Program Review and Assessment Committee

November Meeting 2017: Thursday, November 16, 1:30-3:00pm, AD 1006

Agenda

Attending:, J. Barbee, K. Black, A. Chase, G. Durham, L. Easterling, S. Graunke, T. Hahn, M. Hansen, W. Helling, M. Huffman, S. Hundley, C. Kacius, S. Kahn, P. Kinsman, J. Lash, C. Marsiglio, K. Norris, A. Opsahl, B. Orem, L. Peters, M. Priest, E. Ramos, A. Rao, M. Urtel, S. Weeden, J. Williams.

---

1. Welcome, Review and Approval of October Minutes (5 minutes)
    a. S. Weeden called the meeting to order at 1:30 pm asked for approval of the October minutes. Minutes approved.
    b. S. Weeden introduced Janice Blum, Associate Vice Chancellor for Graduate Education; Cathy Pike, School of Social Work; and Carole Kacius, Fairbanks School of Public Health.

2. Assessment in Graduate and Graduate Professional Programs, Including Accelerated Degree Programs —Janice Blum, Associate Vice Chancellor for Graduate Education; Cathy Pike, School of Social Work; Carole Kacius, Fairbanks School of Public Health
    a. Carole Kacius introduced the topic and indicated that Cathy Pike would first discuss assessment activities in Social Work, Janice would discuss the role of the Graduate School, and then the panel would entertain questions. If time remains, Carole will pose as set of questions to the panel as well.
    b. Cathy Pike: The School of Social work is accredited by the Council on Social Work Education that has defined nine competencies for graduates of social work programs. It is an expectation that the nine competencies will be assessed in multiple places in the curriculum and that multiple measures are used. The School of Social Work has in place a process that:
        i. Measures the competencies both in the classroom and in field experiences
        ii. In the classroom, faculty have designated signature assignments that can, in part, be used to evaluate student mastery of individual competencies. Faculty in the classroom identify the assignment and which competencies the assignment addresses. These assignments are then evaluated by others using a locally developed scale to rate individual students on the mastery level of the competencies. Mastery of competencies addressed in field experiences are evaluated using student written outcomes plans. In addition students present client cases to demonstrate that they grasp the competencies and can express them.
    c. Janice Blum: The majority of graduate and professional programs do not have outside accreditation (see supporting presentation). Quality of programs are, in part, evaluated by:

      i.   Initial program review process by the university then the Indiana Higher Education Commission.

     ii.   Existing programs are monitored by the ICHE primarily for viability using enrollment data

    iii.   The Graduate Office has multiple processes in place to review the quality of the programs including the Fellowship Committee; review of student complaints about various aspects of programs, including advising; advocating for the Principles of Graduate and Professional Student Learning; and participation in the campus level program review process.

    iv.   The campus has a program review process that includes graduate programs.

3. IRDS Presentation: Using Institutional Data for Graduate Program Assessment — Steve Graunke, Wendy Lin, and Robbie Janik, Institutional Research and Data
    a. Wendy Lin and Steve Graunke: Provided a look at the various ways in which one can visualize graduate and professional student data using Tableau. Most retention data is presented using five-year trends. Students moving from one IU campus to another can be added to the cohort to better understand where students go within IU. Thus, examining one cohort for retention is not optimal; however, adjusting for students moving from campus to campus one is presented a better picture. This holds especially true for programs that are on multiple campuses. Additional information is available at:
    https://tableau.bi.iu.edu/t/prd/views/IUPUIGraduateRetention/RetentionGraduationRatesOverTime?:embed=y&:loadOrderID=0&:display_spinner=no&:showAppBanner=false&:showShareOptions=true&:display_count=no&:showVizHome=no#1
    b. R. Janik spoke about surveying graduate and professional students (see supporting presentation). The Graduate Alumni Survey is the only survey that exclusively surveys graduate and professional students. It was last administered in 2014 and will be administered again in 2018. Other surveys include the Campus Climate Survey and specific surveys developed for individual schools. A survey is being developed in conjunction with the Graduate School and other schools to survey current graduate students. Lessons learned include:
        i. Generally, Graduate and Professional Students respond at a higher rate than do undergraduate students, and they are more engaged. The graduate students have a wide variation in experience, and they identify more with their schools than IUPUI.
        ii. Because graduate students tend to identify with schools more than IUPUI, IRDS works with schools to incorporate individual school questions into surveys and use the school or program name whenever possible in emails introducing surveys. This process is designed to increase response rates.
4. HLC Year Four Debriefing and Preview of Quality Initiative Launch — Stephen Hundley, Senior Advisor to the Chancellor for Planning and Institutional Improvement
    a. Hundley introduced the topic and provided a brief overview of the results of the Four Year Assurance Review by the Higher Learning Commission. He thanked the primary authors of the argument: Susan Kahn, Susan Scott, Mark Volpatti,

Karen Black, and Stephen Hundley. He indicated that in the team report we met all criteria and sub components, and the team had few observations that generally centered on the relationship between Indiana University and Purdue University and other minor comments. He then asked Susan Kahn to provide an overview of accreditation and to speak about our review.

b. S. Kahn spoke of the six regional accreditors and the relatively new process of a mid-cycle review that was an outcome of the federal government's interest in a check-up between reaffirmation years. Her sense is that the check-up is generally in response to issues surfacing at for-profit institutions. The HLC criteria has a strong focus on student learning and continuous improvement in the five criteria institutions are to address. Susan also spoke of the minor observations the team made.

c. Hundley reminded members that IUPUI will be required to propose an improvement process. He suggested we have several processes in progress that would be ideal: the General Education course review, the Capstone Initiative, the ePortfolio review, the PUL review that includes a further integration of the co-curricular learning outcomes, and the REAL process. He invited members to suggest other processes as well.

5. Motion made, seconded and passed to approve October minutes.
6. The meeting was adjourned.

Program Review and Assessment Committee
November 16, 2017

Graduate and Professional Student Data

IUPUI

Surveys

Past/Current Surveys

- Graduate Alumni (Currently only exclusive Grad & Prof Student survey)

- Campus Climate Survey

- Campus Specific Surveys (JagsSpeak)

IUPUI

Graduate Alumni Survey (2014)

- Nearly half (48%) completed internship/externship while at IUPUI.

- Least satisfied with quality of advising/mentorship and opportunities to participate in faculty member's research

- Most common methods to obtain information about School/program include email (71%), School/program website (38%), social media (25%)

- Overall report on IRDS website. Also includes School specific reports for Business, Engineering & Technology, Law, Liberal Arts, Science, and Social Work

IUPUI

Surveying Graduate & Professional Students

Strengths	Limitations
• Higher response rates (mostly)	• Wide variation in experiences
• More engaged	• Identify more with individual School than IUPUI

IUPUI

Take advantage of strengths & navigate limitations

- For campus-wide surveys utilize School specific questions/sections when possible

- For invitations, identify potential respondent as a student of (Insert School Name)
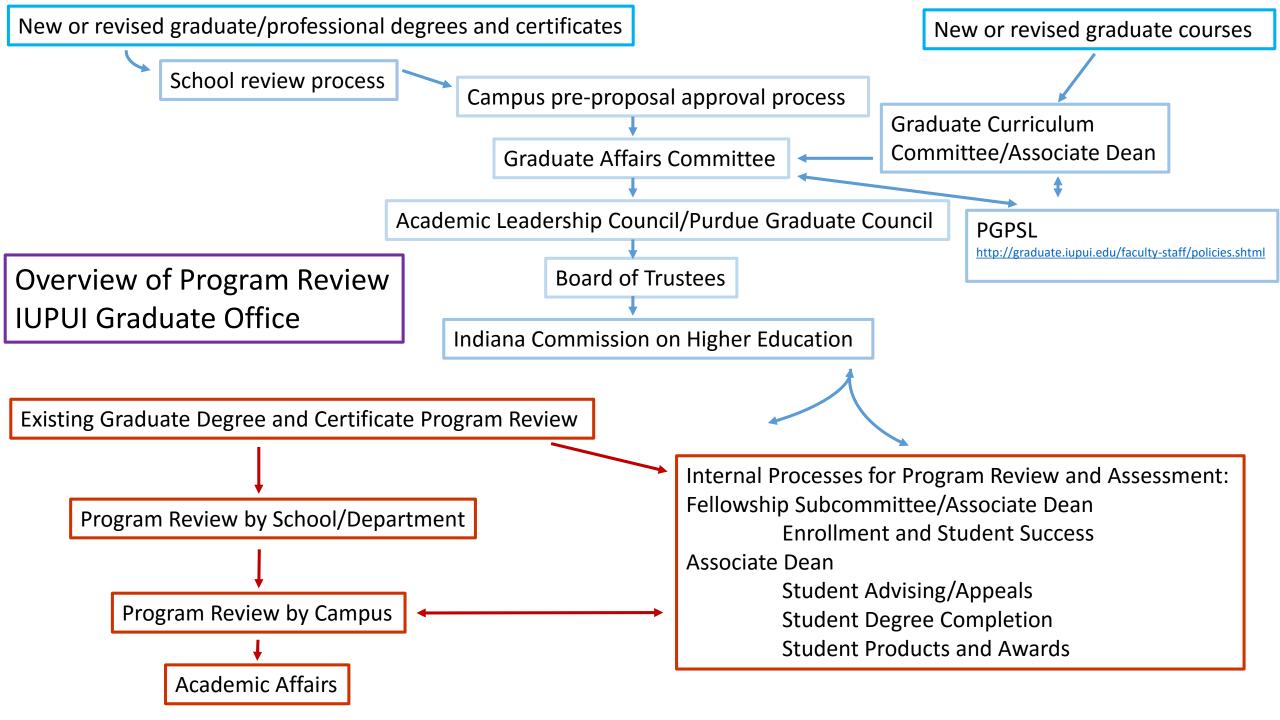
  - Qualtrics makes above much simpler

IUPUI

Moving Forward

Working with Dr. Janice Blum and the University Graduate School to implement a survey of **current** IUPUI Graduate and Professional students.

IUPUI

Questions?

IUPUI

New or revised graduate/professional degrees and certificates

New or revised graduate courses

School review process

Campus pre-proposal approval process

Graduate Curriculum Committee/Associate Dean

Graduate Affairs Committee

Academic Leadership Council/Purdue Graduate Council

PGPSL
http://graduate.iupui.edu/faculty-staff/policies.shtml

Overview of Program Review
IUPUI Graduate Office

Board of Trustees

Indiana Commission on Higher Education

Existing Graduate Degree and Certificate Program Review

Program Review by School/Department

Program Review by Campus

Academic Affairs

Internal Processes for Program Review and Assessment:
Fellowship Subcommittee/Associate Dean
Enrollment and Student Success
Associate Dean
Student Advising/Appeals
Student Degree Completion
Student Products and Awards

Principles of Graduate and Professional Learning

The following language describes the general expectations for graduate education at IUPUI and can be broadly applied to any program:

"**Principles of Graduate and Professional Learning**

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. More specific expectations are determined by the faculty in a student's field of study. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees.

*Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
*Thinking critically, applying good judgment in professional and personal situations
*Communicating effectively to others in the field and to the general public
*Behaving in an ethical way both professionally and personally"

>>>

The Principles of Graduate and Professional Learning can be made more specific for individual degrees, based upon the mission and goals of the faculty in the program, e.g.:

"Graduate students earning an Indiana University or Purdue University Ph.D. on the IUPUI campus will demonstrate the following abilities related to the research focus of the degree:
*Demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to the field
*Communicate effectively high level information from their field of study
*Think critically and creatively to solve problems in their field of study
*Conduct research in an ethical and responsible manner"

Or, **"Graduate students in academically-based master's level programs on the IUPUI campus will demonstrate the following abilities:**
*Demonstrate the knowledge and skills needed to conduct original research within the discipline or to enter a program to earn a more advanced degree
*Communicate effectively information from their field of study
*Think critically and creatively to evaluate literature in their field of study
*Apply ethics within their field"

Or, **"Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:**
*Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
*Communicate effectively with their peers, their clientele, and the general public
*Think critically and creatively to improve practice in their field
*Meet all ethical standards established for the discipline"

>>>

To illustrate how these Principles might be used in assessing individual programs, consider the following example for an IU PhD degree in one of the STEM disciplines:

"Graduate students earning the PhD from Indiana University in X on the IUPUI campus will demonstrate the following abilities related to the research focus of the degree:

***Demonstrate the knowledge and skills necessary to identify and conduct original research in X**

Method of acquisition: Didactic course work, journal clubs, attendance at research seminars, direct mentoring by faculty, studying grant proposals

Assessment of learning: Grades in course work, ability to pass cumulative preliminary examinations in the field, ability to pass the oral and written qualifying examination, direct laboratory assessment by the research mentor, direct assessment of progress by the research committee for the dissertation

***Communicate effectively high level information in X**

Method of acquisition: Attendance required at seminars by faculty and peers, presentation at informal laboratory meetings and at formal seminars, mentored writing of grant proposals and manuscripts

Assessment of learning: Successful completion of the oral and written portions of the qualifying examinations, grades on formal seminar presentations based on outcomes rubrics, publication of manuscripts, awarding of grants

***Think critically and creatively to solve problems in X**

Method of acquisition: Attendance required at seminars by faculty and peers, presentation at informal laboratory meetings and at formal seminars, writing pre-proposal for dissertation, writing dissertation proposal

Assessment of learning: Grades on formal seminar presentations based on outcomes rubrics, direct assessment by faculty on pre-proposal and dissertation proposal, publication of research manuscripts, success in getting grant proposals funded.

*Conduct research in an ethical and responsible manner

           Method of acquisition: Required classes in research ethics, modeling of appropriate behavior in seminars by faculty and peers, direct mentoring by research director, mentoring by the dissertation research committee

           Assessment of learning: Grades in ethics classes based on outcomes rubrics, direct observation of data handling by research mentor, direct oversight by dissertation research committee on issues of research compliance and ethics

The graduate faculty of the Department of X will conduct a yearly review of the progress of students through the program to determine if the program is meeting its goals to prepare students in each of these areas. Changes that might be made include replacing faculty in certain courses, adopting new methods to present material, offering additional options for training (e.g., making a writing consultant available), or engaging students in external training in other laboratories or institution (e.g.,ethics seminar at IUB, laboratory placement for short term training in research technique).”

>>

The Graduate Affairs Committee recommends the principles above need not be translated down to the level of individual courses. Acquisition of information is demonstrated in grading for course work and long-term retention is demonstrated by cumulative preliminary examinations or in capstone activities; however, the bulk of critical learning in graduate degree programs takes place in settings where discrete information is integrated by the engaged student and put to use in solving problems in the field. It is the integration of the knowledge that must be assessed in graduate programs; these more complex assessments take place in regular committee meetings with the student, in oral and written examinations, and in the collaborative writing of research publications, and grant proposals.