

Program Review and Assessment Committee

Thursday, March 11, 2021

1:30 – 3:00 pm

Meeting Minutes

[Link to Video Recording](#)

Attendees: Karen Alfrey, Peter Altenburger, Marta Anton, Rick Bentley, Nicholas Brehl, Camy Broeker, Christian Buerger, Jerry Daday, Julie Davis, Joseph Defazio, Lauren Easterling, Silvia Garcia, Anita Giddings, Steven Graunke, Michele Hansen, William Helling, Linda Houser, Stephen Hundley, Susan Kahn, Rachel Kartz, Caleb J. Keith, Jennifer Lee, Sara Lowe, Brendan Maxcy, Pamela Morris, Howard Mzumara, Saptarshi Purkayastha, Anusha Rao, Kristy Sheeler, Morgan Studer, Scott Weeden

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

Tom Hahn called the meeting to order at 1:30. Minutes were approved at 1:31 PM. He welcomed Dr. Silvia Garcia to PRAC and also welcomed colleagues who were filling in. I believe Caleb Keith also has an announcement.

Caleb Keith shared that his son, Harry, was born on February 18th, during the last PRAC meeting.

2. Update on major themes from the HIPs in the States Professional Development series offered in February and a preview of the Profiles professional development series in March (15 minutes) – Jerry Daday, Executive Associate Dean, IUPUI Institute for Engaged Learning.

Jerry Daday: I'll go ahead and share my screen, because that's what we do now in Zoom.

I've talked about HIPs in the States in the past and I want to direct everyone to the [HIPs in the States website](#). HIPs in the States started back in 2017 as an informal community of practice that was really put together to try and grapple with some common struggles that campuses and universities were facing related to high impact practices (HIPs). Things like how do we promote equitable access to these experiences so that all students can benefit from them? We know these are transformative for students. They promote deep learning and engagement. We know they retain students; they press more likely to persist towards graduation. But we also know that good students seek out these opportunities. And so how do we ensure that all students have access to them? To do that, we have to scale them. How do we make these experiences pervasive across the curriculum and co-curricular experiences? So at public institutions like ours, with limited resources, how do you scale these high impact practices so that they touch all students? And one of the ways to do that is to make them pervasive throughout the curriculum. Another thing that we want to make sure is that these experiences have some quality and fidelity to them. IUPUI is a leader in this and the development of those taxonomies that Kathy Johnson spearheaded with Jennifer

Thornton Springer and the RISE committee in 2017, 2018, and 2019. You had these great taxonomies that are designed to help improve practice. And how do we do these, these experiences with fidelity, things like service learning and undergraduate research, internships and capstones?

Another thing that the HIPS in the States was about, as you can't call something a high-impact experience unless you have evidence that it's high impact, a lot of campuses rely on NSSE data. NSSE data is great national survey of student engagement, but it's a student self-reporting. Their involvement in these high impact experiences and what they got out of them. One of the things that this HIPS in the States group was put together to do is how do we gather evidence on our own campuses using our own institutional data and through some authentic assessment. How do we ensure that these experiences truly are high impact? So HIPSs in the States was started in 2017, an informal community of practice.

HIPS in the states was started as an informal community of practice. I was part of this, Kathy Johnson and Ken O'Donnell were also involved, along with a bunch of other folks. We actually did three conferences, one at California State University, Dominguez Hills in 2018, Western Kentucky University in 2019, and then in 2020 at Texas A&M. And after we did it in three different locations, we had over 300 attendees at all of those conferences presenting in about 75-80 sessions. We realized we couldn't just keep moving it around and going to different places. So, I approached Stephen Hundley with the idea—could we fold the HIPS in the States group into the Assessment Institute? And Stephen was very gracious and welcoming. And so, we merged the HIPS in the States as a community of practice into the Assessment Institute starting last fall, which was a virtual meeting of the Assessment Institute. And we're going to do obviously a virtual session or a virtual meeting of the assessment institute this fall in October. And the HIPS in the States track will be a part of it.

Now, the reason I think Stephen and Tom asked me to come this morning to talk a little bit about HIPS in the States is that we just finished a month-long professional development series for the HIPS in the States community. We put together a professional development series for one reason; we wanted to drive proposals to the Assessment Institute instead of just a generic call for proposals where people submit to on a variety of topics. We took a look at our last four meetings of HIPS in the States, the three original conferences plus last fall. So we put together a professional development series every Friday in the month of February, where folks from across the country would come together. And basically we would help facilitate an opportunity for these folks to think about these four burning questions or four burning topics. In small groups, attendees could brainstorm how they might go about answering these questions or addressing these topics using data at their own campuses and also try to build some connections and networks among people so that we might see some proposals that are across multiple institutions and attempt to try and look at data across multiple campuses. There was also the goal of developing proposals for the Assessment Institute.

Stephen and his team just sent out the proposal submissions to the Assessment Institute and HIPS in the States' track has 47 submissions. Last year we had less than 35 and the year before I think we had 12. I'm really excited about the fact that we got a nice crop of proposals.

We did collect some assessment data from the participants. I think it was ultimately a success. I don't have the results right now from the participants' experience. It was a great way to get some proposals for the Assessment Institute for next year.

Here is the HIPs in the States webpage at the Assessment Institute:

https://assessmentinstitute.iupui.edu/program/HIPs_in_the_States.html

And this is the link to our HIPs in the States Professional Development series last month. While the series is over, some of the videos with thought leaders in the field may be of interest: <https://sites.google.com/iu.edu/hips-in-states/session-2-examining-ideas-and-suggestions-from-thought-leaders/thought-leader-interviews?authuser=0>

We're starting a new professional development series focused on the Profiles. If you're not familiar with the Profiles, they are our institutional wide learning outcomes for students. We want all of our students to be able to Communicate, Innovate, be Community Contributors, and be Problem Solvers.

So what we're trying to do is read these Profiles into our curricular and co-curricular program, curricular experiences and our co-curricular experience. There are departments on campus that have done a really great job of aligning the Profiles to learning outcomes within their degree programs, specific courses, capstone experiences and the like. But what we're trying to do in this series is to give faculty and staff the opportunity to do some alignment to the Profiles.

This is very much a working series. This is not a lot of lecturing or teaching. This is about giving faculty and staff the time to think about what they are doing and connecting to the Profiles. Academic units have been doing this work; some are further along than others. It is a 4-part series that will use the breakout room feature in Zoom.

If you wish to register for this month's Profiles Professional Development Series, you can do so here: <https://getengaged.iupui.edu/faculty-and-staff/professional-development/events/index.html>

Can I answer any questions folks have?

TH: Thanks a lot Jerry, we appreciate it.

3. Assessment Institute Update (15 minutes) – Stephen Hundley and Track Leaders (who are PRAC members)

Stephen Hundley: As everyone here, or most people here in the PRAC meeting know, the Assessment Institute has been hosted by IUPUI since 1992. Trudy Banta brought that with her when she joined IUPUI from the University of Tennessee, Knoxville, and it was rebranded the Assessment Institute in Indianapolis. So this year, like last year—and we say this year being 2021—we're going to do the same thing we did in 2020. We're going to offer a virtual engagement in late October. We will actually mirror the schedule that we did in October of 2020.

Even before the pandemic, we would normally get about 1,100 colleagues from all 50 states and several foreign countries, all of whom would join us at the Indianapolis Marion downtown for more than 200 unique educational sessions. That was what we were doing in our in-person event. In October of 2020, we were thrilled to exceed 10,000 registered attendees from more than 40 countries. We had about 275 unique educational sessions via Zoom. And those are all available on our [website](#). Our priority deadline for session was March 1st, and we received a record breaking more than 300 proposals just for just for the concurrent sessions. That does not include the Institute workshops, that does not include any of the keynote presentations, that does not include any of those other wrap around pieces, just the concurrent sessions alone. So we're very excited. We're working very hard. We have some creative ideas. We would like to be able to accommodate as many, if not most, of them, because we are trying to be as inclusive and accommodating as possible. We recognize that most of us are still in a situation where our budgets and our travel restrictions are still in place. So we know that the Assessment Institute this year, may be the only place where somebody might be able to disseminate their work or might be able to attend as a professional development opportunity. So we're really working hard to do that.

I'll give you a quick preview of coming attractions: We are reaching out to about 50 of those colleagues who have proposed sessions and are inviting them to prerecord their session this summer. We've given them a whole long list of benefits for doing so and really sold it to them for doing that so that they can get some benefits of having their materials loaded to our website sooner. They can enjoy the conference.

I mentioned that for a couple of reasons. One, I would encourage you to sign up and register to attend the conference. It is free again this year. However, we do need you to register to ensure you're part of the mix. I would encourage you to sign up. It's October 24-27th, 2021.

I'd also extend to you this invitation as well. Even though we've had record breaking proposal submissions, if you would like to present this year and do a pre-recorded session or you'd like to do it live during the event, we want to make sure our IUPUI colleagues—in particular, those of you who are leading and championing assessment and improvement work all across our campus—have a chance to present as well. So, if you did not make it to the priority deadline, let us know. What we really need from you is this. We need a title of your presentation. We need the names and the affiliations of the presenters and a 75–100-word abstract. And if you just want to email that to me, we can work on work with you and try to determine if you want to get that prerecorded this summer. We want to make sure that in addition to accommodating and welcoming colleagues from all across the country, we make sure that our IUPUI colleagues have a chance to get their work presented and disseminated as well. So as a PRAC member, I would encourage you to do this first: register yourself and promote this in your networks and spheres of influence, both on campus and elsewhere in your disciplinary and professional societies and associations, and really help us spread the word. We have more than 1,700 people signed up to attend. Now, we usually don't even open registration until May or June, so we're really way ahead on that.

Secondly, I would really encourage PRAC members to either collaborate with each other or involve colleagues and your units. If you'd like to do a session, we will find a way to do our best to accommodate you and really make sure the IUPUI story is getting

told. We know you're doing a lot of work. Take it that one next step and let's disseminate that. And this is a great year to do that at the Assessment Institute.

[Note: Track leaders provided brief information about upcoming track keynote speakers and session topics.]

SH: Please do your part to spread the word. And, if you'd also like to learn more, we had all of our track leaders contribute to a couple of podcasts of [Leading Improvements in Higher Education](#) last year. You're welcome to listen to those episodes. There's also just released [episode](#) today. But that's probably enough about the Assessment Institute, but please do make yourself available to come to that. And if you'd like to present, we would love to have you there.

<https://assessmentinstitute.iupui.edu/>

4. Excellence in Assessment Update and Discussion/Input Opportunity (including breakout discussion groups to brainstorm ideas to include in the EIA application (40 minutes) – Susan Kahn and Stephen Hundley

Susan Kahn: I want to give you a little bit of background. We're actually seeking some information and input today into our application for reaffirmation of IUPUI as an exemplar of sustained assessment. And just to remind you, the Excellence in Assessment designation is interested to recognize colleges and universities that provide evidence of integrating assessment practices throughout the institution, provide evidence of outcomes to stakeholders, and use assessment results to guide decision-making and improve student performance. They're interested in general education outcomes. And they particularly want to see how those outcomes are scaffolded across courses, programs, and co-curricular experiences. They want to demonstrate that assessment is vertically and horizontally integrated among and between academic and student affairs. So the Student Affairs piece is a little bit new. Now, we've gotten to a different point in the evolution of that. And our accrediting association, the Higher Learning Commission, now asks for assessment outcomes from student affairs learning experiences. And, they want the application for the designation to tell the institution's story of assessment and improvement.

We're going to ask you to focus today on three of the eight sections of the applications. So, we're going to ask you today to help us with the assessment activities, evidence from assessment, and use of that evidence. And keeping in mind that they're especially interested in how we engage with and tell our assessment story to students, alumni, and various external stakeholders.

SH: As Susan mentioned, we would like to use the PRAC meeting today for a couple of purposes. One, it's helpful as we submit our application to the Excellence in Assessment designation review committee. It's helpful that we've engaged in this discussion, of course, with our own campus assessment committee. So that's one piece, but more importantly, we'd like to get your input, as Susan mentioned in a few different areas. You'll be asked to join a group in just a couple of minutes. Take good notes and email the notes to Tom, Caleb, Susan, and me following the meeting today so we can

have those and keep those records there and both in the minutes for the meeting, but also to help us with the Excellence and assessment Information.

And then either that person or someone else can serve as the spokesperson to give us a brief report out on what the group discussed. So when you get to your group, quickly choose a timekeeper, scribe, and spokesperson. And what are we going to ask you to focus on? You can see the questions here. I did email this to the PRAC listserv earlier today. So you may want to pull that email up and just have them there. It's hard and it's hard to paste in the chat pane because you lose a lot of this. But let me just remind you what we're looking at three broad questions.

Question 1 is about the Profiles; how are we going about the Profiles in your respective unit? Question 2 asks what challenges are you encountering or do you foresee as we continue implementing and assessing the Profiles. Question 3 focuses on stakeholders. How have stakeholders, and in particular, students and external stakeholders, been involved in any part of your array of activity from the designing of learning outcomes, providing input into the curriculum?

SK: Again, we're particularly interested in specific examples. We will of course, also be drawing on the PRAC reports and we'll be drawing on the interviews that I did back last academic year, if you can remember, on the state of assessment at IUPUI. I may be coming back to a few of you to ask for permission to use the name of your unit, which I did not do in the actual report because that was what we promised people at the time that their responses would be anonymous. But, now I think I would like to use a couple of very good examples that came up in some of those interviews.

[Note: Participants were then broken up into groups via Zoom, where they discussed the questions. Scribes from the groups were asked to email notes to Tom Hahn (tomhahn@iupui.edu), Caleb Keith (cakeith@iupui.edu), Susan Kahn (skahn@iupui.edu), and Stephen Hundley (shundley@iupui.edu) to be compiled.]

Group 1: Some of the salient points from our discussion were that in some schools, there has been no explicit development of learning activities for the Profiles, but it was a matter of identifying what we were already doing, mapping and recognizing what was already there. Some efforts at assessing in the Profiles were interrupted last spring by the student exhaustion, COVID, everything. And that would have been the first semester when that was being done. Profiles in the School of Ed are already being used toward their national accreditation standards. So it fits well. They're in regard to assessment and improvements. It just all seems very new. We haven't had enough times around the cycle to close the loop or really do anything with our findings. But we don't think it will be much of a problem because the Profiles are so easily compatible with our existing curriculum and existing program learning outcomes. We discussed a little bit whether this is a field where internal bench-marking would be useful or whether we want an evenness across programs. The point that the Profiles might be more useful for defining the directions in which we want to grow than they are for measuring progress. Because they applied unevenly in different fields. We thought they were particularly useful for facilitating discussions and increasing awareness about the value of I programs, but difficult to assess as discrete items.

Group 2: In relation to question 1, there seems to be some, some already some pretty established alignment with the Profiles and some assessment. One of the schools, School of Engineering intact barrier. You have rigorous accreditation standards and name and able to align their there, those assignments, those activities, those projects to the Profiles and do the mapping, the appropriate the School of Informatics, same thing there. They've done the alignment to the Profiles, redesigning course objectives and learning outcomes accordingly. Institute for Engaged Learning where we're assessing student reflective work and undergraduate research and service learning and internships all aligned to the Profiles using one of the ACCU Value rubrics last year and this year, honors is doing a lot of work with reflection, student reflection and doing assessment using AACU value rubrics aligned to the Profiles as well. So at least among the folks in our group, there seems to be alignment and assessment work happening using rubrics and trying to do that assessment work. Some of the challenges that we talked about was getting faculty to help with the effort getting buy-in. Sometimes assessment is just checking boxes and we need to be more intentional about closing the loop.

Group 3: I do know that the individual programs, like the undergraduate research program in the community engagement programs are. One thing that we're going to be working on this spring is developing some identical learning outcomes or at least mapping more specifically some of her program learning outcomes to the Profiles and having those moving forward to kind of guide our programming and our assessment even more specifically than we are now. We heard from the School of Liberal Arts, again, doing a lot of mapping it to their own curriculum. And not every course isn't necessarily there yet, but they're working on it is my understanding. But the Profiles are really identified as a great way to offer a framework for developing scaffold assignments and curriculum, offering a way to go deeper towards program curriculum, course goals. So there we're seeing very positively in this group in terms of that mapping and those who were working through that or what we're experiencing yet we're having, you know, felt like the mapping was not a difficult thing to do, that it was a good framework and a good guide. A representative from IU, Fort Wayne talked about the professional lot of professional schools' accreditation goals being mapped to the Profiles as well. And how that was actually really helpful.

Group 4: So some of the positive things our group talked about was a lot of good work happening in the liberal school of liberal arts. Some of the departments are definitely leading the pack, I think was the quote that was used. Others it's done some, some really good work. And they are having conversations. We think that the general conversations overall about general education or helping to move this work forward in that school. Some of our other members in our group talked about some good work that they've seen, such as mile marker assignments seems to be a good idea. And those are asking for student reflection. And, and when the students are using the reflection in there directed toward good reflection that seems to work well. But not all students are reflecting to specific learning objectives. We did talk a lot about some of the difficulties of the last year, COVID making it hard on we're not seeing our colleagues. We're not having our advisory board meetings necessarily, were being overloaded, teaching extra classes. So there was a lot of conversation around that. But that led to some good, I think, recommendations and brainstorming, which wasn't necessarily on the list. But there were a lot of good ideas that came out of this. We talked about how some schools have committees formed that make assessment more central, that helps create that culture and assessment. So we recommended that as a good idea. We've talked about

integrating the graduate level program with the undergraduate level program and for to help pick having both programs participate in assessing.

Group 5: In terms of assessment for question one for the School of Education, instructional teams on a given cohort with and they assess it using a rubric based on the Profiles. They follow up with students after they graduate, graduated, then a follow-up a year out. As Jared alluded to earlier, with an IEL, we do a reflection assessment. Cross I, Yale Center for Research and Learning. And Sam, just me service scholarship. We also have iPad reflection artifacts from laptop sciences that we last year. We assess those using the AAC and U written communication value rubric. And then based on that initial pilot work, we refined the prompts to go same prompts across all the programs were kept to the rows from the written communication rubric and also added two rows from the ACA, new integrative learning value rubric. That really gets at the problem solving aspect. Though. I'm really excited about that going forward this year. And that's what Steve mentioned campus-wide. They're collecting in the first year semester survey and they asked students to rate their performance based on the Profiles. While that's indirect, it also provides really good information and also the alumni survey. Several items. Ask students about their skills. How did your IUPUI education help with specific skills related to Profiles? And again, while indirectly provide really interesting insights in terms of challenges. School of education, one of the challenges is there's a survey by the Department of Indiana, Indiana Department Education that the question who aren't necessarily related to our profile. So that's a challenge they're working through.

5. Post-Pandemic Planning: Additional Input Opportunities (10 minutes) – Stephen Hundley and Michele Hansen

SH: Michele and her team have put together an input opportunity for post-pandemic planning. I believe this was conveyed to you in a document via email in advance of our meeting today. The chancellor has appointed about 30 people and Michelle and I are representing a PRAC in this effort. We used this meeting last month to engage in the discussion about post-pandemic planning. We would like to ask that you consider contributing additional thoughts in the [link](#) provided here about the purpose and process of post-pandemic planning.

We have monthly meetings and we have an interim report that's due to the Chancellor in May, and then we're going to be using that to inform some work over the summer. We would like to encourage you in your various networks and spheres of influence to contribute to the survey or to the input form. We made the decision not to send it out to everybody, campus-wide individual e-mails, but instead to do make the appeals were making right now

Michele Hansen: We learned a lot of lessons through this process. And I think it's important for our campus to understand what we've learned and what we can carry over into future crises or even into the future. For example, one of the things I learned through this process was how much students appreciate communications. Also, how much students really appreciate faculty members being flexible and accommodating. And of course, faculty members and instructors took the opportunity to be more flexible and accommodating because they knew that students were facing financial

hardships. Even assisting those having trouble with online learning—perhaps that's something we can carry over in the post-pandemic planning to improve student success and learning. So that's just one example of what type of input we're looking for. So what we're doing is using groups like this, along with various other faculty and staff groups that are intact, to ask stakeholders to complete this form. So we would really appreciate if you took the time to even share the form and share this information with any groups that you're working with.

SH: Thanks Michelle, and I appreciate you, Steve, Jessicah, and others in IRDS helping with this process. We would like input by March 31st, because we'd like to be able to use this to make sense of it all in the April and May timeframe.

6. Announcements (5 minutes)

TH: we have one announcement that I am aware of. That is Steve Graunke.

Steve Graunke: As you know, NSSE invitation emails went out earlier this month to all first-year and senior students at IUPUI in every single school. I have enough data at the moment to share some early response rates. Nobody is quite at the 20% mark yet; in the past, 23% was our overall response rate for the university as a whole. If you would like to see more data for your school, we have some promotional materials created by IU Studios that can be shared with your school in order to drive up participation. They can be turned into a PowerPoint slide or another announcement—something over social media. They can be shared to your school if you have faculty who are teaching, particularly in capstone courses with graduating seniors, or in first year courses with a lot of the new beginners. That would be extremely helpful for you to communicate. Tell them to either check their email, check for the Canvas announcement that came from Kathy Johnson, or to go to nssesurvey.org where they can look up their individual link. We really do use this survey to better improve the student experience here at IUPUI and they can win a \$20 Amazon gift card for participating. Thank you!

Tom adjourned the meeting at 3:01 PM.

Future PRAC Meeting Dates:

- Thursday, April 8, 2021, 1:30 – 3:00 pm
- Thursday, May 13, 2021, 1:30 – 3:00 pm