

Program Review and Assessment Committee

Thursday, April 23, 2020

Zoom Meeting: <https://iu.zoom.us/j/802718921>

1:30 – 3:00pm

Agenda/Minutes

Attendees: Karen Alfrey, Peter Altenburger, Marta Anton, Susanne Benedict, Rick Bentley, Leslie Bozeman, Nicholas Brehl, Jerry Daday, Julie Davis, Lynn Dombrowski, Dave Farber, Steven Graunke, Dan Griffith, Michele Hansen, Linda Houser, Stephen Hundley, Carole Kacius, Susan Kahn, Rachel Kartz, Caleb J. Keith, Peter Krombach, Jennifer Lee, Sara Lowe, Clif Marsiglio, Pamela Morris, Khaula Murtadha, Howard Mzumara, Sonia Ninon, Kristin Norris, Julie Otte, Saptarshi Purkayastha, Todd Roberson, Anusha S Rao, Emily Scaggs, Kristy Sheeler, Morgan Studer, Crystal Walcott, Scott Weeden

1. Welcome, review and approve previous meeting minutes from February 2020 meeting (5 minutes)

Tom Hahn: Welcomed and called the meeting to order at 1:30 and asked attendees to use the Qualtrics link in the comments box to indicate their attendance.

Susan Kahn made a motion to approve the minutes from February's PRAC meeting and the motion was seconded by Howard Mzumara (and others). A vote was taken and the minutes were approved.

Stephen, I'll hand it over to you to introduce our guest speaker.

2. *Program Review and Assessment in the Age of COVID-19* (30 minutes) - Natasha Jankowski, Executive Director, National Institute for Learning Outcomes Assessment (NILOA) and Research Associate Professor, Department of Education Policy, Organization, and Leadership, University of Illinois Urbana-Champaign (30 minutes)

Stephen Hundley: Thanks, Tom. Thanks to everyone for being here for our virtual PRAC meeting. If you have not already done so, if you could mute your microphone on your end, that would be terrific.

As you know, we are trying to bring in guest speakers throughout the year, many of whom are affiliated with the Assessment Institute. Our guest speaker today likely needs no introduction, but give me just a moment to do so. Natasha Jankowski serves as the Executive Director of NILOA, and Research Associate Professor with the Department of Education Policy, Organization and Leadership at the University of Illinois Urbana-Champaign. What you need to know about her in addition to those titles is that she is certainly a friend to IUPUI and the Assessment Institute. Natasha always serves as a moderator and keynote speaker at the Institute. And, however the Institute unfolds this year, whether at the Marriott or virtually—stay tuned—we will continue to have NILOA as a signature partner of the Institute.

In addition to all her work at the Assessment Institute, Natasha and her colleagues contribute on a bi-monthly basis, six times a year, a column to *Assessment Update* entitled "NILOA Perspectives." In addition to those contributions, she is a sought after

speaker, consultant, prolific author, and as I mentioned—perhaps most importantly for our purpose—a good friend to IUPUI. So let's give a warm welcome and round of virtual applause to Natasha.

Natasha Jankowski: Thanks for having me. I wish it was under better circumstances, but what better time to talk about what we are seeing nationally than in very interesting times. I want to keep my remarks brief; I shared with Linda, just minutes ago, a one-pager that has the comments I'm going to make so you can have that later for your reference. So no need to take notes down or anything like that. I want to ensure there is time for questions about what other people are doing or what you are thinking about as PRAC. Or, if you don't want to think about that and just want to think about assessment scholarship in general, we can do that too. We can really go wherever you want today.

But, one of things I want to share is that NILOA is putting together various resources in responses to the questions we are seeing and receiving around how we are doing assessment and how we message it right now. What does program review look like? What do our annual reports entail? NILOA has been amassing a Google doc on the landing page of our website, which is learningoutcomesassessment.org. It is curated with updated resources, along with links to other groups' resources. There is a lot of conversation on who is doing pass-fail and what are the questions people are asking students. Included in these resources are question banks that groups have agreed to share. It's been a wonderfully collaborative response to our collective house being on fire.

We are in the midst of a series of webinars that started as community check-ins. Now we are moving to thinking about how we modify assignments, how to do we think about the fall, thinking about virtual assignments, how we think about curriculum mapping, and evidence-based responses. Some of this time has focused on compliance and some has been focused on being reflective about assessment. Questions include: How do we think about reporting? What do we report?

People are really trying to think about how you modify processes in place to be formative. Some of the immediate response was to send a survey to students; some thoughts are about modifying student evaluations to be less focused on teacher evaluation and more about their learning. The focus is on information that is not intended to cause harm, but is about planning. How do we learn from our response and quick shift to think about the future?

There are faculty concerns about what happens to these reviews – will they be used for promotion and tenure? Student side is about pass-fail, credit bearing issues, and other concerns.

We need to add to the end of all sentences, “in a global pandemic crisis.”

There has been a back-to-basics focus on assessment from faculty.

Some institutions are using Zoom-based focus groups to debrief, instead of using reports. Others are modifying the dates under review.

With that, I'll pause and see what you all wish to talk about.

Khaula Murtadha: Please share thoughts about clinical and community based classes.

NJ: We're seeing states talking about accepting licensure and assessment from other states. Clinicals have been going in a variety of directions. Some are going into a flipped format with a focus on lecture informing what to do when you get the opportunity to be back in the field. Truthfully, students have been better about this than our programs; they have been more innovative.

What have you all been thinking about and discussing?

Emily Scaggs (Undergraduate radiography): Our accrediting body has been lenient and flexible, but our national organization has not. It has been saying that we need clinical simulation, but our students cannot go to clinics.

NJ: There are advocacy groups that are starting to think about how we respond and advocate for students. We need to make real-time decisions that are in the best interest of our students. This requires flexibility.

Rick Bentley (via chat): You mentioned student email overload, any thoughts on successful texting or even good old snail mail outreach?

NJ (via chat): Phone calls have been really good. Zoom calls were good for a while but students are reporting being zoomed out.

SH: Michele Hansen, are you able to provide some context for the calling campaign at IUPUI?

Michele Hansen: The primary purpose of the calls was to check on students – we care about you, how are you doing? The secondary purpose was to collect data about students and information related to the crisis. We want knowledge of the major issues students were facing.

Morgan Studer (via chat): I will say that I have been making some of these student calls and for the students that are picking up seem genuinely grateful for the calls; they are very willing to talk and share.

Sonia Ninon (via chat): Students with whom I spoke are doing well for the most part and are appreciative and willing to talk about their experiences.

MS (via chat): Same, Sonia. I have heard some very heartening stories about professors being very accommodating and understanding.

Kristin Norris: I would echo Morgan and Sonia's comments -I'm getting the same reaction from students. I have also been suggesting options for their future - graduate programs. Many expressed interests and just appreciated the recommendations on next steps.

NJ (via chat): Thank you to all of you making those calls :)

NJ: I applaud you for getting your arms around the survey and research. This is about knowledge generation, but we also need to acknowledge that people are going through a crisis.

SH: Natasha, if you can look around the corner, what do you see coming next?

NJ: It's important to focus on the human element and that we're all in it together. When I think about the future, it's been interesting to see the faculty who were using assessment embedded within their courses were quicker to pivot. Assessment is an integral part of course design.

From a program perspective, it is really helpful to remind us that the learning we really want for our students to acquire is difficult to obtain in a single course. Many of these things, they need to encounter multiple times.

This is a great opportunity to get our students into a space of active participation and reflection. We hope students stay in this space as co-learners.

3. *IUPUI Climate Survey Presentation* (25 minutes) – Caleb Keith, Director of Institutional Effectiveness and Survey Research, Institutional Research and Decision Support
Caleb Keith presented findings from the 2018 IUPUI Campus Climate Survey (attached) and shared information on additional resources with more detailed information.

The IRDS website features the [Tableau Dashboard of the survey results](#) as well as the [overall campus report](#).

Leslie Bozeman (via chat): The new Dimensions of Global Learning can assist in facilitating learning in all of the items on the last student slide.
<https://international.iupui.edu/global-learning/curriculum-internationalization/learning-goals.html>

4. Discussion of *Lessons Learned from the AALHE (Association for the Assessment of Learning in Higher Education) Special Town Hall: Assessment in the time of COVID-19 from March 23, 2020* (25 minutes) – Susan Kahn, Caleb Keith, Tom Hahn and other PRAC members (25 minutes)

TH: Back on March 23, the Association for the Assessment of Learning in Higher Education held a town hall. I have the presentation and transcript for that and I will ask Linda to forward that out. So, we just want to say a few words about that. And, Susan, I will let you go first and then Caleb and I will chime in.

It was an interesting discussion. It was about supporting the well-being of students, faculty, and staff – this is a crucial thing to keep in mind as we think about assessment while dealing with COVID-19. The commonalities were respect, empathy, compassion, patience, and generosity. It was reminder about how it can be easy to grieve what has been lost (sporting events, parties, etc.), but we should think about framing our response to this in regarding to social justice and public health. Everyone should be entitled to protection from the hazards of the world. It was a timely reminder.

They also talked about the essential elements of well-being: career, social, financial, physical, and community. Those are the highlights.

Susah Kahn: I was surprised; the webinar was not about teaching or assessment differently during a pandemic, but it was more about how assessment leaders can attend to assessment concerns while tending to and supporting the well-being of others. The discussion was about social justice and the elements of well-being. We were advised to be intentional about how our work as assessment leaders influences the well-being of others. For example, are there ways to support social well-being via assessment meetings, like this. So, I hope this is supportive of everyone's social well-being. Interacting with people online is better than nothing. They emphasized the need for flexibility. They said we should be more relaxed about reporting deadlines. We should simplify data collection. They acknowledge assessment data may be full of noise and confounding variables. They talked about reviewing policies to see if they meet current needs. There were thoughts about how to keep assessment moving under these circumstances. We should pay attention to what faculty and students are struggling with. There was discussion about students in clinical settings, much like what we talked about during Natasha's presentation. There was discussion about testing and proctoring. They advised us to collect the things we've done so we can consider later how they went and what we can learn about doing assessment in crisis, which is what Tom, Caleb, and I will be writing that article on. So we will be very interested in your feedback on this, either now, via email, or at the next PRAC meeting. We view these meetings as data-gathering opportunities.

CK: I think the emphasis on self-care cannot be underscored enough. That was a driving focus of the webinar. And, flexibility, which Susan just talked about, was another one of the key points. One that I would bring too, was the idea of granting grace, both in terms of processes and dealing with others. We need to recognize these are unforeseen and never before experienced circumstances and there are a number of issues at play, many of which we may not fully be aware of yet. The focus on social justice was also important. Certainly knowing that processes will not be perfect during these circumstances and we need to reflect after we navigate the present time.

TH: One of the items I think I mentioned earlier is patience, an important virtue to have. Did anyone else attend and/or want to contribute?

MH: I watched it also. It was one of the first webinars to take place and the first I attended. It really stressed flexibility and well-being of colleagues and students. I have to credit them – they were the first to present the idea of drive-in WIFI for students and we followed that example. It emphasized care and was very much like a therapy session. They were really speaking from the heart. It was unlike any webinar I have attended. They emphasized social justice and taking steps to protect those who cannot protect themselves.

5. Announcements (5 minutes)

Stephen made a plug about the special edition of Assessment Update regarding the response to COVID-19 and encouraged colleagues at IUPUI to contact Tom Hahn, Susan Kahn, and Caleb Keith.

SN: My colleagues in student affairs and I have developed an assessment question bank related to PLUS. We welcome feedback in reviewing those questions to make sure they are properly aligned to PLUS. I'll share that Word doc and will appreciate your feedback.

SH: IU and IUPUI are considering the future and what it looks like in relation to the COVID-19 pandemic. During IFC earlier this week, Chancellor Paydar announced we are in scenario planning for how to proceed. We are currently in 5 scenarios:

1. Return to face-to-face instruction in the Fall
2. Fall hybrid starting online complimented by F2F, Spring in F2F
3. Fall online, spring F2F
4. Fall F2F, Spring back online
5. The entire 2020-21 year online

There are multiple task forces looking at how we responded. Quick turnaround with reports due by May 15. If you have feedback, please share with your unit leader.

Tom asked for additional questions and adjourned the meeting at 2:52 PM.