Program Review and Assessment Committee

January Meeting 2018: Thursday, January 18, 1:30-3:00 pm, AD 1006

Minutes

Attending: K. Alfrey, P. Altenburger, J. Barbee, K. Black, L. Bozeman, A. Chase, W. Crabtree, D. DeMeester, G. Durham, T. Freeman, S. Graunke, E. Grommon, T. Hahn, M. Hansen, W. Helling, L. Houser, S. Hundley, C. Kacius, S. Kahn, M. Kolb, J. Lee, D. LeMay, S. Lowe, S. Lupton, P. Morris, K. Murtadha, K. Norris, B. Orme, L. Peters, M. Priest, E. Ramos, A. Rao, T. Roberson, C. Schuck, K. Sheeler, M. Urtel, S. Weeden, J. Williams, J. Yan.

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1. Welcome, Review and Approval of December Minutes (2 minutes)
   - T. Freeman called the meeting to order at 1:30pm
   - T. Freeman asked if there were any new members – none were present
   - Motion made, seconded and passed to approve December minutes.

2. Update on General Education Review process — Bill Orme, Associate Dean for Educational Services, University Library, and representative of Undergraduate Affairs Committee.
   - Purpose of the task force:
     i. Create a common core of general educations that would transfer to the majors that is competency based.
     ii. Create guidelines and a review process.
   - Gen Ed Core includes ~300 courses, which are all scheduled to be reviewed over 5 years. No new courses can be added as of right now.
   - Progress to date: 23 Gen Ed courses have been reviewed. 18 were approved, 5 were sent back for additional information.
   - Reflections: Confusion about the amount of data being requested. Emphasis on attainment of SLOs, not teaching methods. Sometime insufficient information was provided. Moving away from binary feedback and more toward a rubric model.
   - P. Morris: serving as a reviewer has been helpful. The process askes faculty to step back and look at data, particularly helpful for courses with multiple sections.
   - Question: spotting information vs unclear directions – Bill is currently reviewing all of the feedback from the reviewers to improve the guidelines and the process. For example, there was confusion about how much data was being requested. The request for DFW or retention data was interpreted by some portfolio prepares to mean only for the most recent semester, not for multiple years, although multiple semester data provides a more accurate picture for reviewers. The format for portfolios is being revised to make the portfolio easier to review. As an example, one portfolio consisted of a single file of 212 pages. This material is easier for reviewers to digest if it is broken up into separate files addressing each of the areas of the portfolio

- S. Hundley: 2014 working group was formed as a result of a state mandate. Needed to fit into the domains. Relied upon the departments knowledge of the courses related to those domains. The UAC is new with representation from Faculty Council. That group had to learn about their operations, authority, charge, and lots of leadership changes (each year). The group has evolved a great deal and provides coherence to the learning experience at IUPUI without mandating or controlling. Course drift "when you propose something at point 'A'….is it still doing the same thing?" (Peter Ewell). We share a collective responsibility for the education in the foundational courses. They are not prescribing a one size fits all solution. But instead, assure the learning systems and processes are there (at the course level, not the section level). Burden is on the course coordinator for making the case for consistency while acknowledging that diversity can exist across implementations. All courses will have been reviewed in time for the re-affirmation in 2022.
- Everyone is invited to participate on the sub-committee.
- Question to all: Ideas for future PRAC topics related to the Gen Ed? –none offered

3. Update on Review of Principles of Undergraduate Learning—Kristy Sheeler, Executive Associate Dean, Honors College. (20 minutes)
   - Goal: look at the PULs and PCLs to update and integrate. Engage the campus in the conversation for feedback. Finalize and approve by May.
   - Process: Reviewed what gave rise to existing PULs, the systems thinking that led to the PCLs, what employers want, what students tell us. Develop things that resonate with a variety of stakeholders and across the disciplines (employers, students, faculty).
   - Recommendations: Framework vs domains of knowledge (e.g., arts and humanities, sciences) === habits of mind. Values RISE, community engagement, diversity, equity, and inclusion
   - Results to date: one document that contains the PULs and PCLs. Outcome statements and examples (lots of them so everyone sees their discipline represented), student-facing language.
   - See PPTs: Categories – Communicator, Problem Solvers, Innovators, Community Contributors (diagram illustrates what each of these mean)
   - Plans for getting feedback: IFC, UAC, UCOL faculty, Town Halls, Website with survey for feedback, advisors and career counselors, student government. K. Sheeler: Open to additional ideas you may have.
   - Initial reactions:
     i. K. Murtadha – in the examples- definition of ethics and what we mean by that – good. Can these be vetted with community and what does it mean for us to pay attention to that? – can the vetting group engage community partners in this would be useful? (Suggestions – school advisory boards, employers, go to the businesses and OCE could help with that)
     ii. S. Kahn – comments on the preamble, AI tracks, trends in assessment, eport literature --- the idea of self-awareness, reflective practitioner,

knowing what you don't know -- a **meta cognitive capacity** we want students to have when they graduate. Is that in here? Where? (response: it is in several places within the document)

    iii. Feedback from small groups:
1. Several uses cases were suggested. Very positive comments.
2. In the center – perhaps a student's sense of self, lifelong learning. Center has something that represents integration.
3. Discussed how units would use this – not recommend that force each course to denote one of these. Instead, useful for facilitating a program outcomes assessment plan. Even good for curriculum mapping.
4. Community contributor contain more active or engaged language (as opposed to contributor); navigating other cultures – don't we want people who are actively curious (engaged with own and other cultures maybe?)
5. Think globally could be in the problem-solver quadrant.
6. Assessing the descriptions may be hard, but the language lends itself to student reflection. Maybe reflection in the middle.
7. Communicator – speaks and writes ethically; behaves ethically should also speak and write that way. Adding effectively to it.

    iv. S. Hundley: Can we agree in principle? Encourage us not to wordsmith it. Allow that to happen in the implementation. Keep the urgency and momentum with the task force. Use the Quality Assurance Project to get employer feedback.

4. PRAC Grant Subcommittee Report—Linda Houser, Assistant Dean for Program Evaluation and Assessment, School of Education. (10 minutes)
   - Used average scores and rankings to determine awards (4 proposals; funding for 2 - Jeremy Price, EDUC; Emily Horan, Envir. Health and Science
   - T. Freeman opened it up for comments and questions. Motion made, seconded and passed to approve.

5. IRDS Presentation — Michele Hanson, Assistant Vice Chancellor for Institutional Research and Decision Support, Steven Graunke, Director of Institutional Research and Decision Support. (20 minutes)
   - Context – why IRDS does this, their approach. Goal -what are student barriers to success, effective strategies, etc. Decision support has to be more than useful for not just top level leadership, but everyone. So, IRDS has been developing useful and easy to use data sources for a variety of purposes and stakeholders. No longer data analysts, but facilitators, educators, or consultants for improvement. For example, not just calculating retention and graduation rates, but instead, what is influencing success. Doing more program review and program evaluation.
   - Support data-informed cultures – understand the why behind the what (qualitative and quantitative). For example, not just declines in credit hours by schools, but why. Michele is happy to present at school meetings regarding what data they have that may be useful.

- New website. Data Link organized around all aspects of the strategic plan. Includes all of the data resources that you have access to (e.g., Academic Analytics, 1st Destination Survey).
- S. Graunke gave a demonstration of the reports, including public reports.

6. Announcements and Adjournment — (10 minutes)
    S. Hundley – This is the last PRAC meeting for Karen Black who is retiring Jan. 31st.
    S. Kahn – please encourage your students to apply for the ePortfolio Showcase. March 2nd as part of the E.C. Moore showcase and symposium.

Future PRAC Meeting Dates:

Thursday, February 15, 1:30-3:00 University Hall (AD) 1006

Thursday, March 8, 1:30-3:00 University Hall (AD) 1006

Thursday, April 19, 1:30-3:00 University Hall (AD) 1006

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

DRAFT Revised PUL/PCLs

January 18, 2018

Prepared by:

Mark Bannatyne

Tralicia Lewis

Suzann Lupton

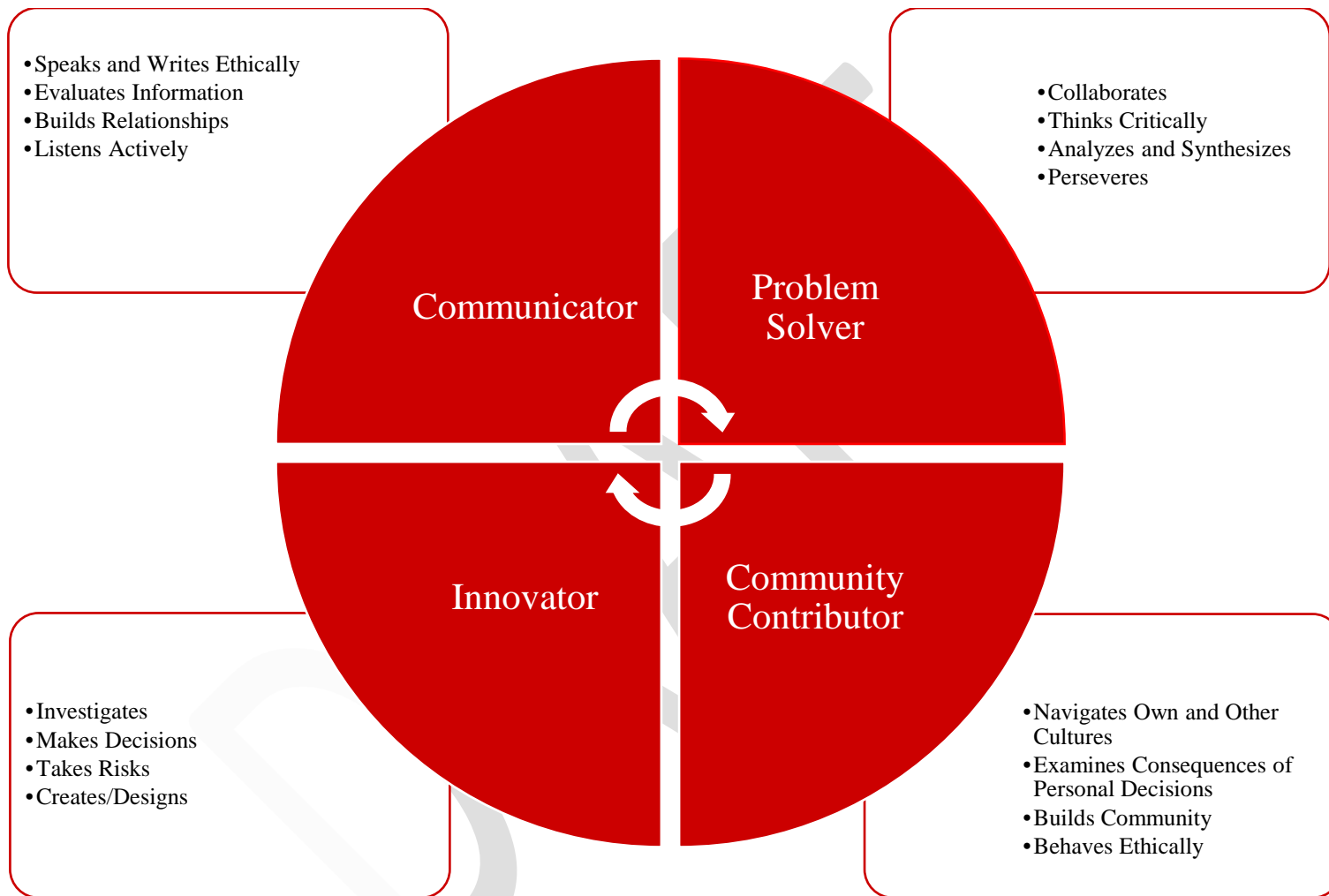Kristy Sheeler (Chair)

Kate Thedwall

Jane Williams

Elee Wood

Crystal Walcott

Angela White

PLEASE NOTE: Examples and Assessment Mechanisms included throughout this document are for illustration and each unit will be invited to contribute specifics to the final document.

Communicator
- Speaks and Writes Ethically
- Evaluates Information
- Builds Relationships
- Listens Actively

Problem Solver
- Collaborates
- Thinks Critically
- Analyzes and Synthesizes
- Perseveres

Innovator
- Investigates
- Makes Decisions
- Takes Risks
- Creates/Designs

Community Contributor
- Navigates Own and Other Cultures
- Examines Consequences of Personal Decisions
- Builds Community
- Behaves Ethically

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Communicator

The IUPUI student, as an effective communicator, speaks and writes ethically and effectively across public, private, interpersonal, and team settings, using face-to-face and mediated forms. Communicators are mindful of themselves and others, listen thoughtfully, evaluate information, create/design messages that demonstrate awareness of audience, and collaborate with others to build relationships.

Speaks and Writes Ethically	Evaluates Information	Builds Relationships	Listens Actively
What does it look like? Communicators are able to express and adapt information and arguments to diverse audiences across formats and settings. They speak and write with a purpose, make informed and principled choices and foresee consequences of these choices. **What do you do?** • Develop a central message that is compelling, stylistic, and strongly supported with credible evidence. • Rely on content and language choices that are clear and appropriate to diverse audiences and purposes. • Deliver polished and	**What does it look like?** Communicators scrutinize information prior to opinion formation and knowledge dissemination. They comprehend, interpret, analyze, and assess ideas, facts, and arguments. Communicators challenge assumptions; they use complex information from a variety of qualitative and quantitative sources, personal experiences and observation to draw logical conclusions, form a decision or opinion, and/or advance an argument. **What do you do?** • Determine key issues for consideration and access information using well-	**What does it look like?** Communicators actively engage with others to deliberate, negotiate, build consensus, navigate conflict, define values, or meet shared goals. Communicators operate with civility and cultivate healthy and meaningful relationships with others. **What do you do?** • Evaluate and apply diverse perspectives to complex topics in the face of multiple or conflicting positions. • Tailor communication strategies to express, listen, and adapt to others to establish relationships to further goals.	**What does it look like?** Communicators listen attentively to others and respond appropriately. Communicators are aware of personal biases. **What do you do?** • Listen for information. • Paraphrase ideas. • Perform self-reflection. • Engage others in ways to facilitate their contributions. **Examples** *Academic:* Advance class discussion with peers. *Co-curricular:* Facilitate a Democracy Plaza event.

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organized informative and persuasive presentations to diverse audiences. • Write informative and argumentative reports or essays to diverse audiences. • Use credible information sources. • Reflect on speaking and writing choices. **Examples** *Academic:* Convey information orally and in writing to audiences inside and outside topic area. *Co-curricular:* Present information during a student organization new student induction ceremony; participate in a theatre performance. **Assessment Mechanisms:** An assignment, such as one of the examples above, evaluated according to the Oral and Written Communication Value Rubric or a rubric included	designed search strategies. • Find and use a variety of credible information sources. • Interpret/evaluate evidence to develop comprehensive analysis or synthesis. • Ask questions to thoroughly consider diverse viewpoints. • Analyze own and others' assumptions. • Evaluate relevance of contexts (e.g., historical, political, cultural) when presenting position. • Express logical position that accounts for complex perspectives. • Acknowledge limitations. **Examples** *Academic:* Engage in the research process to produce a paper or report; design and conduct an experiment or survey and convey the results to diverse audiences (**R**ISE). *Co-curricular:* Analyze data on student organization	• Engage others respectfully; motivate others. **Examples** *Academic:* Work with others to accomplish a team project; work with classmates and community members on a service learning project. *Co-curricular:* Work with student organization to accomplish a shared goal. **Assessment Mechanisms:** An assignment, such as one of the examples above, evaluated according to the Teamwork or Civic Engagement Value Rubric or a rubric included with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.	**Assessment Mechanisms:** An assignment, such as one of the examples above, evaluated according to the relevant Value Rubric or a rubric included with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.

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with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.	participation to convey conclusions to student affairs. **Assessment Mechanisms:** A signature assignment, such as one of the examples above, evaluated according to the Critical Thinking Value Rubric at different points along the curriculum. As signature assignment or experience evaluated according to a rubric aligned with the REAL.		

Some information above is adapted from the AAC&U Value Rubrics

Problem Solver

The IUPUI Student, as a problem solver, works with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging problems.

Collaborates	Thinks Critically	Analyzes and Synthesizes	Perseveres
What does it look like? Problem Solvers know how to work with others; they make the results of research understandable to a variety of audiences; they listen to, respect, and incorporate a diversity of opinions and experiences into their plans.	**What does it look like?** Problem Solvers think critically about the world and their place in it; they evaluate information resources carefully and conduct research independently to determine the most reliable and useful sources for their work.	**What does it look like?** Problem Solvers are curious about other perspectives and how to use knowledge and skills from a variety of fields in their own work; they solicit information from scholars and community members to enrich their knowledge; they translate	**What does it look like?** Problem Solvers are comfortable with ambiguity and don't give up when the task they're facing is difficult; they seek solutions from professionals, mentors, friends, and academic resources to work through challenging

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What do you do?
- Cultivate healthy, meaningful relationships with others.
- Operate with civility in a complex world.
- Listen attentively to others and respond appropriately.
- Actively engage with others to build consensus, define values, or meet shared goals**.**

Examples:
Academic: Work with a small group to create a report; Successfully design and implement a scientific procedure or study involving multiple people.

Co-curricular: Join a student organization and participate in its activities; Volunteer with a local nonprofit organization.

Assessment Mechanisms:
A group project that tracks both individual contributions and the quality of the completed

What do you do?
- Seek new information to solve problems.
- Make effective use of information resources and technology.
- Identify and propose solutions for problems using quantitative tools and reasoning.
- Use complex information from a variety of sources including personal experiences and observation to draw logical conclusions and form a decision or opinion.

Examples:
Academic: Conduct academic research for a research paper; design and implement an experiment or survey on a topic of the student's own choosing.

Co-Curricular: Participate in Fall Alternative Break Program by completing short-term project for a community agency in addressing social issues.

complex ideas into action plans.

What do you do?
- Identify and adjust behaviors by applying previously understood information, concepts, experiences, qualitative and quantitative techniques to a new situation or setting.
- Modify one's approach to an issue or problem based on the contexts and requirements of particular situations.
- Work across traditional course and disciplinary boundaries.
- Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

moments.

What do you do?
- Recognize and effectively manage ambiguous ideas, experiences and situations.
- Manage adversity and life challenges in a flexible and ethical manner that promotes individual growth and development.
- Demonstrate transferrable life skills (e.g., time management, communication, and problem solving) developed while participating in co-curricular activities.

Examples:
Academic: Resolve conflicts in group work to move on with the assignment; takes criticism as an opportunity to improve skills and ideas.

Co-curricular: On-campus employment experiences; participation in campus leadership programs.

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| project, evaluated using the Teamwork VALUE rubric. | **Assessment Mechanisms:** A signature assignment that requires extensive research using primary and/or secondary sources, evaluated according to the Critical Thinking or Information Literacy VALUE rubrics; a signature assignment involving quantitative or qualitative data analysis, evaluated according to the Quantitative Literacy VALUE rubric. | **Examples:** *Academic:* Work with a group of students and community members on a service learning project.

Co-curricular: Tour the Tunnel of Oppression aimed at highlighting contemporary social justice issues of oppression, micro aggressions and the "isms" faced in communities.

Assessment Mechanisms: A signature assignment or project that proposes a course of action or solution to a problem, evaluated using the Problem Solving or Integrative and Applied Learning VALUE rubrics. | **Assessment Mechanisms:** Student journals written over the course of a large project or reflection papers at the end of an assignment; active and thoughtful student participation in group meetings to resolve differences; frequent one-on-one meetings with students; self-evaluations of student participation in group work. |
|---|---|---|---|

Innovator

The IUPUI Student, as an innovator, builds on experiences and expertise to approach new situations and circumstances in original ways, is willing to take risks, and pose solutions. Innovators are original in their thoughts, and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion.

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Investigates	Makes Decisions	Takes Risks	Creates/Designs
What does it look like? Innovators know how to investigate; they are inquisitive, can carry out research (fieldwork, community-based, bench science, humanities and social science), are proactive, can advocate for issues, and work toward building consensus with others.	**What does it look like?** Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Students see possibilities/need for change, and demonstrate/use their skills, talents, abilities to pursue change/ improvement/advancement/innovation/ knowledge creation.	**What does it look like?** Innovators build on experiences and expertise to approach new situations and circumstances in original ways, is willing to take risks, and pose solutions.	**What does it look like?** Innovators are original in their thoughts, and ask others to view a situation or practice in a new way. Students combine or synthesize existing ideas, images, or expertise in original ways.
What do you do? • Explore a topic in depth. • Indicate an intense interest in an area; show substantial knowledge and understanding of at least one field of study. • Reflect on future self by building on experiences and responding to new challenges. • Use quantitative data to inform decision-making.	**What do you do?** • Create a plan based on available evidence to achieve a goal related to a meaningful issue. • Advocate for change or improvement with others that uphold values. • Carry out a plan to implementation. • Anticipate and avoid difficult situations before they become an issue both in academic lives and career.	**What do you do?** • Modify an approach to an issue or problem based on the contexts and requirements of particular situations. • Connect to relevant experiences and academic knowledge across disciplines and perspectives. • Integrate communication in ways that enhance knowledge and understanding. • Recognize and effectively manage ambiguous ideas, experiences and situations. • Identify and adjust behaviors by applying	**What do you do?** • Use divergent thinking to work in an imaginative way. • Take risks either personally (in terms of embarrassment or rejection), or risk of failure in going beyond expectations. • Embrace contradictions. • Provide novel or unique solutions to a situation. • Connect, synthesize, or transform ideas into new ones. • Transfer skills, theories, abilities, methodologies by adapting or applying to new situations. • Create knowledge,
Examples: *Academic*: Conduct research, describe, and explain a complex historical	**Examples:** *Academic*: Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social,		

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event in a coherent manner, employing the conventions and standards of the discipline. *Co-curricular:* Identify an area of interest and pursue it with others in a meaningful way toward mastery. **Assessment Mechanisms:** Assignments that require identification of an area of interest or question for investigation, a plan to carry out that investigation and report on findings.	political, ethical, health and safely, manufacturability, and sustainability. *Co-Curricular*: Develop a proposal to create mechanism or system to meet a student need across campus. **Assessment Mechanisms:** Signature assignment that identifies a need, develops a plan, carries a plan to implementation.	previously understood information, concepts, and experiences to a new situation or setting. **Examples:** *Academic:* Collaborate with an agency, organization or external mentor to articulate the ethical implications of such research partnerships, and understand the goals of the scholarly project for academics and community partners alike. *Co-curricular:* Use disciplinary knowledge in a co-curricular setting to develop solutions for new applications. **Assessment Mechanisms:** Assignments like research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment.	procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions. **Examples:** *Academic:* Create the electronic structure of health data to meet a variety of end user needs. *Co-curricular:* Develop a new program for student involvement. **Assessment Mechanisms:** Assignments that present new ideas and solutions to a problem; includes creation of procedures, products, or materials that have viable application or implementation.

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Community Contributor

The IUPUI Student is an active and valued contributor on the campus and in the broader community. They are personally responsible and self-aware and they look outward to understand the needs of the society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities.

Navigates Own and Other Cultures	Examines Consequences of Personal Decisions	Builds Community	Behaves Ethically
What does it look like? Community Contributors appreciate and seek to understand their own culture and society as well as the culture of others. Strong community members learn to navigate effectively in a complex world by working in a civil and collaborative manner with others.	**What does it look like?** Community Contributors have strong personal insight and are able to understand their needs and motivations. They are able to make sound, evidence-based decisions and they can predict the reasonable consequences of their choices and actions.	**What does it look like?** Community Contributors are active participants in their communities. They are willing to contribute their talents and knowledge in ways that improve the world around them. They are respectful and inclusive.	**What does it look like?** Community Contributors develop a value-based code that directs their personal behavior and social interactions. They are aware of and respect the ethical conventions of their community and other communities. They create the conditions for good ethical behavior by others.
What do you do? • Understand the diversity and universality of human experience. • Engage others civilly, and with respect. • Understand and appreciate the interconnectedness of local and global communities.	**What do you do?** • Engage in meaningful self-examination and reflection. Track these efforts by including them in your E-PDP. • Manage adversity in a flexible and ethical manner. • Change course when doing so is prudent or necessary. • Care for your personal and emotional health.	**What do you do?** • Make informed and principled choices. • Learn to recognize your own cultural rules and biases. • Communicate effectively with others in a variety of settings. • Cultivate health and meaningful relationships. • Adjust behaviors by	**What do you do?** • Understand and articulate your personal values and beliefs. • Advocate for your values and beliefs in a civil and respectful manner. • Consider the consequences of your choices and actions. • Make principled choices in

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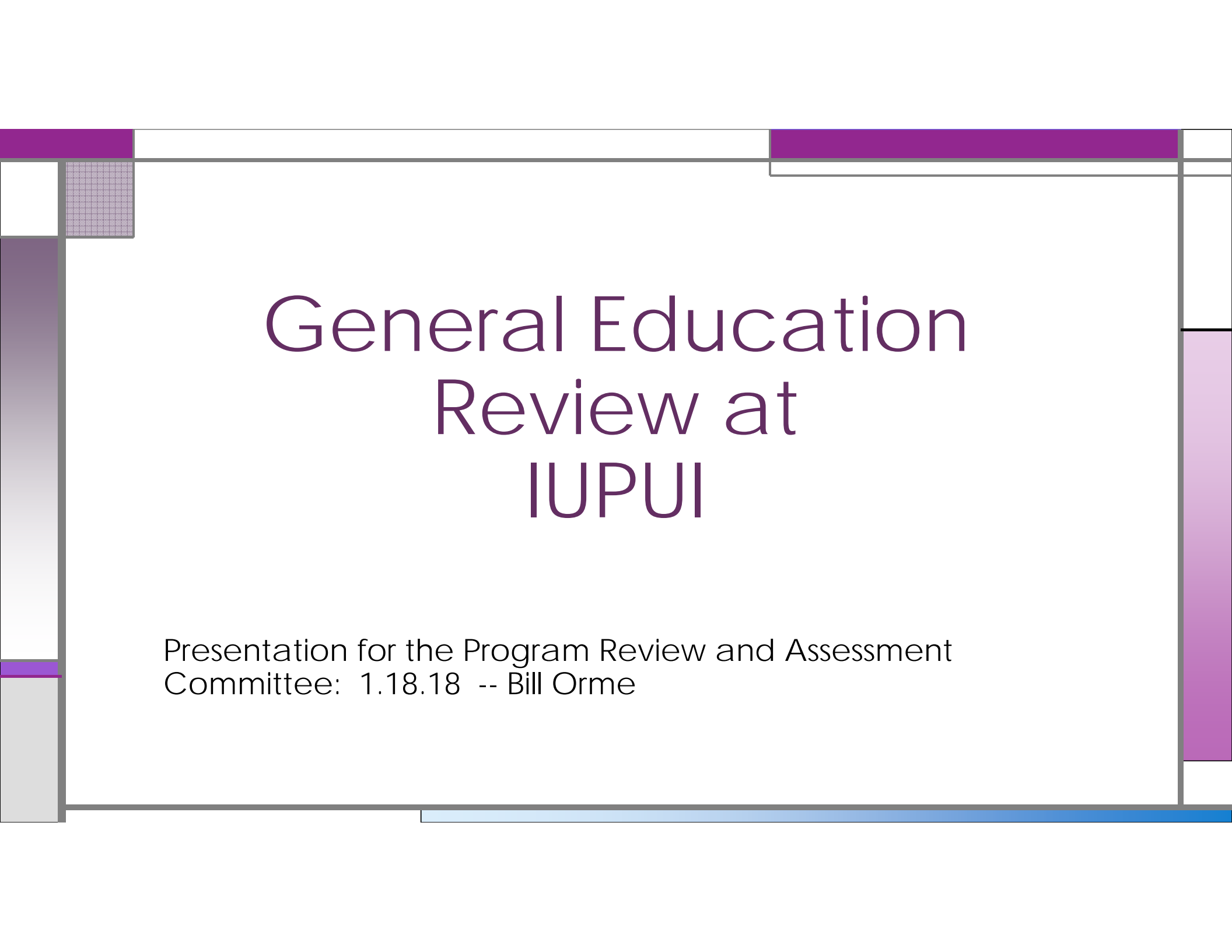
- Recognize and appreciate cultural differences and initiate interactions with those who are culturally different.

Examples:
Academic: Take courses focused on a period of time, a religious tradition, a culture or a language other than your own.

Co-curricular: Explore the art, music, or food of other cultural or ethnic communities. Live or work with others whose culture and traditions are different from your own.

Assessment Mechanisms:
Complete group project that requires students to consider and explain multiple perspectives on an issue, event or concern.

- Set and pursue personal goals.

Examples:
Academic: Develop strategies that allow you to identify and use information critical to sound decision-making in multiple areas. Take courses that expand your ability to think creatively as well as critically.

Co-Curricular: Take advantage of campus resources, including classes, seminars and campus support services to learn how to best care for your physical and mental health.

Assessment Mechanisms:
Assignments that require self-assessment and self-reflection.

applying previously understood information, concepts, and experiences to a new situation or setting.

Examples:
Academic: Learn to communicate ideas and beliefs in a clear and concise way to a variety of audiences.

Co-curricular: Join and participate regularly in a campus or community organization. Identify a cause or activity important to you and volunteer your time.

Assessment Mechanisms:
Assignments that require students to work in groups to study a public policy or community issue within their discipline and to propose solutions to community problems.

your life and in your relationships with others.
- Understand and articulate the generally accepted ethical principles and legal systems in the communities in which you live and work.
- Understand the ethical principles of other cultures, societies and environments.
- Exhibit respect for and preserve the dignity of others.

Examples:
Academic: Study the ethical systems of other cultures. Examine ethical dilemmas within your discipline.

Co-curricular:
Live or work with others whose culture or legal systems are different from your own.

Assessment Mechanisms:
Completion of project that asks students to compare two or more approaches to an ethical issue assessed using VALUE rubric.

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General Education Review at IUPUI

Presentation for the Program Review and Assessment Committee: 1.18.18 -- Bill Orme

General Education Task Force Formed: 2012

- (C)urrently there is no common model of general education that is shared across schools. A proposal is presented for a 30-credit Transferable Common Core that would transfer readily across degree programs on the IUPUI campus, as well as across other state institutions, providing a common 'gateway' into undergraduate degree programs. The Transferable Common Core is competency-based (i.e., based on stipulated learning outcomes), inherently flexible, and grounded in the Principles of Undergraduate Learning.

IUPUI and IUPUC GENERAL EDUCATION IMPLEMENTATION GUIDELINES

- Guidelines created (and revised in 2016) for schools wishing to have courses placed in the General Education Core. Provisions include:

- Courses have been approved to the IUPUI General Education Core based on the alignment of learning outcomes with the Indiana Statewide Transferable General Education Core (IN STGEC)

- Once a course has been reviewed by a faculty panel and assigned to a particular competency domain, courses cannot be moved to different lists unless the course is fundamentally redesigned and a faculty panel determines that the revised course aligns sufficiently closely with the IN STGEC learning outcomes associated with the new competency domain.

- 3.   Courses can be listed on only one course list corresponding to a particular competency domain.

General Education Competency Domains

Analytical Reasoning

Arts, Humanities and Social Sciences

Core Communication

Life and Physical Sciences

Cultural Understanding

Review of IUPUI/IUPUC General Education Courses

- The General Education Core currently includes approximately 300 courses.

- A subcommittee of the Undergraduate Affairs Committee has been tasked to conduct a review of all Gen Ed courses.

- The review is expected to take five years to complete.

- A temporary moratorium on new General Education courses was put in place in the summer of 2017.

- Academic units prepare a portfolio providing relevant information to the Undergraduate Affairs Committee to facilitate the review.

- Feedback from UAC may be used to assist course improvement and professional development. CTL is available to assist in that process.

Elements of The Review Portfolio

- Review portfolios address the following:

  – Learning Outcomes and Assurance of Learning

  – Course and Enrollment Information

  – Course Satisfaction Ratings

  – Use of evidence of learning for course improvement/Plan for continuous quality review and improvement

  – Certification by Dean/Department Chair

General Education Review Process

- Completed portfolios are provided to members of the UAC subcommittee and PRAC volunteers responsible for conducting course reviews.

- Each course is assigned a primary and secondary reviewer. At least one reviewer will have experience with the learning domain designated for the course.

- The UAC subcommittee meets as a body to hear reviewer comments and discuss the outcome of the course review.

- The subcommittee reports its findings and recommendations to the full UAC.

- The Chair of the UAC reports results back to the academic unit.

Thank You PRAC Volunteers!!

- Jeff Barbee

- Deb LeMay

- Sara Lowe

- Pamela Morris

- Crystal Walcott

- Scott Weeden

Progress to Date

- The review of General Education courses began in September 2017.

- Although a moratorium was imposed on new Gen Ed course proposals, 13 courses were submitted before the deadline.

- Of these, 12 were subsequently added to the Gen Ed core and 1 was not.

- 23 existing Gen Ed courses have been reviewed, to date.
  - 18 have been re-approved
  - 5 have not yet been re-approved, pending revision and resubmission

Reflections on Gen Ed Review

- Overall, academic units have done a very good job of articulating learning outcomes

- Accompanying data has, on occasion, been spotty; there is some confusion about the amount of data being requested

- In courses with multiple sections the emphasis has been on attainment of learning outcomes, not teaching methods, although common assignments or signature assignments can facilitate more even attainment of learning outcomes across sections

- In some cases insufficient information was provided to conduct a meaningful review of the course

- The review process is being improved as it proceeds

Questions/Comments?

Michele J. Hansen, Ph.D.
Assistant Vice Chancellor,
Institutional Research and Decision Support

Steve Graunke
Director of Institutional Research and Assessment

INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRDS)

Building a Data-Informed Decision Culture

Our Vision and Mission (still work in progress).

*We provide timely, accurate, and actionable information to support decision making at IUPUI. Decision makers have the information necessary to achieve maximum effectiveness in regard to IUPUI's Strategic vision, mission, values, and goals related to **the success and learning of our students** as well as overall institutional effectiveness. Our vision is to be a nationally recognized leader in institutional research and decision support in higher education.*
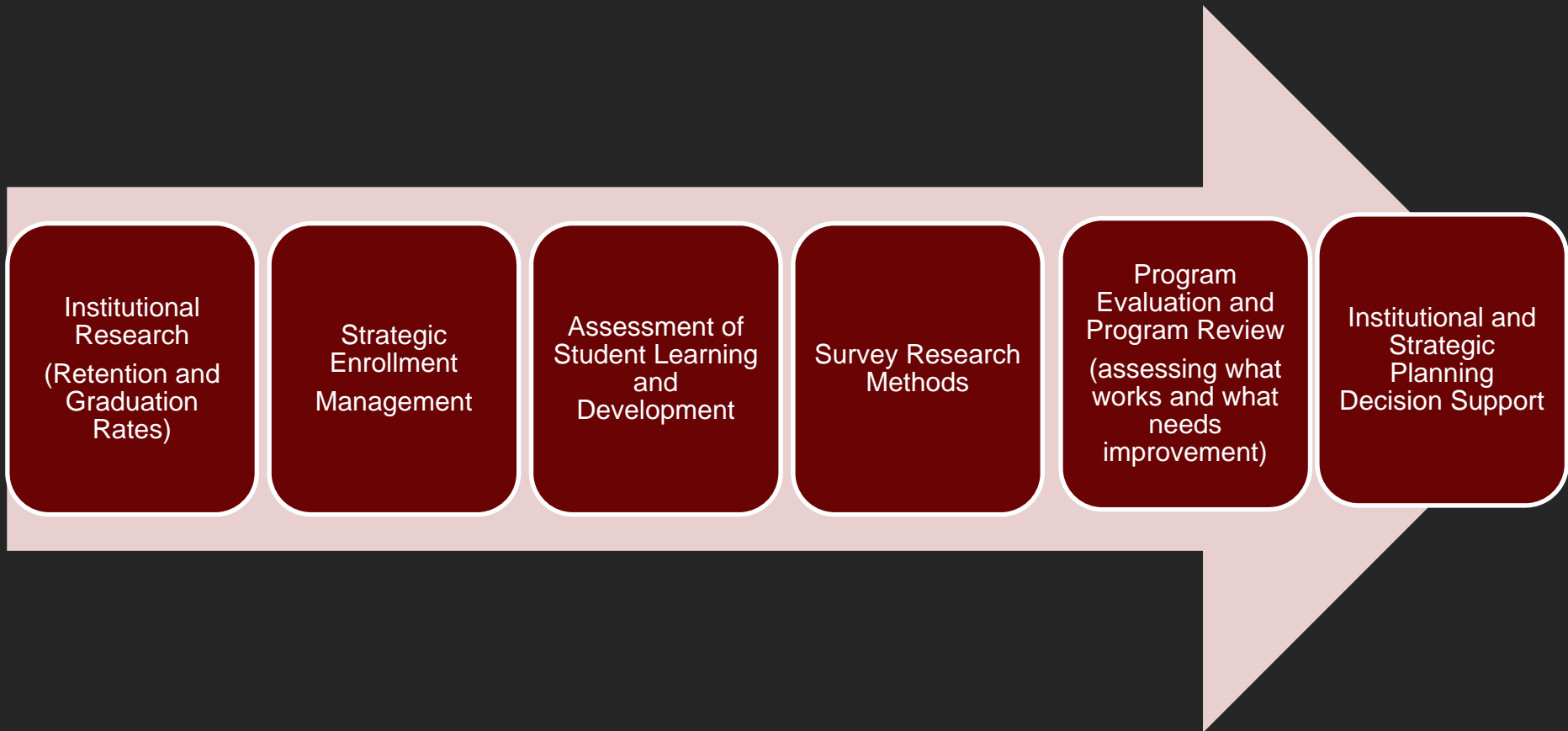
Statement of Aspirational Practice For Institutional Research – Association of Institutional Research (AIR)
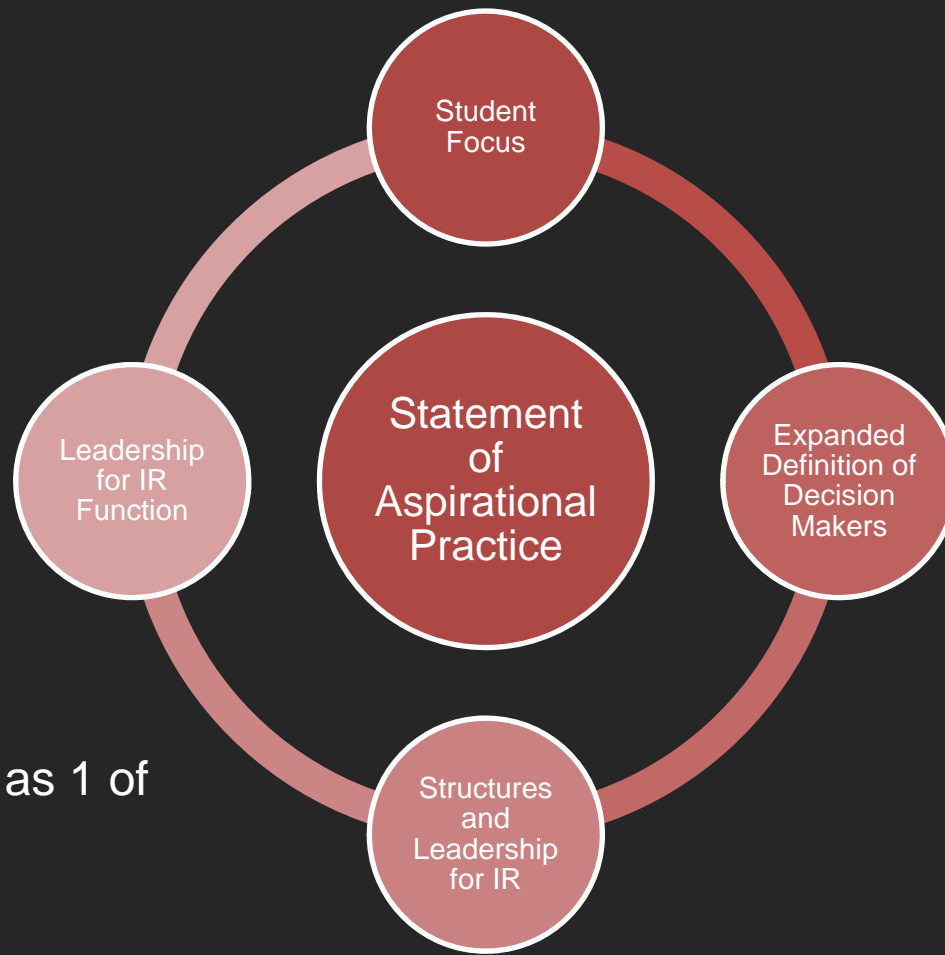
IUPUI Selected as 1 of 10 Founding Institutions

IRDS Activities and Reports to Support Decision Making: Student Learning and Success

Institutional Research (Retention and Graduation Rates)

Strategic Enrollment Management

Assessment of Student Learning and Development

Survey Research Methods

Program Evaluation and Program Review (assessing what works and what needs improvement)

Institutional and Strategic Planning Decision Support

IRDS Practices and Strategies to Support Data-Informed Cultures

- Assess and evaluate IUPUI academic and support programs, High-Impact Practices, services, and initiatives to ensure the success and learning of our students.

- Build data literacy, evaluation, and assessment capacity across IUPUI so that information exploration, interpretation, and analysis are used to support evidence-based decision making and improve student success and learning.

- Created a data infrastructure that allows for the creation of dynamic actionable reports responsive to the needs of and critical questions posed by all decision makers about the effectiveness of strategies designed to attract, retain, and promote on-time degree completion of students.

- Collaborate with all undergraduate, graduate, and support programs to create a robust suite of program evaluation and assessment reports and investigations that will lead to quality programs and support evidence-based decision making.

IRDS Key Practices and Strategies to Build and Support Decision Making

➢ Engage in efforts to understand the anatomy of decision making across campus (who makes decisions, when, how, and what data is needed).

➢ Building data literacy, evaluation, and assessment capacity across IUPUI so that information exploration, interpretation, and analysis are used to support evidence-based decision making and improve institutional effectiveness.

➢ Provide consultation on decision support approaches, data visualization, dashboard creation, assessment of student learning, program evaluation, survey research methods, and advanced statistical analysis procedures.

➢ Deliver training and data tools that allow decision makers to leverage data and information.

Building a Capacity for Decision Making

- Data infrastructure

- Relationship building

- Access to decision makers

- Building capacity for others (outside of IR) to collect data appropriately

- Technology that allows for decision makers to have access to data

- Ongoing training and support
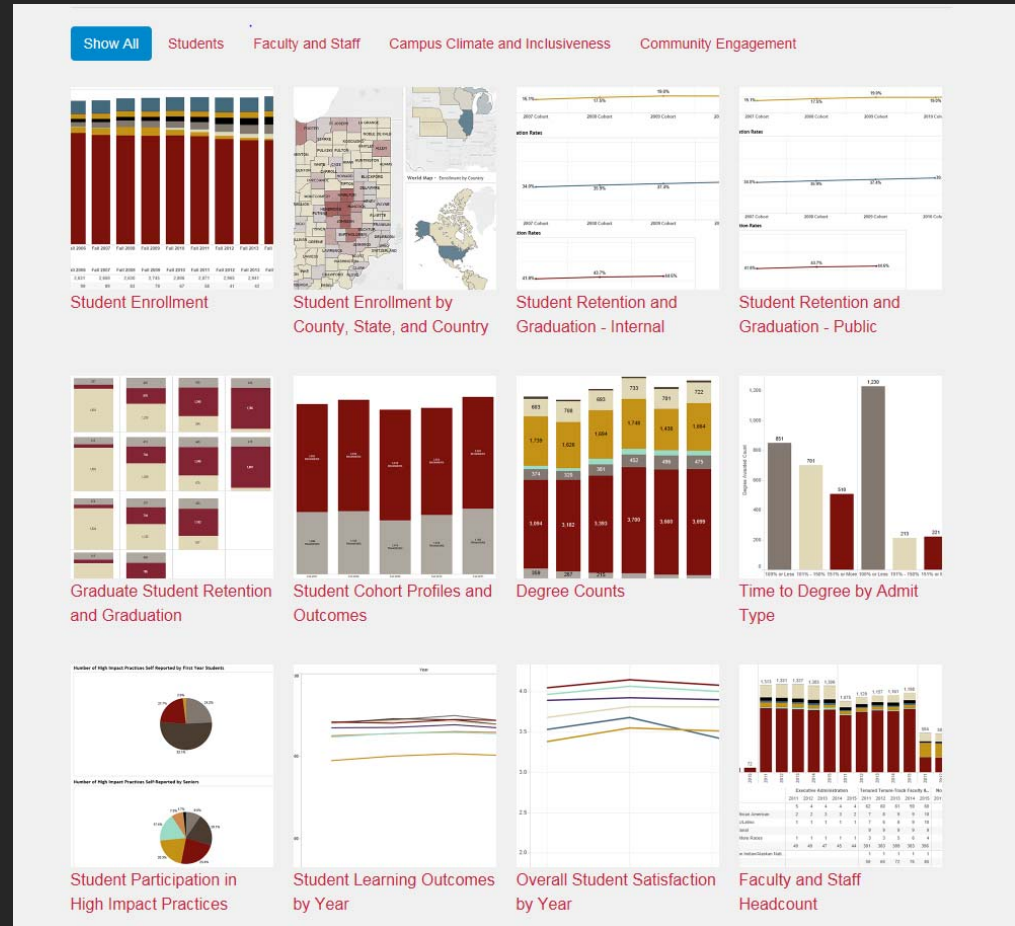
Ψ **IUPUI**

FULFILLING *the* **PROMISE**

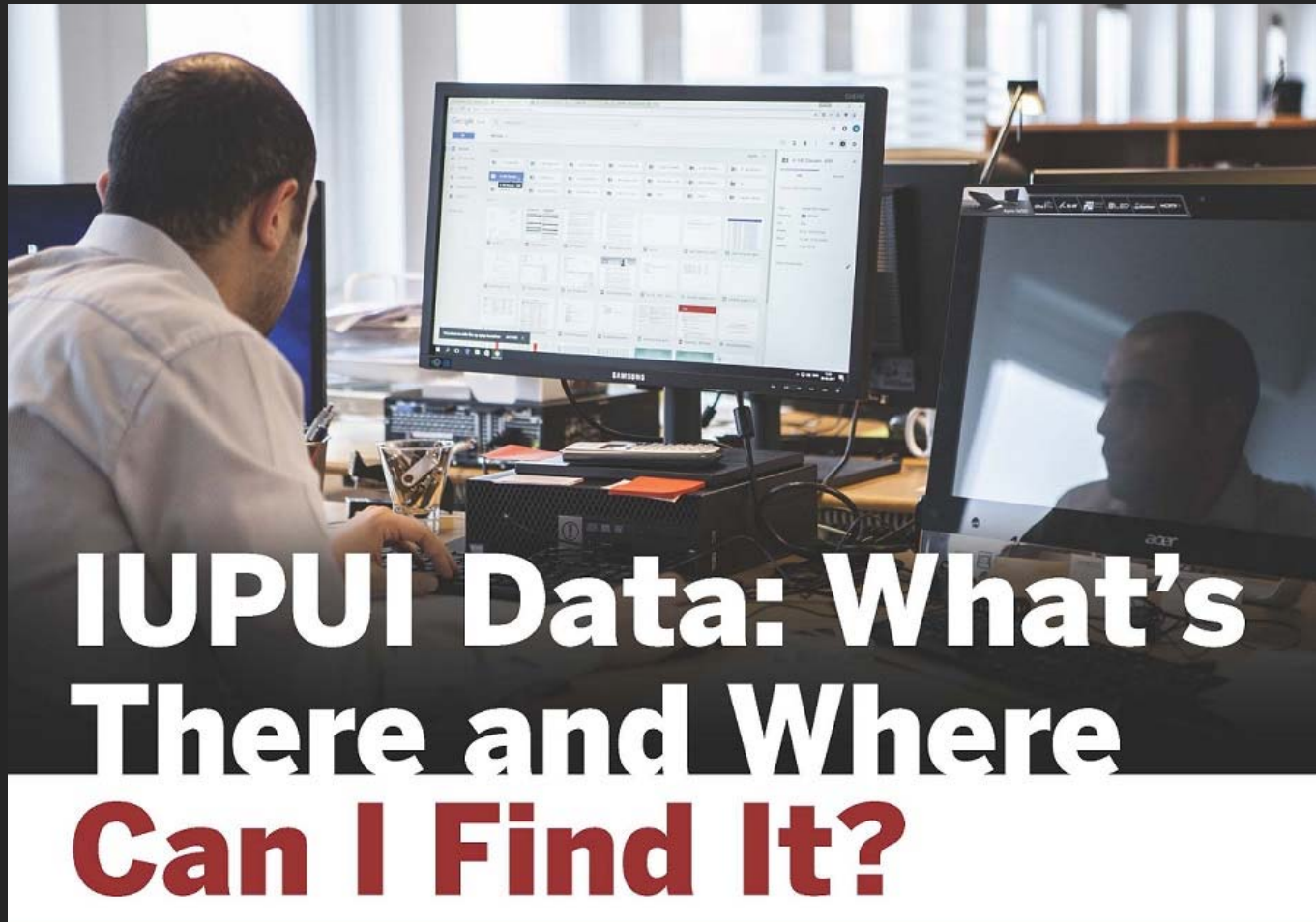# Becoming Good Data Narrators and Making Connections

Newly Designed Website

Institutional Research and Decision Support
https://irds.iupui.edu/

Contains highly interactive dashboards allow users to drill down and filter to allow detailed exploration of key indicators associated with the IUPUI Strategic Plan.

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IRDS Data Work Shops

IUPUI Data: What's There and Where Can I Find It?

A Quick demonstration

DFWI Reports

Next Steps

1. Generally positive feedback

2. Specific topic sessions

   – Faculty/Staff Data

   – Surveys

   – Enrollment

   – Outcomes

   – Anything else?

3. We can come to you!