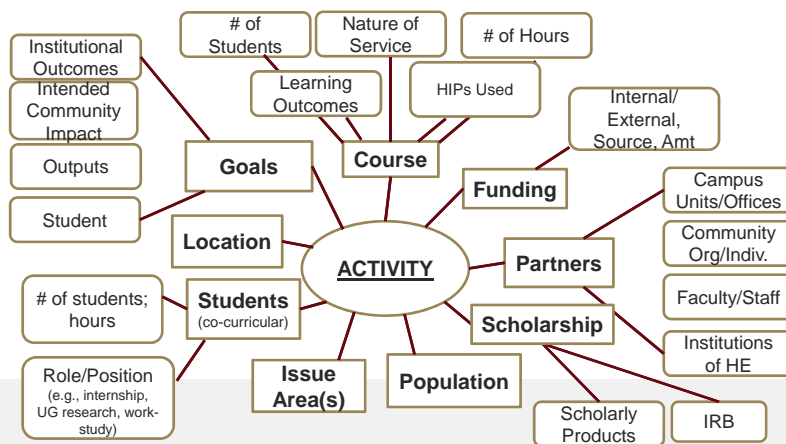


## Should Your Activity Be in Collaboratory?

- If you say “yes” to the following, we would like to capture it:
  - Can you name an external partner, organization, agency, individual, population?
  - Does the activity relate to a public priority or issue?



## Information Collected for “Activities”



Note -the activity itself is the key identifier





## Community Engagement or Public Service

- Collaboratory asks 2 questions to determine if it is **community engagement**:
  - Is it mutually beneficial for the community and the institution?
  - Is there reciprocity or an exchange of knowledge or expertise?
- “No” to either of these means it’s tagged as **public service**, which then does NOT require you to identify a community partner.



## Who Can Enter Information

1. We (OCE) proxy\* information on behalf of faculty/staff
2. Students proxy\* information based upon their involvement or knowledge on behalf of faculty/staff
3. Faculty/staff enter information directly

\*Nothing is live/publicly searchable until the faculty/staff person verifies the information is accurate.



## How We Are Gathering and Leveraging Information

Leverage Existing Sources, Systems, Processes

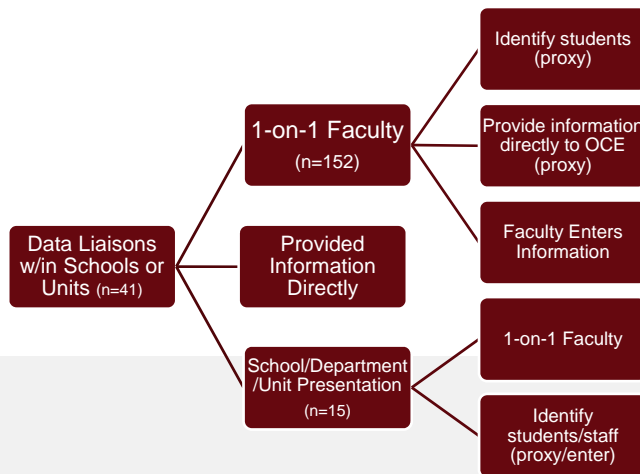
- IRB
- Media, newsletters, websites
- Award applications (Bantz Fellowship, Service Learning Assistants)
- Forwarded messages

Relationships

- Data Liaisons within each School --- Centers, Staff, Offices
- Campus Committees or Task Forces
- Offices/Units (e.g., DEI, OIA, DSA, OVCR, Enrollment Management)



## Relationships







To the 200+ people from whom we've learned, THANK YOU!

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## List of Data Liaisons

SCHOOL	DATA LAISON
BUS	Mary Chappell
BUS	Marva Hunt
DENT	Angela Martinez Mier
DENT	Armando Soto
DSA	Sonia Ninon
EDUC	Samantha Scribner
ENGT	Karen Alfrey
ENGT	Paul Salama
HERR	Maureen Malone-Reed
HERR	Cory Robinson
HERR	Eva Roberts
HERR	Greg Hull
Honors	Christy Sheeler
INFO	Daide Bolchini
INFO	Molly Morin
INFO	Huanmei Wu
INFO	Andrea Copeland
LAW	Sonja Rice
LAW	Jonna MacDougall
MED	Lisa Christy
NURS	Sue Hendricks
NURS	Laurie Peters*
NURS	Mary Beth Riner
OIA	Leslie Bozeman
OVCR	Alicia Gahimer
OVCR	Etta Ward
OVCR	Esther Erkins
PBHL	Carol Kacius
PETM	Mark Urtel
PETM	Brian Krohn
PHIL	Tyrone Freeman
SCI	Jane Williams
DEI	Wayne Hilson
SHRS	Peter Altenburger
SHRS	Stuart Warden
SLA	Elee Wood*
SPEA	Denise Scroggins
SPEA	Marshawn Wolley
SPEA	Tama Wright
SWK	Stephanie Lyons

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## Collaboratory By The Numbers

- 188 people have CAS Authenticated
- 342 activities have been pre-populated
  - Need 122 people to CAS authenticate
- 60 activities are live/searchable
- 729 unique community organizations
- 78 Courses\*

GOAL – 200 activities live by May 1<sup>st</sup>



## Using the Collaboratory

- Map of Engagement
- Relationship between engaged learning strategies (HIPs) and partnerships with the community (e.g., CIZ Advisory Group)
- Environmental Scan (e.g., Monon Trail project)
- Award application information (e.g., Community Partner Award, United Way award)
- July 1<sup>st</sup> reports to each Data Liaison (prep for Strategic Plan Reports due July 31<sup>st</sup>)



## Overall Vision

- Foster 'strategic' partnerships and capacity building
- Convene conversations on more strategic approaches to pressing community issues
- Leverage the information to support innovative and engaged learning strategies and the impact on student learning
- Advocate for faculty/staff – how they are recognized, rewarded, supported, and evaluated when doing engaged teaching and research



## What You Can Do

- Invite us to your school/unit faculty/staff meeting
- CAS Authenticate – go to [one.iu.edu](http://one.iu.edu) and search Collaboratory, then login
- Tell us about your work
- Respond to email notifications from Collaboratory – we did the majority of the work for you already. 😊 **MAY 1<sup>st</sup>!**
- Conversation about what information you need to advance community engagement in your unit



## Experiential and Applied Learning Record

### Background:

Student learning occurs in numerous places and ways outside of traditional classrooms. In the Fall of 2015, IUPUI was selected as one of 12 institutions from across the country to participate in a Comprehensive Students Records Project. The Registrar and Admissions Officer Professional organization (AACRAO) along with the Student Affairs Professionals in Higher Education organization (NASPA) partnered with the Lumina Foundation to coordinate the Project. The goal of this project was to create a new record that would reflect student learning that occurs outside of the classroom.

The IUPUI Experiential and Applied Learning Record has now been designed and is available to recognize valuable, assessed, and validated student learning experiences. While the official Indiana University transcript continues to record faculty curriculum, grades and degree requirements, the new record will reflect in a validated and meaningful way applied learning that occurs outside of the classroom.

For example, IUPUI is well-known for its community engagement. Many IUPUI students have significant, meaningful experiences in the community and participate in rigorous reflection and learning assessment. Those experiences are now documented and verified by the University. The Experiential and Applied Learning record will provide students and potential employers with a much needed record of overall, assessed student learning while also providing students with a better tool to articulate their learning. Employers are seeking this type of record, verified by the University, and IUPUI is now ready to provide this to our students.

### Frequently asked questions:

**What are the criteria for inclusion on the Record?** The activity must take place outside of the classroom and meet the following criteria: require an integration of knowledge, reflection activities, and assessment.

**How do I submit my experience for inclusion?** The [application](https://planning.iupui.edu/assessment/prac-files/subcommittees/real_experiences.html) is available online at [https://planning.iupui.edu/assessment/prac-files/subcommittees/real\\_experiences.html](https://planning.iupui.edu/assessment/prac-files/subcommittees/real_experiences.html).

**Can the experience be course-based?** Yes, curricular experiences can be included. The key is that the experience listed on the record takes place outside of the classroom, features a component in which students are required to reflect on their experience, and includes assessment of both the learning outcomes and the reflection activities. Basically, the same expectations are required of any experience regardless of whether there is a course/credit component.

**Who determines if the experience merits consideration?** The PRAC Experiential and Applied Learning Subcommittee, comprised of assessment professionals from across campus, reviews all applications for inclusion. For more information about this subcommittee, please email [tomhahn@iupui.edu](mailto:tomhahn@iupui.edu).

**How is this different from the Den Co-Curricular Transcript?** The Record is substantively different. The Den Co-Curricular Transcript is recorded by swiping a Crimson Card or self-report of participation in an activity with no verification of integration of knowledge, reflection, and assessment. The out of class experiences included on the Record are submitted by the program director, instructor, or other designated official who verifies that the student participated in the experience and that the experience has an

integration of knowledge, reflection, and assessment of students' attainment of the stated learning outcomes.

**How is the experience categorized?** There are seven categories under which the experience may fall: Diversity, Global Engagement, Internships, Leadership, Research, Service, and Creative Expression.

**What are the steps to submit an experience for consideration?**

**Steps:**

- 1) The program director or instructor downloads, completes and submits the application to the PRAC Subcommittee on the Experiential and Applied Learning Record c/o [tomhahn@iupui.edu](mailto:tomhahn@iupui.edu)
- 2) The subcommittee will either a) recommend the experience be included on the Record, b) recommend the experience not be included or c) request revisions.
- 3) If approved, the subcommittee routes the experience to the IUPUI Registrar. The Registrar will coordinate necessary steps within the Student Information System (SIS) and also contact the program director or instructor with instructions about the workflow process. Workflow will be used to initiate and approve each individual student's completion of the experience. The appropriate individuals to make these decisions will have been designated by the program director or instructor and set up in the SIS based on the information provided as part of the experience application form.
- 4) Once it has been determined within the relevant unit that a student has completed all requirements for having the out of class experience added to his/her record, the University Official approved as the initiator of the student achievement workflow document (i.e., person attesting to the completion of a Qualified Experience within an Integration of Knowledge) will initiate the workflow process.

**Workflow Process:**

- a) Go to One. IU.edu. Search for task labeled: Submit eAchievement/REAL Request (Administrative)
- b) Complete relevant information
- c) Hit submit
- d) The workflow document will then arrive in the action list of the next individual on the route path for their review and approval (Reflection and Assessment)
- e) If applicable, the workflow document will then arrive in the action list of any other individuals on the route path for their review and approval
- f) The workflow document will then arrive in the action list of the Office of the Registrar for final review and approval.
- g) Once approved by the Registrar's Office, the achievement will be posted to the student Record and available for students to access.