

Program Review and Assessment Committee

Thursday, December 13, 1:30-3:00 pm, AD 1006

Meeting Minutes

Attendees: K. Alfrey, L. Bozeman, N. Brehl; C. Buyarski, D. DeMeester; T. Freeman; S. Graunke, T. Hahn, M. Hansen, S. Hundley, C. Kacius, S. Kahn, C. Keith, J. Lee, S. Lowe, C. Marsiglio, P. Morris, K. Murtadha, H. Mzumara, S. Ninon, K. Norris, B. Orme, A. Rehak, A. Teemant, J. Thigpen, N. VanAndel, B. Wahler, S. Weeden, Z. Wood.

1. Welcome, 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 September minutes.
2. "Learning Improvement" Guest: Keston Fulcher, James Madison University (35 minutes).

S. Hundley introduced the speaker. Keston is a leader in learning and improvement. A world-renowned scholar and consultant. He also headlined the new track at the Assessment Institute – Learning, Improvement, and Innovation. "A Simple Model for Learning Improvement: Weigh pig, FEED pig, Weigh pig" is the title of the presentation.

K. Fulcher - Learning improvement and learning systems is the main focus of my work now. We can assess student learning multiple times, but student learning won't improve unless we do something different between assessments.

The power of assessment is to improve practice, but research indicates learning improvement isn't happening (Banta, Jones, & Black, 2009; Blaich & Wise, 2011, Banta & Blaich, 2011).

Improvement is not about making a change in the assessment process. Changing the rubric is NOT going to mean students learn more. Changing the program (curricular, pedagogical modification) isn't necessarily improvement either. Change is not improvement (e.g., changing the curriculum). **Change is only improvement when we reassessment and the change demonstrates and improvement.

Perspective – we should be spending more time on the interventions....not the assessment even though assessment represents 2/3 of the model (see Model – slides 11-17).

Level problem

Program level (program assessment) or faculty-level (faculty development) → means our interventions are impacting our assessment outcomes. Now we put our assessment and faculty development efforts together.

LID integration

Had to convince faculty to work as a team & ensure support from admin. Hard to integrate these (faculty worked together for an entire week).

K. Norris – data sharing seems to be an issue. Faculty vulnerability.

K. Fulcher – campus culture that is supportive and OK with sharing failures or issues; focused on improvement.

Other challenge is getting faculty together to work as teams. RFP process that required them to say all faculty were on-board and willing to work with others.

K. Norris – what can we learn from K-12? Less faculty autonomy there, but they are changing how they teach (more team teaching).

K. Fulcher – our systems and processes don't encourage good group behavior, instead individual behavior.

S. Kahn – this aligns with our experience at IUPUI. Our research shows that faculty who are involved in intense faculty development experiences have greater gains in student learning. Faculty collectively need to make a commitment and that is better when they are coming together with a specific goal or topic in mind.

K. Fulcher – yes. Using something like ePortfolios /evidence helps faculty see where they want their students to improve. If it wasn't for the initial assessment results, they wouldn't have seen the need to make a change.

S. Hundley – Your remarks align with D. Eubanks and Tracy Penny-Light and future speakers. We appreciate our friends nationally and from the Assessment Institute for working with us.

K. Fulcher – I'm a big fan of IUPUI and look forward to working together more in the future.

3. Assessment Institute Panel Leslie Bozeman, Global Learning Track Coordinator; Anthony Chase, STEM Education Track Coordinator; Stephen Hundley, Institute Chair and Panel Moderator; Susan Kahn, ePortfolio Track Coordinator; Sonia Ninon, Student Affairs Track Coordinator; Kristin Norris, Community Engagement Track Coordinator (35 minutes)

Series of questions to panelists:

Overall purpose/description of track? Desired outcomes?

Norris: Create dialogue between community engagement professionals and those responsible for data collection – usually these two groups do not come together for conversation.

Kahn: Introducing people to ePortfolio and deepening understanding of ePortfolio as a tool for assessment and for learning about student learning; they are also a high impact practice and an intervention that deepens student understanding as well as digital

literacy. More than just an online file folder; a web structure that represents learning structure and connections.

Bozeman: Share expertise on assessing global learning, intercultural competency, and internationalization at home: methods and strategies, challenges, effective strategies. Assessment of global learning beyond study abroad (although that also is included). Grow attendees' networks for sharing beyond the Institute.

Ninon: Expose new practitioners to best practices in student affairs; sharing of results at various stages of implementation and assessment.

Chase: Impacts many aspects of campus, including scientific literacy, retention/attrition in STEM fields; lab components can make assessment a challenging endeavor because labs are time-consuming and expensive. Host discussions of best practices and assessment of those practices, adapted for their particular contexts.

Major themes, ideas, or practices advanced in your track at 2018 Assessment Institute?

Chase: Keynote – how to address STEM education when the questions are vague; and how do you get at specific groups of students in terms of their preparation (e.g. engaging C students). Managing large-enrollment courses with time-consuming content with methods to engage students in smaller group settings. Inclusivity and equity in STEM education through engagement of underrepresented groups in STEM. How can assessments be better geared to understand those challenges?

Bozeman: Pre-existing and instructor-designed tools; existing tools to examine students' attitudes and behaviors, instructor-designed to develop assessments that work for a particular audience or context, including assessing faculty members (existing tools are primarily student-focused). Bentley University: takes Intercultural Effectiveness Scale and combines it with student data to model intercultural competency. IUPUI: assessment instrument for Computer Info Tech course with virtual and study abroad components.

Norris: Are community partners satisfied with institutions? Carnegie classification has changed what is required in defining community partnerships, now sending partners a survey. Leveraging multiple disciplines in community engagement when developing assessment tools and studies, ensuring terminology is commonly understood.

Ninon: Assessing 1st-year programs, sense of belonging, tutoring programs in professional schools particularly with students uncomfortable asking for help. Partnerships with institutional research. Are programs and assessment methods implemented effectively? With fidelity?

Kahn: Interest in outcomes that are broader and “less effable” than in the past: social awareness, self-efficacy, empathy. ePort supports development of these more complex and whole-person kinds of outcomes that are of increasing interest to campuses. More

interest in designing student experiences that lead to development of these outcomes, and faculty development to help student learning in these areas. (Pre-conference workshop considered convergence of these outcomes and ePort.) Studies are showing that students who develop ePorts are overall more successful students; and even more successful when faculty guiding in the development of ePort are knowledgeable about the platform.

Trend or piece of advice for PRAC based on track?

Ninon: Trend: Breaking down silos within Student Affairs and across institutions/partners

Bozeman: Rec: Use IUPUI forthcoming global learning outcomes to design appropriate experiences for students and to learn about existing tools; attend development opportunities on and off campus; and contact Leslie for advice on implementation

Kahn: Rec: Be aware ePorts are not just something you can stick into your course and expect it to have an impact; there are good practices, literature, conferences describing the adjustments to pedagogy and curriculum to support an ePort experience for students and yield rich assessment data; Susan and Tyrone working on taxonomy of ePort as high-impact practice

Norris: Trend: Intersectionality, community partnerships are strategy for institutional success, addressing community issues. How can we blend ideas across these individual tracks (e.g. community engagement and global learning)?

Chase: Rec: Talk with SERI about assessment questions related to STEM education.
Trend: Fidelity of interventions – what must happen for an intervention to be effective, especially off-the-shelf assessments that were not designed with a particular context (such as class size or demographics) in mind?

Several PRAC members currently working on book that will be ready for distribution at 2019 Assessment Institute.

Leadership imperative for assessment excellence – to appear in Assessment Updates
Make it a strategic institutional priority
Attracting talent to support it
Developing institutional, unit, and individual capacity

Q: To what extent do we share across silos at this institution?

Kahn: More conversations are happening as a result of compiling this book, which will include synthesis of ideas across areas.

Ninon: Needs to be some discussion between Student Affairs and ePort to help support co-curricular student experiences

4. Update and Discussion on HLC #2—Stephen Hundley, Senior Advisor to the Chancellor & Susan Kahn, Planning & Institutional Improvement (10 minutes) (Tabled to January)
5. Vice Chair Election & Announcements (5 minutes)

T. Hahn has been nominated for Vice Chair for next year. The motion was taken to a vote and approved. Thanks to Tyrone for his leadership and service. T. Freeman acknowledged Linda Durr and others who help to make PRAC happen. Reminder – Kathy Johnson noted how rare it is to see a ‘PRAC’ at other institutions, so pleased to see it continue.

Adjourn

Future PRAC Meeting Dates:

Thursday, January 17, 2019	University Hall 1006
Thursday, February 21, 2019	University Hall 1006
Thursday, March 21, 2019	University Hall 1006
Thursday, April 11, 2019	University Hall 1006
Thursday, May 9, 2019	University Hall 1006

A Simple Model for Learning Improvement

Weigh Pig, Feed Pig, Weigh Pig

For: My Friends at IUPUI

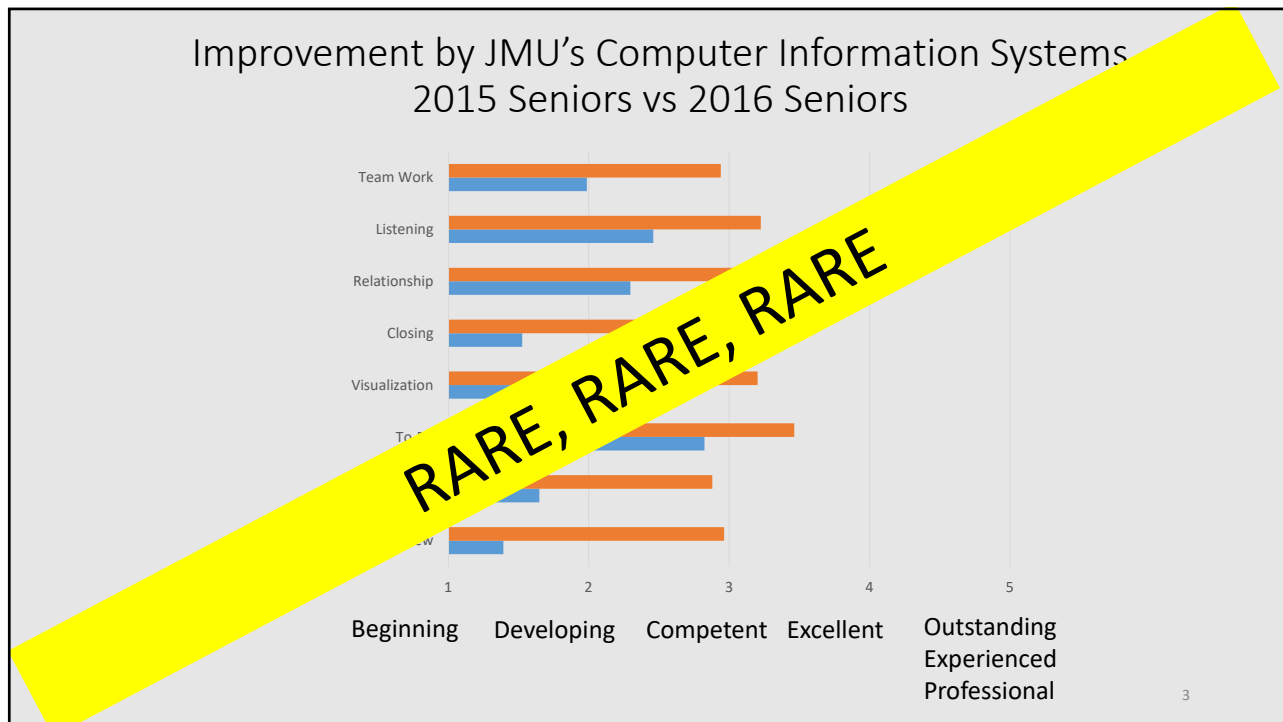
Keston Fulcher 12/13/2018
James Madison University

1



A Pig Never Fattened Because
It Was Weighed

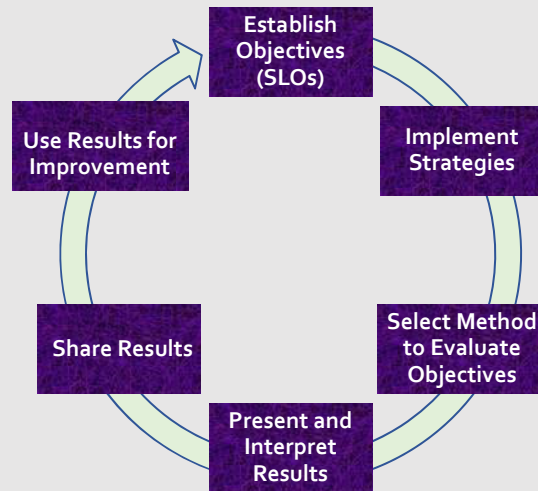
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Where is Learning Improvement?

- Banta, Jones, and Black (2009): 6 % of programs could demonstrate improvement
- Blaich and Wise (2011): Even with top-tier methodological support, little evidence of action taken on results
- Banta and Blaich (2011): Could not find enough examples of learning improvement to write an article about it

Assessment Cycle



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Why Improvement Matters

- We “sell” assessment this way
- Accountability, spirit is often improvement
- More interest within programs/units

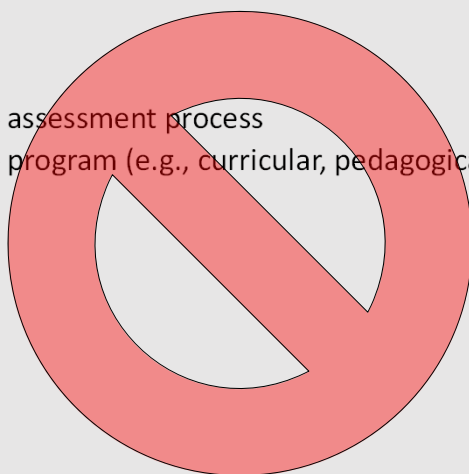
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Why No Improvement?

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Confusion over Definition

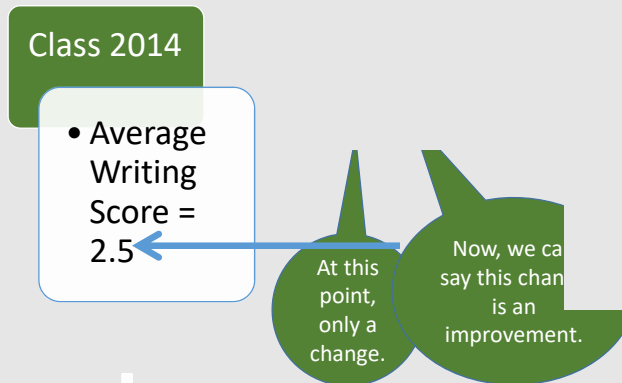
- Improvement?
 - Making change to assessment process
 - Making change to program (e.g., curricular, pedagogical modification)



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Model for Improvement (Learning Example)

M1



9

Perspective



10

Slide 9

M1 LOVE the animations. However.!

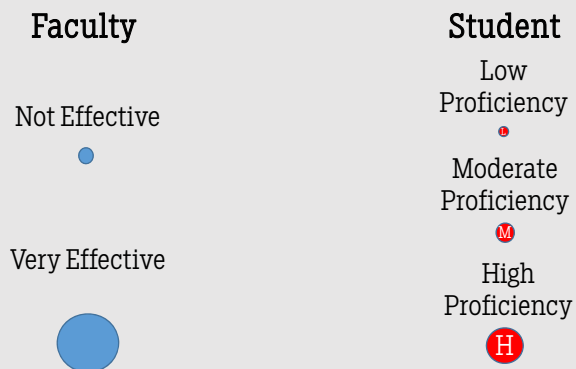
I don't think we should enter any numbers here just yet and sell the simple idea. Then, go into details about the intervention which is the hardest part

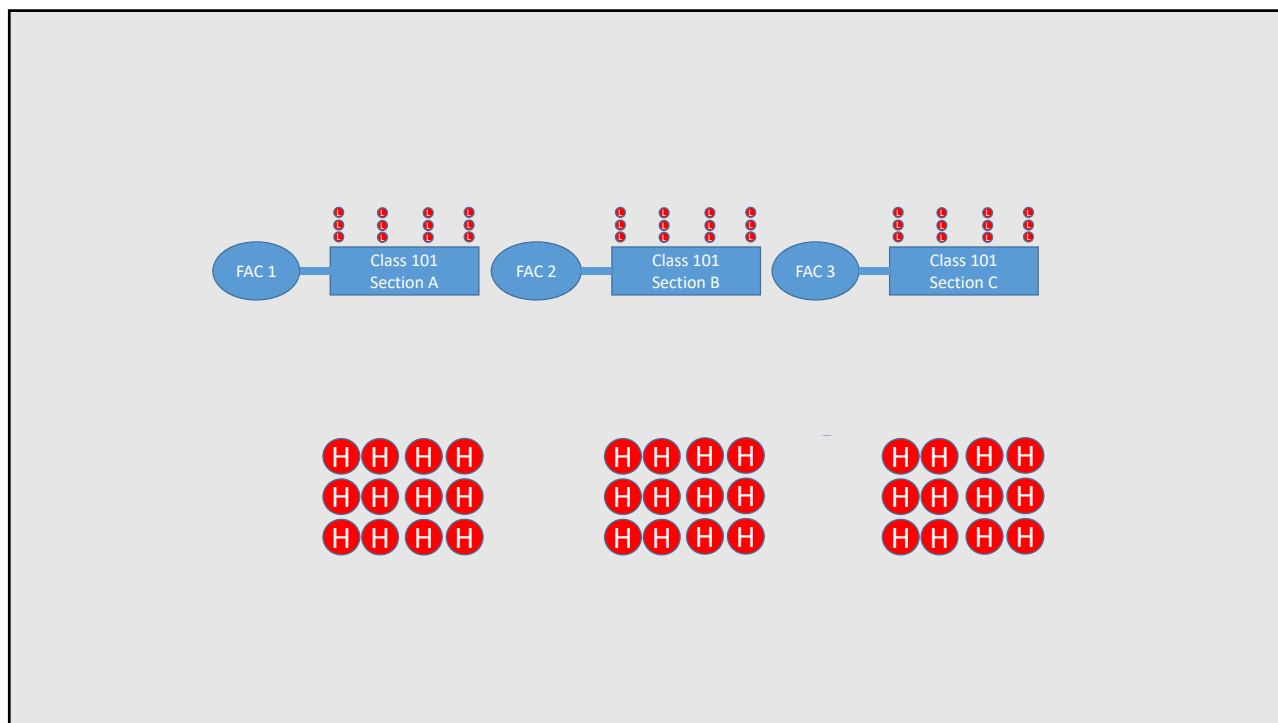
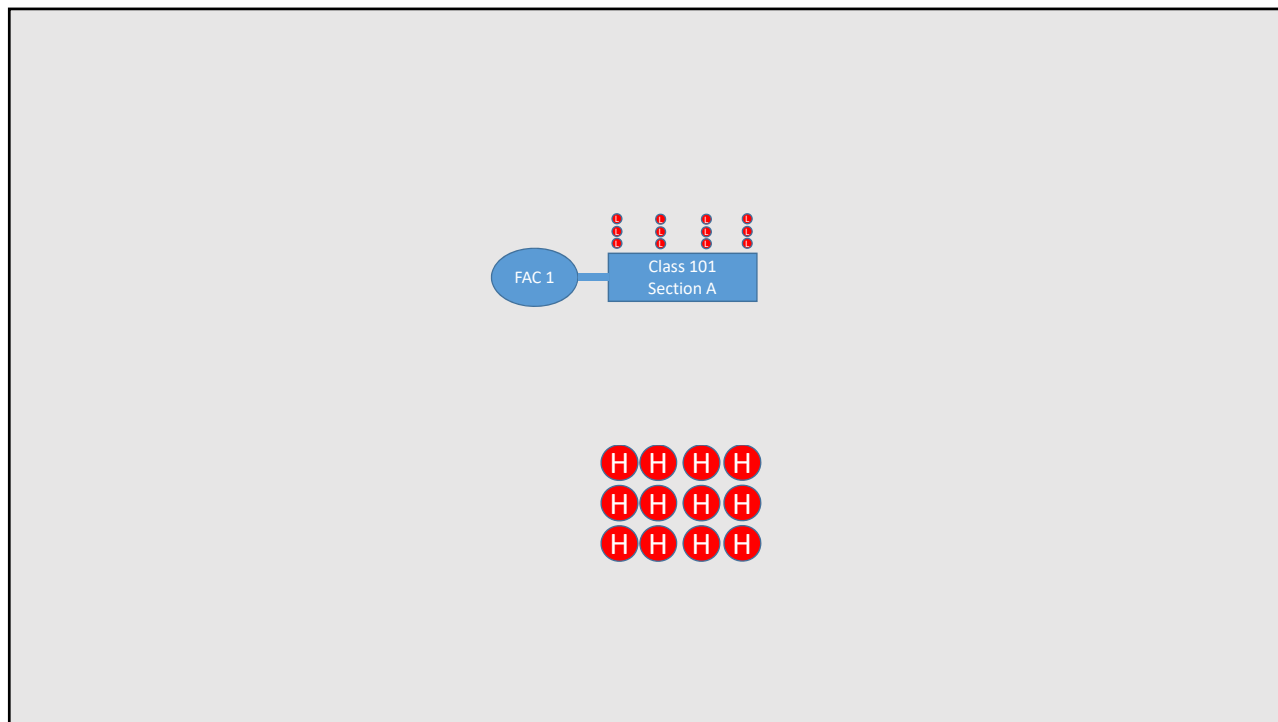
Here, we note that assessment is secondary...just the necessary tool.... let's work on what the thought bubbles say too ?

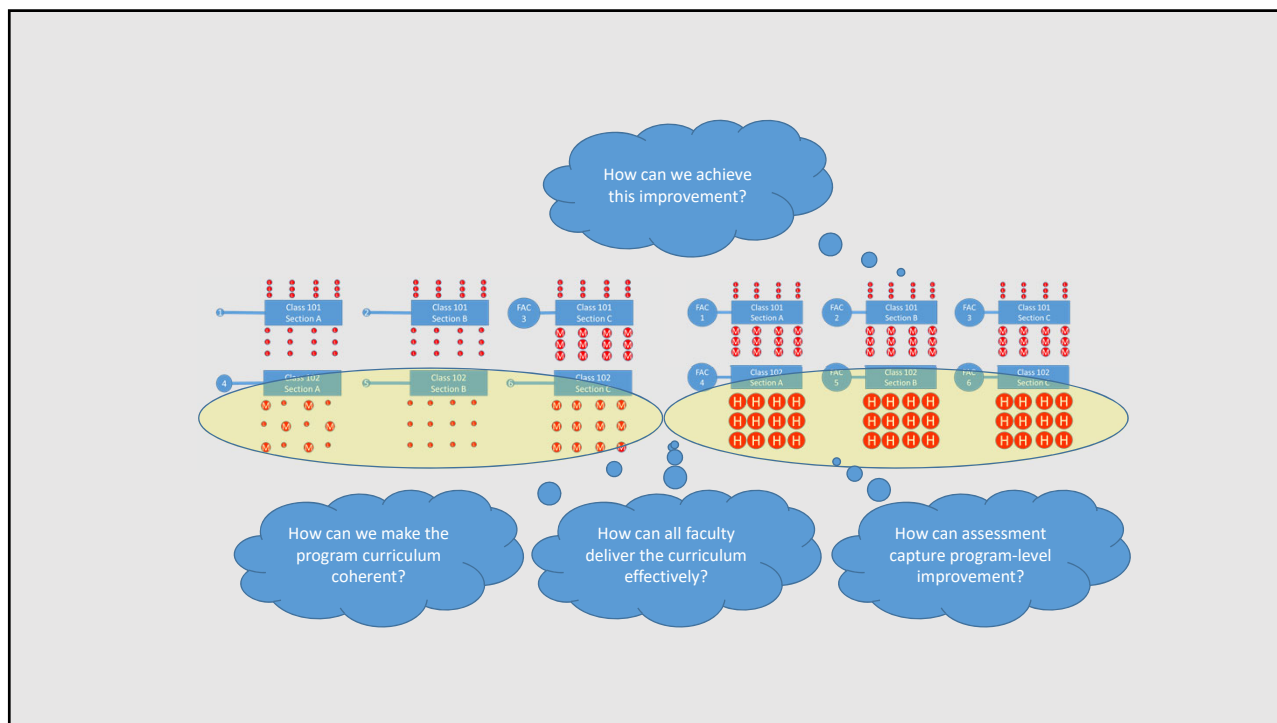
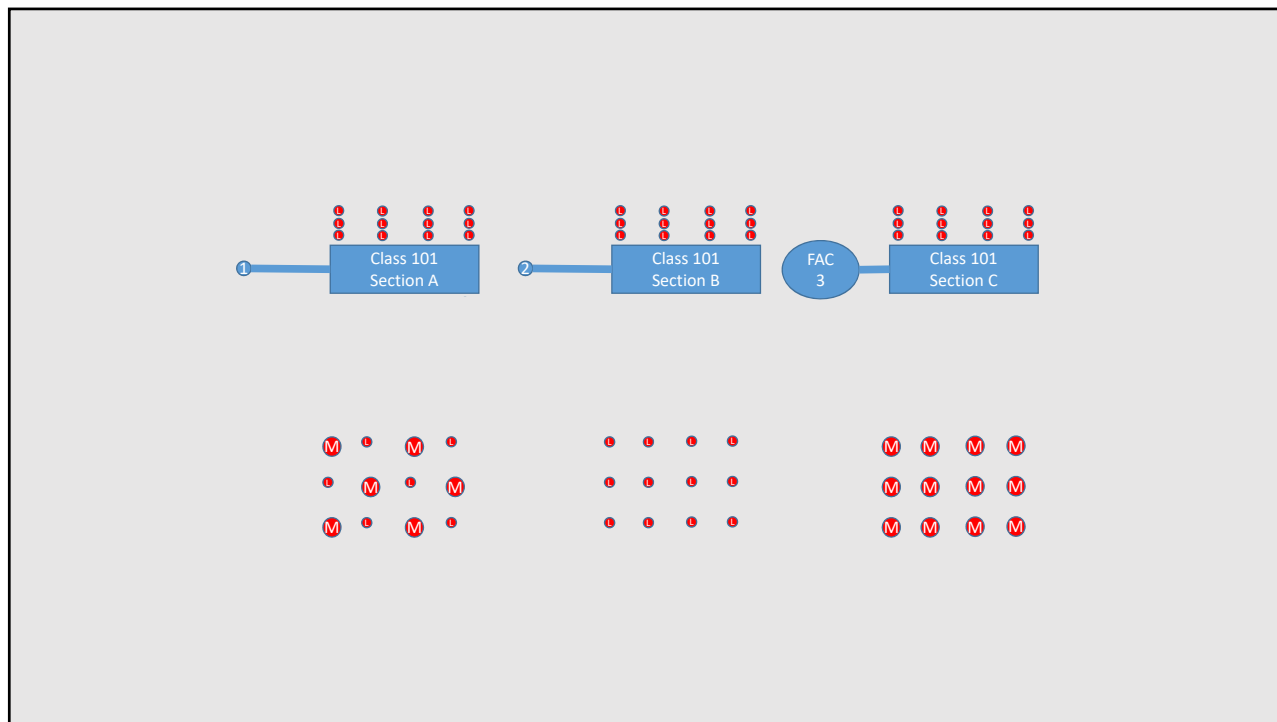
Megan, 5/12/2013

A (Slightly) More Sophisticated Model

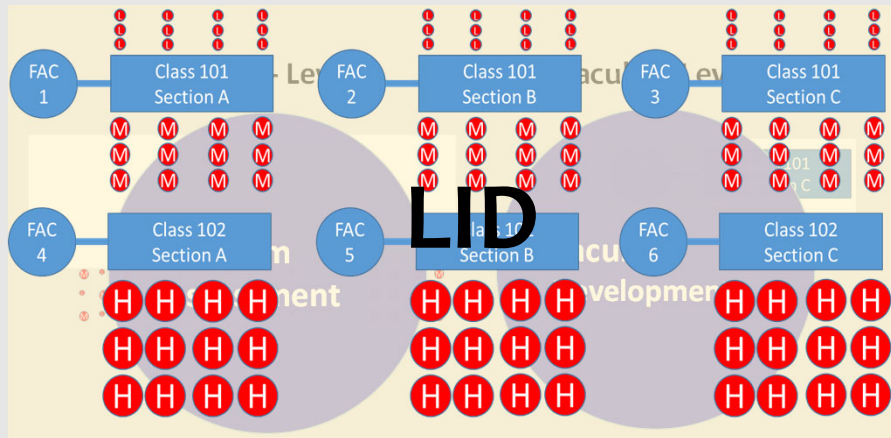
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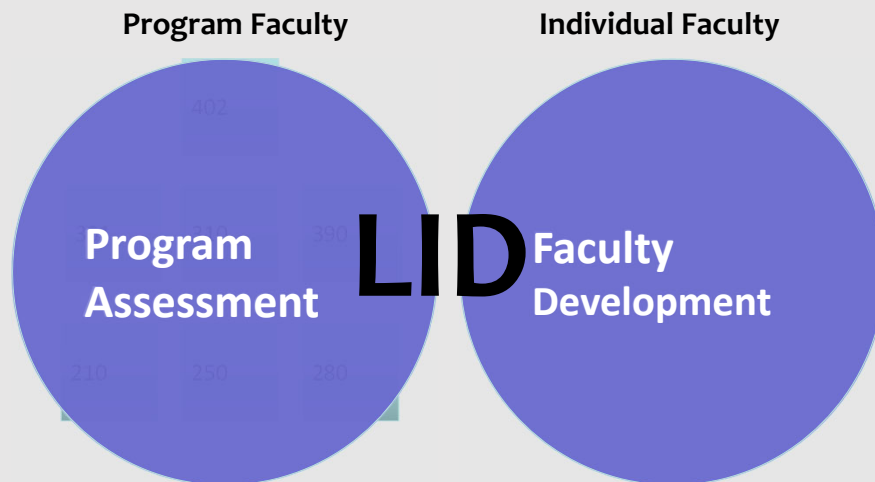


Level Problem



Why No Improvement? Continued...

Level Problem



19

LID Integration

- Integrate faculty/staff development & assessment
- Work with colleagues
- Ensure support from administration
- **Focus on 1 (yes, 1) Outcome**



20

Summary

21

Special Thanks to...

Pig Paper Co-Authors

Rodgers-Good



Coleman



Smith



22

Questions...

- fulchekh@jmu.edu
- References
 - First Pig Paper: http://learningoutcomesassessment.org/documents/Occasional_Paper_23.pdf
 - Second Pig Paper: <http://www.rpajournal.com/return-of-the-pig-standards-for-learning-improvement/>

Assessment Institute Panel Discussion at December 2018 PRAC Meeting

Timeframe:

- 40 Minutes [20 minutes for panel discussion; 10 minutes for small-group discussion; 10 minutes for large-group report-out/synthesis]

Panelists:

- Leslie Bozeman, Global Learning Track Coordinator
- Anthony Chase, STEM Education Track Coordinator
- Stephen Hundley, Institute Chair and Panel Moderator
- Susan Kahn, ePortfolio Track Coordinator
- Sonia Ninon, Student Affairs Track Coordinator
- Kristin Norris, Community Engagement Track Coordinator

Semi-structured Questions for Panelists:

1. What is the overall purpose/description of your track? What are the outcomes you envision Assessment Institute attendees gain from your track?
2. What were some of the major assessment themes, ideas, or practices advanced in your track at the 2018 Assessment Institute?
3. Based on the work you are undertaking for the forthcoming *Trends in Assessment* book, what are the major trends in your track? In what ways are these trends unique to your track? What ways do they integrate with or support other trends or tracks? How do you envision your track developing or changing in the next few years because of these trends?
4. What recommendations do you have for PRAC members and their colleagues to implement promising practices or trends from your track? What resources do you recommend individuals consult to learn more about these trends/practices?

Discussion Questions for PRAC Members (for small group discussion/report-out):

1. What are some key lessons learned by PRAC colleagues who attended the Assessment Institute?
2. What are your reactions to the assessment topics/themes/practices/trends presented by the panelists? In what ways do you agree with the panel? What are some missing or emerging trends from your perspective?
3. What recommendations do you have concerning future Assessment Institute topics or sessions? What would you like to see on the program? Are there specific people or institutions we should reach out to in planning next year's Assessment Institute?
4. What additional questions or suggestions do you have about the Assessment Institute?