Program Review and Assessment Committee

Thursday, September 20, 1:30-3:00 pm, AD 2041-43

Attendees: K. Alfrey, N. Brehl; D. DeMeester; T. Freeman; S. Graunke, M. Hansen, W. Helling, L. Houser, M. Huffman, S. Hundley, C. Kacius, S. Kahn, J. Lee, S. Lowe, S. Lupton, C. Marsiglio, H. Mzumara, S. Ninon, K. Norris, E. Ramos, A. Rehak, W. T. Roberson, K. Sheeler, A. Teemant, J. Thigpen, N. VanAndel, C. Walcott, S. Weeden, J. Yan.

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1. T. Freeman called the meeting to order at 1:30, Review & Approval of Minutes.

2. ePortfolios and Assessment. Guest: Tracy Penny Light, Associate Professor, Thompson Rivers University (30 minutes)

   T. Freeman & S. Kahn welcomed our guest Tracy Penny Light (see bio), recognized her work with AAEEBL, and noted that she will be offering a workshop, "The Evidence of Experience: Meaningful Learner Engagement with ePortfolios," for IUPUI faculty and staff on Friday, Oct. 19, 1:30-3:30, in the Ashby Browsing Room in University Library. Interested participants can register at http://go.iupui.edu/253D. She will also co-present a pre-conference workshop at the Assessment Institute on Oct. 21 with Kahn on "The Learning Landscape, Assessment, and ePortfolios." PRAC members are encouraged to participate.

   Learner identity development- how we can engage students deeply in their learning experiences (including and beyond the classroom) – integrating their experiences and who they want to be as part of a broader society…in eportfolios.
   Question for the group – what evidence would we need in an eportfolio in order to assess the extent to which a student achieves the learning outcomes articulated in the IUPUI+? [broke into partners to discuss]

   S. Weeden – What would define the portfolio? How many action statements would come into play? How many artifacts? Seemed pretty comprehensive? Should they reflect on each artifact vs the whole portfolio? The artifacts need to cover as much as possible across the different areas.
   L. Houser - Who is the audience? Future employer? Faculty? University?

   Tracy Penny Light – eportfolios are central to how we integrate the outcomes we have for students at a variety of points in time (course, transition to the major, graduation, etc.). My hope is a more integrated sense of their learning – across the whole institution. Who they are and what they are able to do.
   As curriculum designers we have to think about at what point we want students to share their eportoflio with others. Who the stakeholders are? And what kind of evidence is important for the stakeholders?

From the assessment perspective. Evidence varies based upon the role/stakeholder (faculty within discipline, dean, accreditors). We don't want to keep asking students to put artifacts in order to check a box. Move from "here are the things that I did" to "what does this as a collective mean"? What does [IUPUI+ categories] look like? How does context influence those?
When I look at eportfolios I am better able to see where we have gaps in our program, greatest strengths, etc.

S. Kahn – in response to S. Weeden – evidence that a student is a communicator might include communication in different modalities to different audiences. I'd want to see how the student narrates and contextualizes those. A broader reflection on their communication. How they've constructed it as a digital artifact that others can navigate.
T. Freeman – learning outside the classroom – how can we help students capture or think about generating and documenting their learning?
How do you move beyond what each artifact tells you into more collective learning? S. Kahn – very intentionally with well-planned design and scaffolding. I see the whole portfolio as the context for learning. Move beyond a scrapbook collection of learning.
T. Penny Light – students often see learning as only in the classroom. So we should ask them early on in their career to think about their learning in classroom and co-curricular settings. By the time they get to the capstone we hope that they can show integrated learning from diverse perspectives.

In the Oct. 19 workshop, we will be working on a variety of scenarios and how they might guide students to develop an eportfolio….and how we would assess that evidence.
T. Freeman – in terms of eportfolios growing over time, how have you grappled with technology platforms?
T. Penny Light—Our campus uses a Wordpress installation, so just one site for students to use. I think the platform is less important than the pedagogy – the outcomes we intend and the evidence to support that. We do need to focus on eportfolio literacy and teaching them how to reflect on their experience. If we do, I think the artifacts we see will be easier to assess.
Note – Susan will share more information about Tracy Penny Light's workshop that will take place in University Library.

3. Update AAC&U Summer Institutes and Campus Initiatives—Jennifer Lee, Associate Dean, Associate Professor Herron School of Art & Design; Suzann Lupton, Assistant Dean, Clinical Associate Professor School of Public & Environmental Affairs (25 minutes)
   S. Lupton –Jennifer Lee and I went to the summer institute. Started from this premise "for many students, college education feels like moving from tree to tree without ever having a view of the entire forest." We talked about the role of general education when a lot of students are focused on their career, major, profession. Students don't always see the value in gen ed – the ways of knowing and types of knowledge we are trying to

expose them to. Signature assignments and integrated learning was really important as we thought about IUPUI+, best practices and principles (see slide).
Signature work – everything you do during your college career. And not necessarily all capstones do this, but could.
Signature assignments - happen within a course and focus on one particular learning outcome. Prime opportunity for assessment.
Goal – create a culture of integrative learning. Don't wait until they get to the capstone to introduce them to integrative learning. That faculty create guideposts along the way. We hope to identify some experts/champions within our units, engage national leaders, use prototype strategies. Give those who are will the time and resources to develop signature assignments and work. Utilize the gen ed courses to help students begin to understand what the signature assignments are. Recognize excellence.

J. Lee- when we attended the Gen Ed institute, we had just completed a review of gen ed courses and therefore familiar with the mechanism we were using to look at them. Integration of learning seemed to be one of the missing pieces from many of the Gen Ed courses we saw, but have learned that it should be. Course Outcomes →Gen Ed Outcomes →University Outcomes (IUPUI+).
Changes to the review process: the focus of the Gen Ed review has shifted away from the structure of the course and now a focus on student learning, included the Gen Ed outcomes. We propose these courses should aid students in understanding the gen ed. (see slide for the 4 requirements). What we found last year is that most of the Gen Ed courses are primarily focused on an introduction to the discipline and missing the focus on gen ed learning that prepares students for learning within the disciplines.

S. Kahn – a lot of faculty development is required in order to help faculty see how their discipline is an approach to ways of knowledge. We often get in the weeds of our discipline, not the forest (see metaphor from the beginning). You are focused on Gen Ed here, but for integrative learning, don't we want the majors to do a lot of this work? And Gen Ed integrated into those courses as well?
Yes – we've started with Gen Ed because we had just done this work on the Gen Ed review, which led us to a conversation about how they tie everything together. Our understanding of the majors see the role of Gen Ed and was something that every major could relate to and a good starting point.
M. Hansen – when Terri Tarr and I were doing workshops on some of these, at the time, we were mapping the PULs, but did you also map the IUPUI+ to the Gen Eds?
J. Lee- Yes, the state competencies for the Gen Ed were taken into consideration when the IUPUI+ were created. So, there is alignment. You might want to give them the NILOA assignment library, which is good for signature assignments. J. Lee – we are actively searching for examples from IUPUI assignments that are good at addressing the statewide competencies. M. Hansen- PSY has one that is done in all sections. J. Lee – we are moving away from the name 'signature assignments' to something else like 'outcomes-centered assignment' or 'common assignment'.
Q- What's the process for moving from this to implementation? J. Gladden – UAC will spend the next few months talking about this. Is this something we can do? And how to make it workable, useful, and effective for all disciplines?

S. Lupton – for those in large units or teaching large sections, we have been talking about how to do that in these instances.
A. Tennant – As a K-12 educator, we are siloed at the university and our expertise can impact complex issues in society. This feels more hopeful to me. For example, history matters. I wish I knew more about art and other ways of knowing. I just hope we don't do it in a way that keeps us comfortable. If we really wanted to change the world, we would remove some of our silos. Even though I know universities reward us for our disciplinary expertise.
S. Kahn – educating the whole person and helping students become the whole. That seems like a paradigm shift. S. Lupton – I think there was a really intentional effort in creating the IUPUI+ to bring into ALL student experiences to acknowledge that.
L. Houser – our disciplinary accreditors aren't always helpful in this because they require and dictate the assessments.

4. Update on the Institute for Engaged Learning—Jay Gladden, Associate Vice Chancellor of Undergraduate Education, Dean of University College (25 minutes)
J. Gladden – compelled to be bold. The IEL is intended to build upon synergies and bring them all together because we see how a variety of experiences can and should be connected. The current IUPUI enrollment numbers gives us a lot to be concerned about. The numbers are not going in the direction we like despite everything we have going on. How do we double-down on what we know really works? Relationships matter (rather than simply interactions) (Gallup study). Relevance matters (college was worth it, thriving).
IEL – being more efficient with existing resources. No new money. Increase access for under-resourced and under-represented populations….because these group benefit from engaged learning but are less likely to participate. Integrative, applied, and experiential learning (curricular & co-curricular).
Broadening what used to just be RISE (see "Engaged Learning across the student experience" slide).
1st year programs – we have 5 different experience for students in their first year getting 1st year. Concerned about "no housing, no bridge, but FYS" (n=1682) and "no housing, no bridge, no FYS" (n=142). And many of them are 1st gen, high financial need, etc. Point – how do we create more standardization in that experience since there are a lot of students in there?
Only 65% of our students who were "no housing, no summer bridge, no FYS" returned for the Spring semester. For 2018, we've already identified those students and have put them in professional mentoring or peer mentoring. African-Americans that participated in Summer Bridge had a one-year retention rate of 74% vs 51% of those who didn't. Many of them are also in some of our wrap around programs like the Diversity Enrichment and Achievement Program. What this says is that we have ideas for how to support AA students so how do we leverage that?
Continuing to work on capstone experiences. List of activities outlined for the year (see slide). The Record, ePortfolios are ideal for capturing all of this.
5. Announcements (5 minutes)

- PRAC Report Due Date and Submission Process: Reports to be emailed to Linda Durr (ldurr@iupui.edu) and Susan Kahn (skahn@iupui.edu) by October 31

Adjourn

Future PRAC Meeting Dates:

Thursday, October 25, 2018	University Hall 1006
Thursday, December 13, 2018	University Hall 1006
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

The "Evidence of Experience": Meaningful Learner Engagement with ePortfolios

IUPUI Workshop – Friday October 19, 2018

Tracy Penny Light

Learning can happen everywhere–in classrooms, workplaces, and communities. How can we encourage students to engage deeply in all of their potential learning experiences, whether in the classroom or in experiential or informal settings? How can we design in- and out-of-class learning opportunities that will elicit student engagement? And how can we guide students to document and reflect effectively on their learning, to get beyond "what did I do?" to "what did it mean?"

Documenting and demonstrating meaningful learning is challenging, especially at the institution-wide level. ePortfolios can provide focused opportunities for learners to present and reflect on the evidence of their experiences and to connect their learning across contexts and learning careers, making the impact of their learning experiences more visible, both to themselves and to other university stakeholders. In this workshop, participants will consider ways to close the divide between traditional academic learning experiences and those in the workplace and community. Several scenarios that model ways to foster engaged learning with ePortfolios will highlight different approaches for meaningful, evidence-based learning. Participants will then participate in a series of activities that allow them to apply the ideas to design a meaningful, evidence-based approach in their own context.

Tracy Penny Light is Associate Professor of History in the Department of Philosophy, History, and Politics and Director of the Interdisciplinary Studies Program at Thompson Rivers University in British Columbia. An internationally known ePortfolio scholar, consultant, and practitioner, she currently serves as Chair of the Board of Directors of AAEEBL (the Association for Authentic, Experiential, and Evidence-Based Learning) and Co-Executive Editor of *The International Journal of ePortfolio.* Tracy's research examines the history of medicine in relation to constructions of gender and sexuality in 19th and 20th century North America. She is also interested in how we teach students to think historically. Tracy was previously a faculty member at the University of Waterloo, where she served as Director of Women's Studies. Her many books, chapters, and articles include *Documenting Learning with ePortfolios: A Guide for College Instructors*, co-authored with Helen Chen and John Ittelson, and the edited volumes *Bodily Subjects: Essays on Gender and Health*, with Wendy Mitchinson and Barbara Brookes, and *Feminist Pedagogy in Higher Education: Critical Theory and Practice*, with Jane Nicholas and Renee Bondy.

Register at http://go.iupui.edu/253D

For a related article, please see
https://drive.google.com/file/d/1r1ryldjXCOYucveB_lcMHTs5xgxJ_oI1/view (scroll to p. 6)

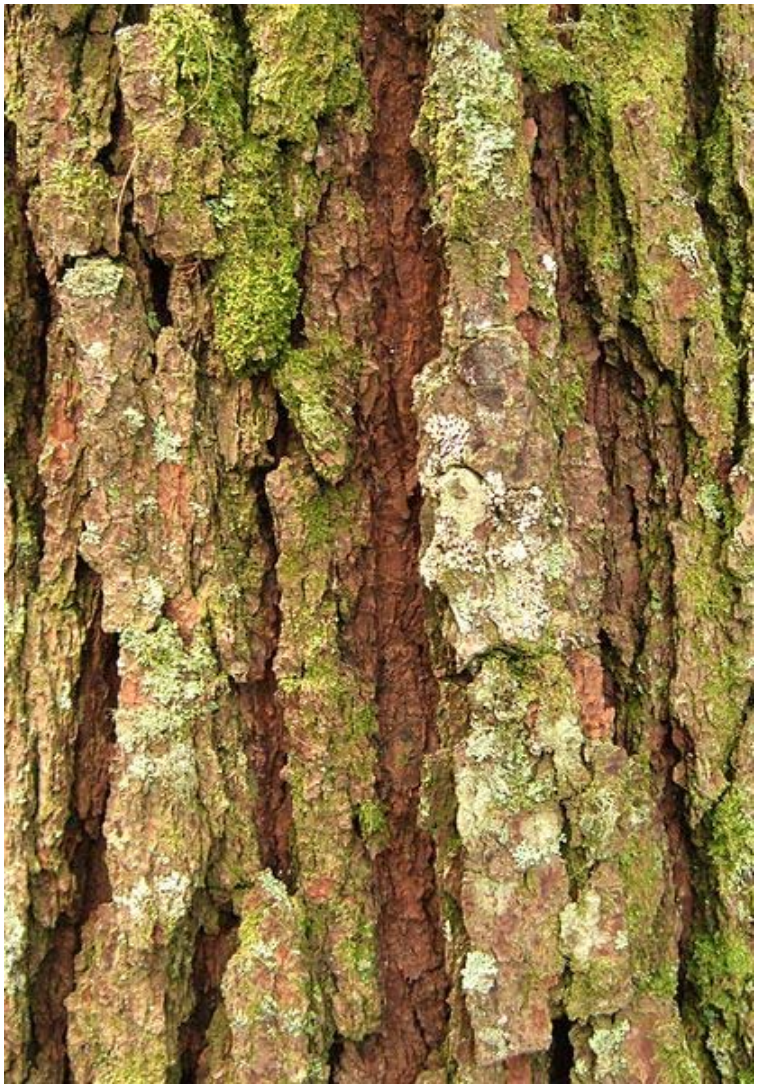
2018 AAC&U Summer Institutes

General Education and Assessment *and* Creating A Culture of Integrative Learning and Signature Work

IUPUI

For many students, college education feels like moving from tree to tree without ever having a view of the entire forest.

General education courses are particularly challenging for students to assimilate, because they experience only discrete samples from broad realms of knowledge and ways of knowing.



What is integrative learning and signature work?

Integrative learning happens when students **make connections** to previous learning experiences.

- Blending knowledge from different disciplines
- Putting theory into practice
- Considering multiple perspectives
- Adapting skills learned in one situation to another
- Reflecting upon connections among academic, co-curricular, and pre-professional experiences
- “Across the curriculum” integration of skills

Signature assignments vs. signature work

Signature Work

The goal of the **Signature Work** project is to prepare students to integrate and apply their learning to a significant project completed across a semester of study or longer. . .**Signature Work** can be pursued in a research project, in a capstone experience, in thematically linked courses, in a practicum, or in service learning settings. Signature Work will always include substantial writing, reflection on learning, and visible results. . .**Signature Work** is designed to prepare students—both at the community college and bachelor's levels—to work with unscripted problems.

(AAC&U, LEAP Challenge Signature Work, 2015)

Signature Assignments

"**Signature assignments** require students to demonstrate and apply their proficiency in one or more key learning outcomes. This often means synthesizing, analyzing, and applying cumulative knowledge and skills through problem- or inquiry-based assignments or projects."

(AAC&U, Integrating Signature Assignments into the Curriculum and Inspiring Design, 2014)

IUPUI Culture

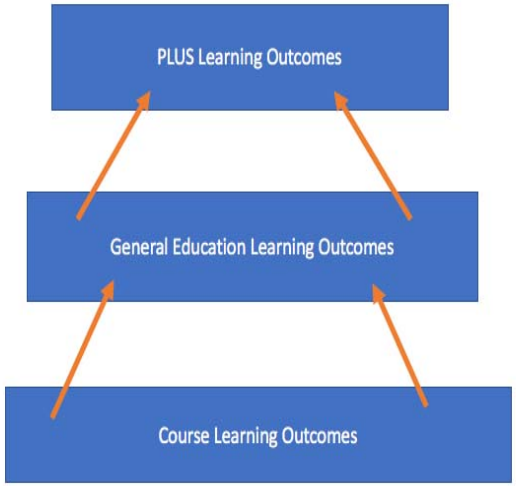
Create a pervasive and shared culture of signature assignments and signature work as key work products and evidence of **integrative learning**.

How can integrative learning be integrated into the IUPUI culture?

- Create faculty experts and champions
- Use prototype strategies
- Engage national expertise
- Provide ongoing support
- Utilize in general education
- Recognize excellence

Integrative learning can begin with general education

Individual courses contribute to general education learning outcomes, which contribute to the Profiles of Learning for Undergraduate Success



Proposed changes to the review process

Current system: analyze the architecture of the course through a lengthy and time-consuming dossier

[Box Entrusted] HER-E 105	Jul 11, 2018 by Jennifer M Lee	61 Files
[Box Entrusted] HER-E 101	Jul 9, 2018 by Stephanie Doty	80 Files
[Box Entrusted] HER-E 214	Apr 11, 2018 by Courtney JoyAnn Copp	9 Files
[Box Entrusted] HER-H 102	Feb 15, 2018 by Jennifer M Lee	92 Files
[Box Entrusted] HER-H 100	Feb 14, 2018 by Jennifer M Lee	76 Files
[Box Entrusted] HER-H 101	Jun 27, 2017 by Jennifer M Lee	129 Files

Proposed: review evidence of student learning as demonstrated though the signature assignment and evaluated with a shared rubric

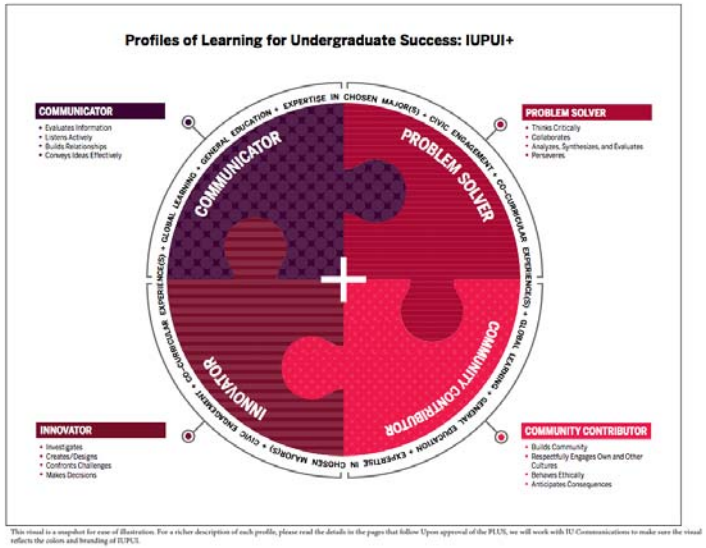
Advantages for General Education

- Simpler review process
- More meaningful review process focused on student learning
- Process promotes integrative student learning
- Consistency
- Natural and voluntary simplification of course lists
- Potential to contribute to an integrated e-portfolio

General Education

Academic Disciplines

Co-curricular activities



This visual is a snapshot for ease of illustration. For a richer description of each profile, please read the details in the pages that follow. Upon approval of the PLUS, we will work with IU Communications to make sure the visual reflects the colors and branding of IUPUI.

Purpose of General Education

General education at IUPUI provides fundamental skills for intellectual inquiry (analytical reasoning, core communication) and intellectual breadth and adaptiveness (ways of knowing) that prepare students for pursuing the academic disciplines of their choice and that complement those disciplines. In addition, a general education course may serve as an introduction to a discipline that a given student may wish to pursue.

Students are not consistently making the link between the specific course and the broader domain competencies without intentional instruction.

Proposed changes to requirements for courses in the IUPUI General Education Core

Each course should:

1. **state on its syllabus the STGEC competencies** it advances.
2. Include a **common assignment** (similar to a signature assignment) that cultivates and demonstrates the STGEC competencies
3. Include a **reflection component**
4. Evaluate the signature assignment with a **rubric** attuned to the STGEC competencies (and aligned with PLUS)

A Vision for Learning through General Education

IUPUI has committed to teaching a general education program that equips students with fundamental knowledge and skills in the realms of core communication and analytical reasoning, to cultivating cultural understanding, and to introducing students to diverse ways of generating and evaluating knowledge in the domains of the social sciences, the life and physical sciences, and the arts and humanities. IUPUI faculty conferred with our colleagues from institutions across Indiana to agree upon the learning outcomes that characterize each of these learning domains. The goal of this proposal is to ensure that students achieve these learning outcomes and are equipped to integrate their general education learning into their overall college education.

The challenge

Many students experience general education as a series of unrelated courses that seem disconnected from their majors. Too many are unable to make the connection between the specific course material and the broader learning outcomes identified for general education without intentional instruction.

The proposal

Each course in IUPUI's general education core should include on its syllabus the learning outcomes associated with the general education domain.

Each course should include at least one assignment associated directly with those outcomes, and through which students can demonstrate their learning as it pertains to those outcomes.

Each course should include an opportunity for students to reflect upon their learning in relation to those general education outcomes. This need not be extensive, nor must it be a stand-alone assignment.

A common rubric associated with each general education domain will be developed for evaluating student work for the general education assignments.

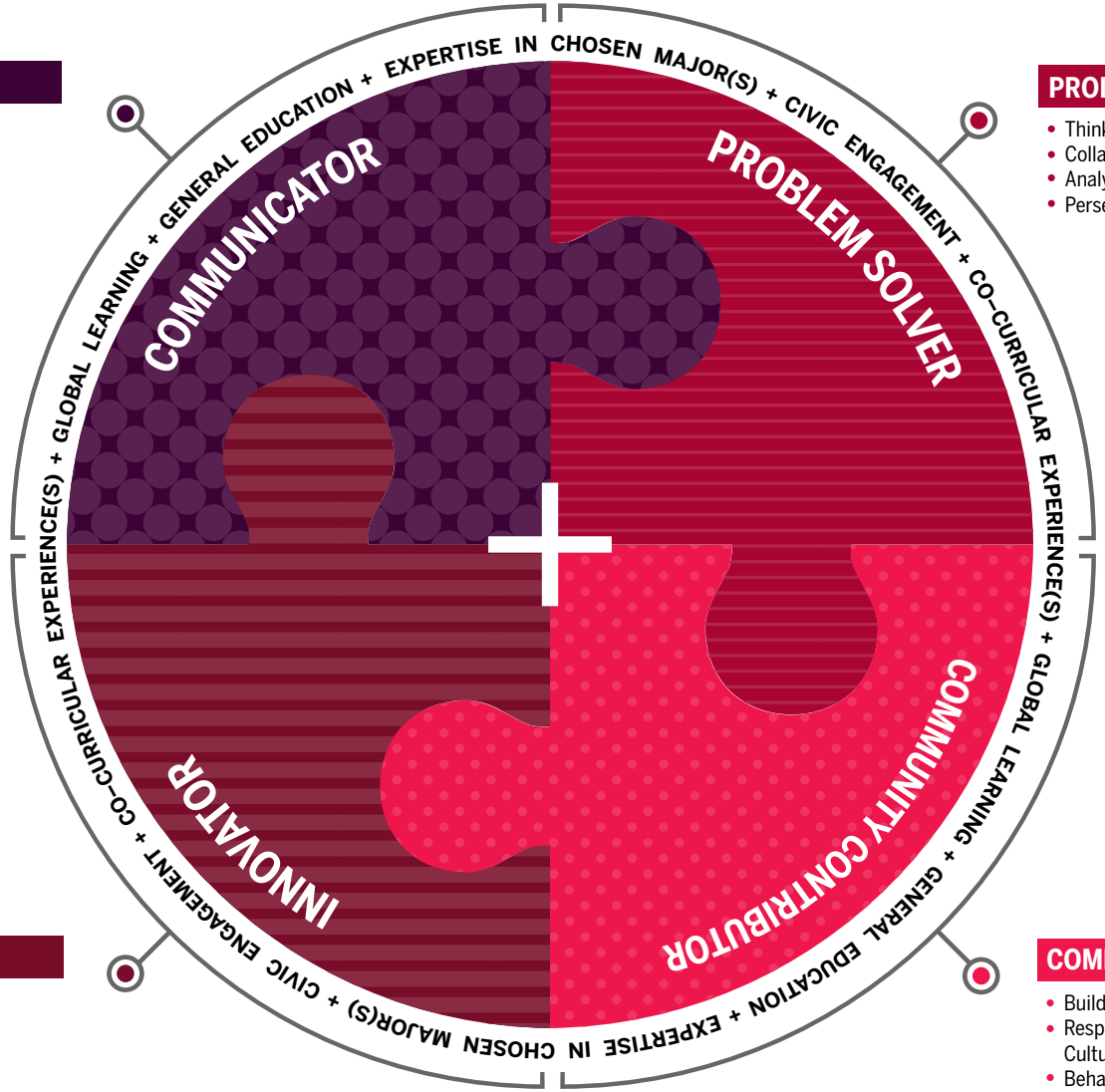
Assurance of learning

Courses scheduled for general education review may be evaluated through dossiers prepared according to the current requirements. Alternatively, the requirements may be satisfied by sampled evidence of student learning as generated by the assignment oriented to the general education learning outcomes and evaluated by the common rubric associated with its general education domain.

Profiles of Learning for Undergraduate Success: IUPUI+

COMMUNICATOR

- Evaluates Information
- Listens Actively
- Builds Relationships
- Conveys Ideas Effectively



PROBLEM SOLVER

- Thinks Critically
- Collaborates
- Analyzes, Synthesizes, and Evaluates
- Perseveres

INNOVATOR

- Investigates
- Creates/Designs
- Confronts Challenges
- Makes Decisions

COMMUNITY CONTRIBUTOR

- Builds Community
- Respectfully Engages Own and Other Cultures
- Behaves Ethically
- Anticipates Consequences

This visual is a snapshot for ease of illustration. For a richer description of each profile, please read the details in the pages that follow Upon approval of the PLUS, we will work with IU Communications to make sure the visual reflects the colors and branding of IUPUI.

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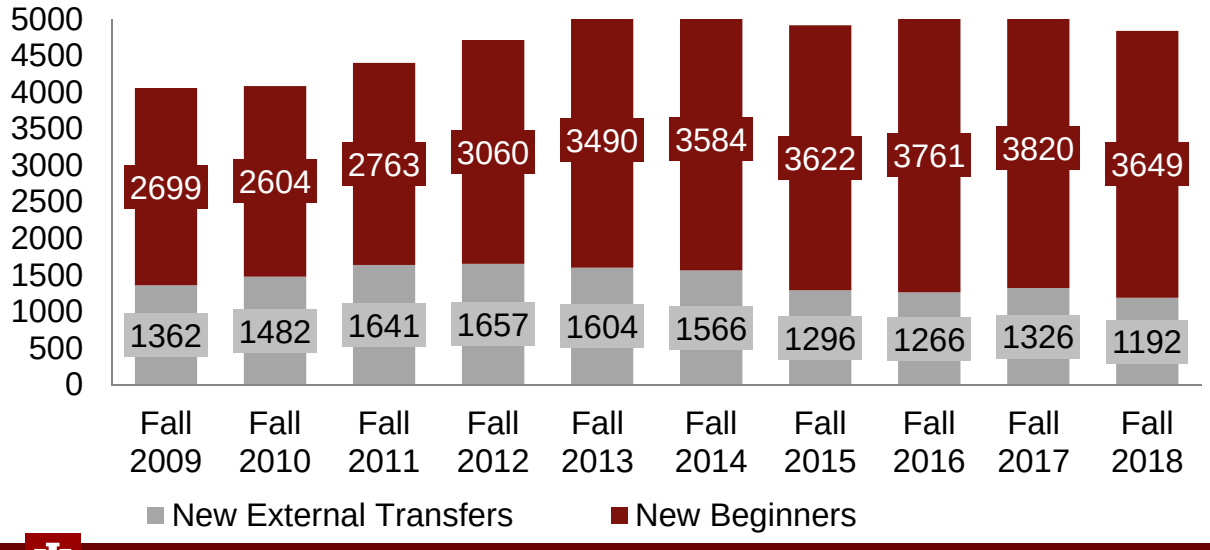
1969-2019

PRAC Meeting – September 20, 2018

Institute for Engaged Learning

New Beginners and External Transfers

IUPUI Indianapolis Includes Part-Time and Full-Time



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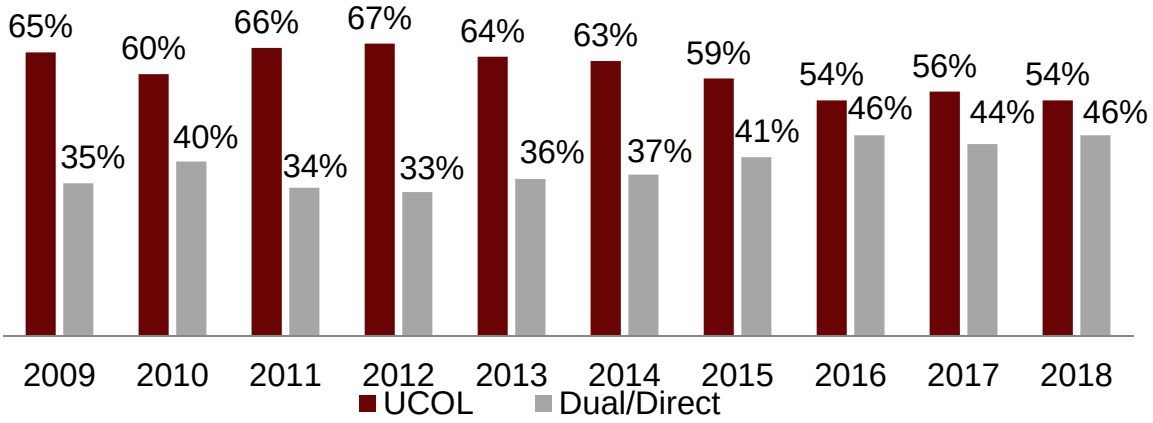
New Beginners Direct/Dual and University College Admits



2017 University College One-Year Retention 61%, Direct/Dual Admit 78%,
Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN Campus 68%

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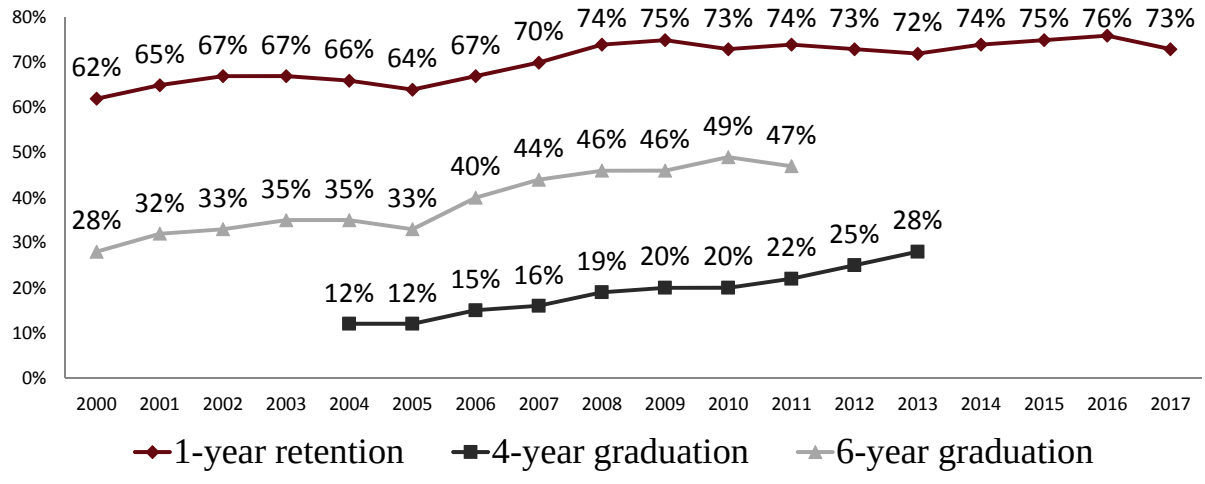
Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)



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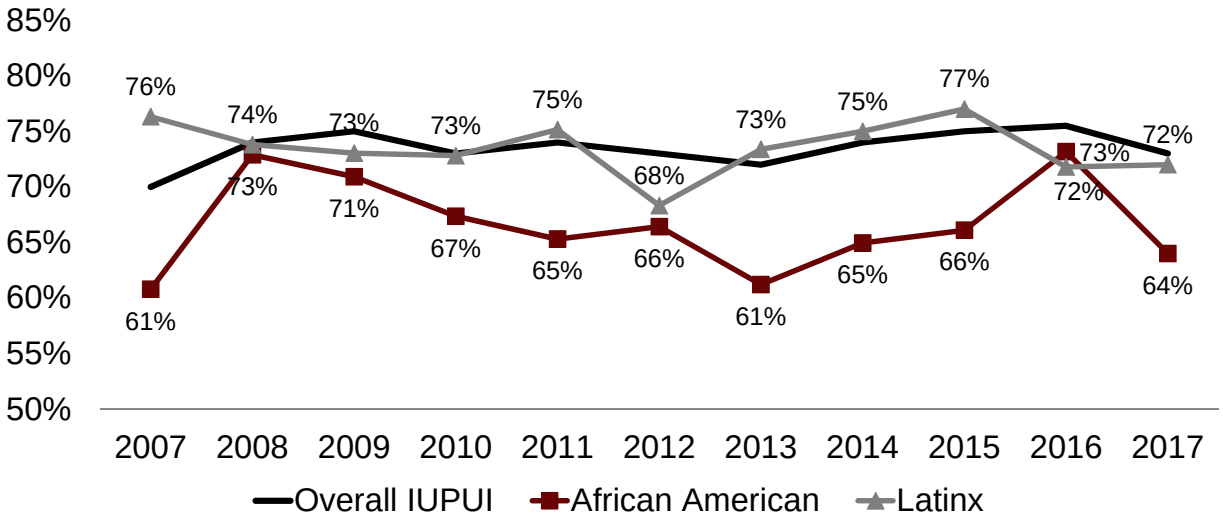
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor's, Associate, and Certificate any IU) – Underrepresented Students



Relationships Matter

"Quality relationships, rather than simple interactions, **change graduates' perceptions** of their college experiences."

"Great Jobs, Great Lives. The Relationship Between Student Debt, Experiences and Perceptions of College Worth," Gallup-Purdue Index 2015 Report, p. 10

Relevance Matters

My education was **worth the cost**.

77% of those who found their degree relevant

63%

14% of those who did **not** find their degree relevant

I am **thriving** in my life.

81%

18%

63%

"From college to life: Relevance and the value of higher education," Strada-Gallup Report, April 2018, p. 2.

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Institute for Engaged Learning: 2018-19

Institute *for* Engaged Learning

The Institute for Engaged Learning envisions a world where *all* IUPUI undergraduate students progress through **pathways of curricular and co-curricular learning experiences** that prepare students to **communicate**, **innovate**, and **engage local and global communities to solve the problems of the 21st century**.

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Engaged learning experiences for all students

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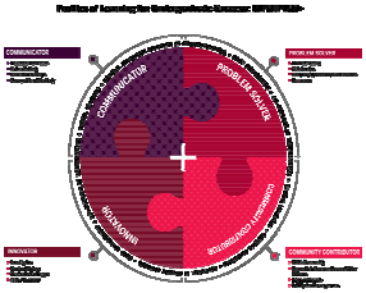
IUPUI 2018



Re-imagine the first-year experience

General education review

Capstone Community of Practice

Institute for Engaged Learning

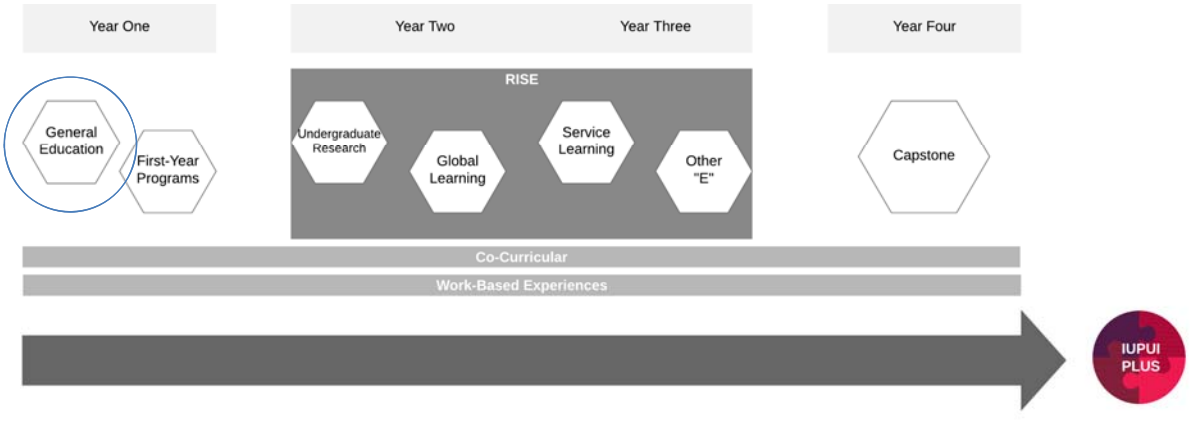
Experiential and applied learning record

IUPUI

"This is one more thing central administration is making us do!"

"If I ignore this long enough, it will go away"

Engaged learning across the student experience



General Education & Signature Assignments

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(AAC&U, Integrating Signature Assignments into the Curriculum and Inspiring Design, 2014)

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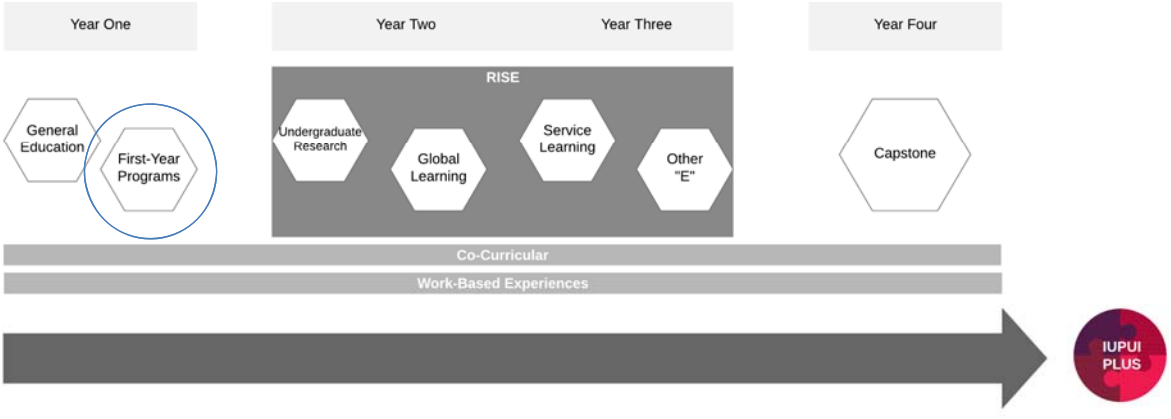
Engaged learning across the student experience



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Common First-Year Experience

Housing and Bridge (563)

No housing/ Bridge (479)

No housing/No Bridge/No FYS (142)

Housing/no Bridge (959)

No housing/no Bridge/ FYS (1682)

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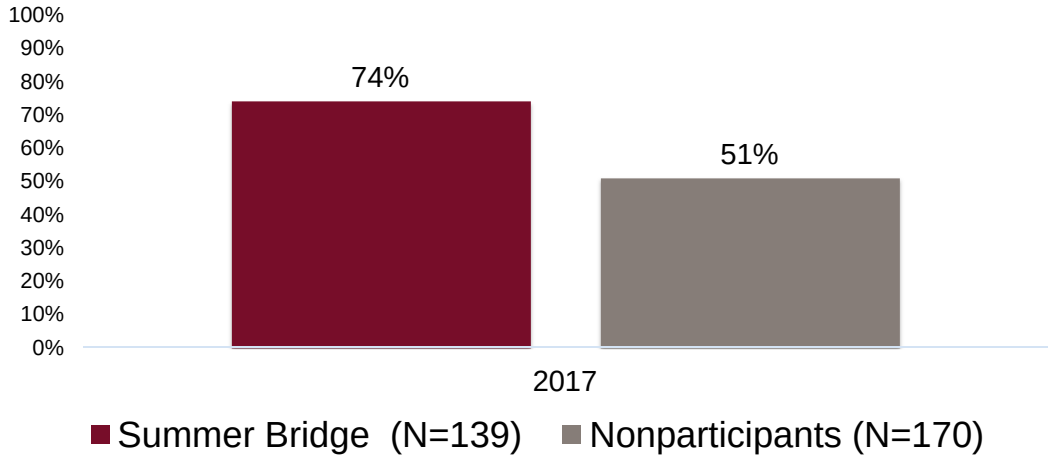
Impact of Summer Bridge on African American One-Year Retention IUPUI IN



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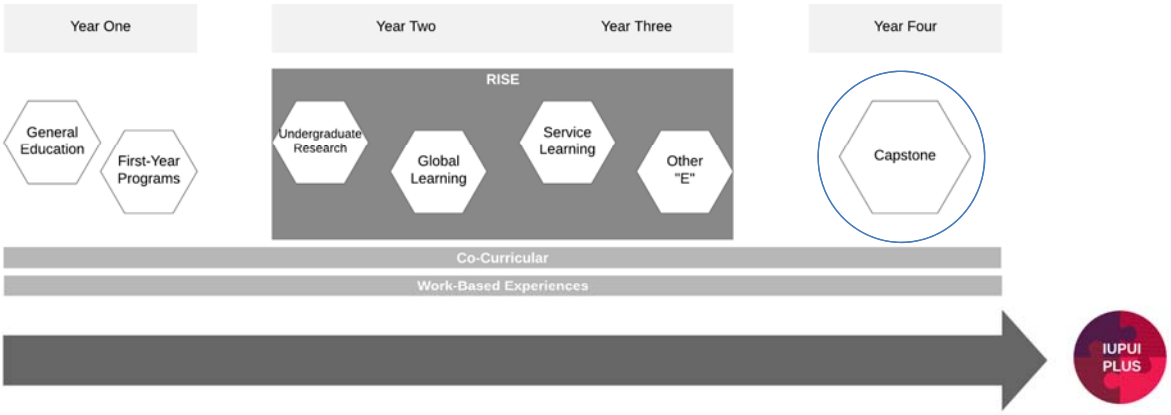
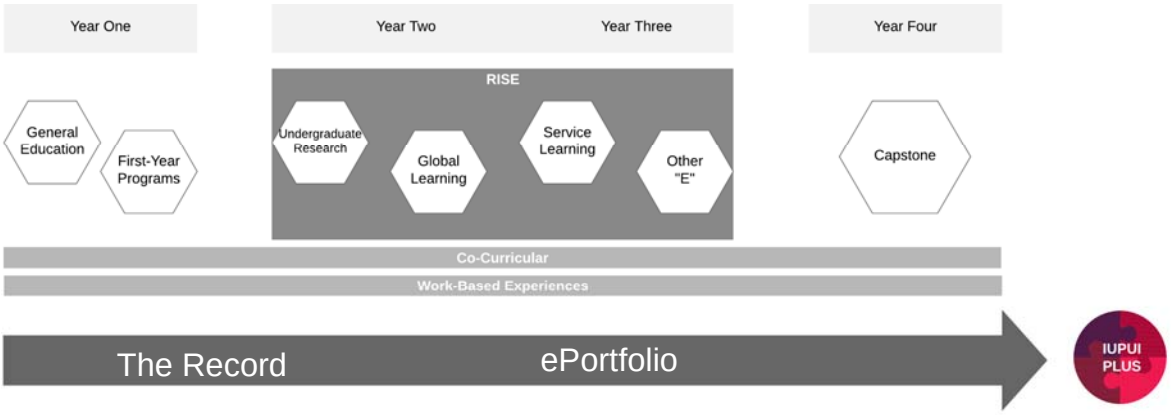
Engaged learning across the student experience



Capstone Community of Practice

- Continue work of AAC&U Summer Institute
- Elevate importance of capstone courses
- Create a community of faculty working together to advance capstone experiences
- Enhance sharing and communication about best practices
- Develop a taxonomy for capstone courses

Engaged learning across the student experience



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Other IEL Activities

1. Purposeful Pathways Project
2. Connection of communities of practice
3. Large spring event

IUPUI

Jay Gladden, Ph.D.
Associate Vice Chancellor for Undergraduate Education
jamglad@iupui.edu

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FULFILLING *the* PROMISE