

Program Review and Assessment Committee

Thursday, September 17, 2020

1:30 – 3:00pm

Agenda

[Link to Recording of Meeting](#)

[Link to Orientation Session for New Members](#)

Attendees: Karen Alfrey, Peter Altenburger, Marta Anton, Leslie Bozeman, Nicholas Brehl, Camy Broeker, Jerry Daday, Julie Davis, Joseph Defazio, Lauren Easterling, Paul Edwards, David Farber, Tyrone Freeman, Anita Giddings, Steven Graunke, Daniel Griffith, Jim Grim, William Helling, Susan Kahn, Caleb J. Keith, Jennifer Lee, Katharine Macy, Clif Marsiglio, Pamela Morris, Howard Mzumara, Bethany Neal-Beliveau, Sonia Ninon, Kristin Norris, Ann Obergfell, Tonja Padgett, Mike Poletika, Saptarshi Purkayastha, Anusha S Rao, Emily Scaggs, Kristy Sheeler, Morgan Studer, Jeffry Thigpen, Elizabeth Wager, Marlene Walk, Scott Weeden, Jane Williams, David Zahl

1. Welcome, review, and approve meeting minutes from May 2020 meeting (5 minutes)
Tom Hahn: Welcomed attendees and called the meeting to order at 1:30.

Karen Alfrey made a motion to approve the minutes from the April PRAC meeting; Scott Weeden seconded the motion. A vote was taken and the minutes were approved.

2. Introductions and Overview of PRAC – Stephen Hundley (10 minutes)
Stephen welcomed new members. This group is responsible (broadly) for assessing and improving student learning on campus through assessment. We also look at campus effectiveness in a broad way. We engage in resource sharing and best practices to learn what others are doing.

We sponsor 3 sub-committees. More to come on that later.

PRAC also supports the Assessment Institute. This year is a virtual engagement. Record breaking attendance this year! PRAC members usually get a free registration, but since we are virtual, everyone can attend for free. We hope you will attend and take advantage of those resources.

If you are a new member of PRAC, please unmute and briefly introduce yourself.
Anne Obergfell- IUFW Assoc. VC for AA and Operations. Been at IPFW 10 years.
Marlene Walk – Asst. professor at O’Neil School
Mike Poletika- School of Nursing, Program Evaluation and Data Specialist.
Jim Grim – Family, School, and Neighborhood Engagement, Office of Community Engagement
Camy Broeker – VC for Finance & Administration
Paul Edwards – Dentistry, Office of Academic programs.
Anita Giddings -Herron, Elective Arts, Art for non-majors

3. Discussion of Two Upcoming Assessment Update Articles: *How Assessment Practices have been changed or adapted to the COVID-19 Pandemic*

- a) Katie Busby, Director of Institutional Research, Effectiveness and Planning, Accreditation Liaison, and Instructional Assistant Professor of Higher Education, University of Mississippi (25 minutes)

Homecoming. I spent 3 years working at IUPUI, attended PRAC during my time there, and happy to be here.

Description of things that took place over that last 6 months at U. Mississippi – The university had many of the same experiences that many institutions had. The world changed rapidly around us while we were on spring break. It was a race to transition to a completely remote environment. Our business processes also had to transition. Our academic, research, and teaching missions all transitioned. I want to acknowledge all of the hard work that took place.

Academic Innovation group with a new faculty development director. That group, as we moved online, moved very quickly to help our faculty transition. One of the things that became apparent for my office (institutional research, effectiveness, and planning) – we noticed that people were being asked for lots of feedback from several places. We led a steering group to develop a survey for our faculty and our students. Considered what we needed, who should be involved, and settled on a local survey. Although we were trying to get through the end of that semester, we realized our summer operations were going to be online as well. We were not certain about fall. But worked to identify the immediate needs of faculty, but the survey also helped us identify what faculty were going to need for the summer and moving forward.

The focus for our student survey was safety, health, and well-being needs (e.g., food insecurity, housing, unemployment).

Key theme – People felt supported; students felt supported by other students and the faculty. Similarly, faculty felt supported by students and the administration. Lesson learning - Patience, grace, appreciation for one's efforts. Campus ethos was still strong – we have strong relationships and concern for others

Challenges – Logistics for students to complete their curricular and co-curricular learning (Service-Learning, Internships, Practicum). Technology issues within their homes was a severe impact for students who were dealing with those issues. We knew we needed to dig deeper into that and discovered that regardless of location (rural, urban), the ability to access the internet wasn't limited to only students who live in the rural areas. And these issues were really debilitating.

Motivations and time management were an issue and we are still seeing that as an issue.

The [Academic Innovation Group](#) had 3 themes/committee –Keep Teaching, Keep Learning, Keep Discovering

Keep Teaching – used “[resilient pedagogy](#)” using a train-the-trainer model. Regardless of the crisis, we wouldn't have such a disrupted shift. Director of Faculty Development and, Josh Eyler, defines resilient pedagogy as “a course design strategy that makes classes, assignments, and assessments as resistant to disruption as possible.”

Implementation fidelity, learning how well the intended initiative (course, co-curricular program, intervention), was implemented. Examine if it was implemented according to plan then using that information to interpret results. For example, if I didn't get to cover all of the material I anticipated in class, then I shouldn't expect my students to do well on those items in the assessment. Faculty should then consider where else they got that

material? How important is that content? Being able to incorporate implementation fidelity worked with our train-the-trainer model, which gave me the idea of having broader conversations about “resilient assessment”, which could happen in the course itself or at the program- or institutional-level. How do we prepare ourselves to shift when a crisis happens?

Some of our existing assessment practices were resilient by design. We have used a bi-annual assessment process for a long time. The advantage was that when faculty asked about spring data collection, we were able to ask what other data have you collected? If you had fewer participants in the spring, we still had information to inform our programs and decisions. Not relying up on a single point in time was a blessing.

The other resilient piece was that many of our programs used course embedded assessment, which meant we were still able to get that data. Some programs that relied upon paper & pencil assessments weren't able to get those completed. Sometimes what we had planned just wasn't possible.

Lastly, there are times when we have recognized everything we were facing, is this the right thing to do? We had some units who found ways to streamline their practices. They reflected on the moments and made changes that perhaps should have changed long ago, but the pandemic forced changes...in a good way.

Questions/Comments:

Susan Kahn – I like the ideas of resilient teaching and assessment. I think we all need to take it to heart right now. NILOA has an occasional paper on the impact of the COVID pandemic nationally as well.

Katie Busby- I agree. And further dialogue is needed. why haven't we thought about this before? How can we learn from this? What do we do when we can't lean on others for assistance?

- b) Susan Kahn, Director, Planning and Institutional Improvement Initiatives, Division of Planning and Institutional Improvement, IUPUI (25 minutes)
Caleb Keith, Director of Institutional Effectiveness and Survey Research, IUPUI
Tom Hahn, Director of Assessment, Institute for Engaged Learning, IUPUI

Context---Speed with which we learned about some of the responses the institution would take in response to COVID (March 6 – state of emergency declared; March 10 – McRobbie moved to remote learning after spring break; March 15 – spring break was extended). Reminder as to how quickly the situation was evolving, and subsequently, how we needed information from stakeholders (students and faculty) in order to make informed decisions.

Methodology--- IRDS conducted 2 surveys (students not enrolled in 100% online courses, IUPUI instructors) to see how people were dealing with the transition, challenges faced, identify their needs. PRAC administered a survey to members (25 responses) to understand the ways in which the pandemic impacted assessment practices, if at all, in what manner, and how units were responding. PRAC leaders conducted follow-up conversations with individuals in various units.

State of Assessment (Shawn Boyne & Susan Kahn) could probably be revisited, yet again. We conducted ~50 interviews with an effort to talk to every unit at the institution to understand what assessment was happening. It was difficult to write the report because I was writing about a past reality.

Responses---Majority said that the pandemic and the move to remote instruction disrupted assessment activity. There was a lot of variation among units. The mechanics of remote teaching demanded their attention and assessment became a lower priority. Some, but not all, assessment was completed. If student engagement was required, it was more difficult. Moved assessment activities online, but adjusted and revised the activities. For example, Herron focuses on 1-to-1 feedback and faculty had to rely upon images of the work rather than the work itself (e.g., 3D pieces). Co-curricular units that oversee HIPs – students engaged in ways that faculty and staff had not assessed before. For example, student affairs doing virtual assessments with students.

What Worked--- embedded assessments into curricula and Canvas. For example, Herron’s department and just adopted new interdisciplinary learning outcomes and embedded rubrics into every course and syllabus via Canvas. Jennifer was then able to go into Canvas and look at big picture findings. Herron also asked capstone courses to evaluate student strengths and weaknesses. Herron’s process was very resilient. Not sure if this would have been possible in a larger school or if it can be scaled. Another interesting example (Brandi Gilbert, Health and Life Sciences program) – students have a paid internship, which is essentially an undergraduate research experience. She had a large group of students participating in these internships and they were an early adopter of ePortfolios. Normally they have a spring poster showcase. But amid the pandemic the students made their ePortfolios available to one another and their mentors (who had not historically seen these). The research mentors were very impressed with what the students were able to reflect on their learning and their professional development through the research experiences. Impressed by students’ insights regarding the culture of the workplace, their own working styles, articulate their learning in ways the mentors had historically not seen. The hope is that the mentors got great feedback that will enable them to improve the internship experiences. Sharing the ePortfolios with each other and commenting created a sense of community and somewhat made up for the lack of face-to-face contact. The program continues to share portfolios online in the future.

The Institute for Engaged Learning (IEL) created a virtual form where viewers/visitors could see creative and reflective work. This will be continued into the future as well. There were several other examples, but those were the ones included in the article. I choose a few that offered examples that others could follow. In general, the things that units had to do to adapt their assessment indicated that they would continue to do those things moving forward.

Lessons Learned ---

Communication is critical – managing student expectations (e.g., attendance, participation, etc.)

It takes time

Flexibility matters – attention to equity

Some things can be better online – virtual small group sessions can be productive online

Recommendations---

Embrace the complexity – Ex of faculty member who taught a video production course where students no longer had access to certain equipment. Helping students think through these challenges was good for them.

Discuss time management

Embrace asynchronous and smaller touchpoints

Embed assessment early and often – Ex. Jaguar Leadership Network doing this from the beginning and it’s going really well.

Periodically ask students to reflect on their learning – make reflection ongoing; habit

Be kind and listen

Stephen Hundley – Issue 6 comes out Nov/Dec of Assessment Update and this article is included in issue 6. Friday, Oct. 16th is a bonus preview session.

<https://onlinelibrary.wiley.com/journal/15360725>

Linda Durr will post the PPT from this online (was in Box)

4. PRAC Reports – Susan Kahn, Director (10 minutes)

Every year, IUPUI writes a report on our assessment activities. Next report will be for AY 2019-20. We had some ideas for this, then pandemic happened so we added a special emphasis to include changes that were made. We hope you will feel comfortable reporting on the impact of the pandemic on teaching and assessment. If the person who actually writes your unit's report is NOT you, please let me or Linda Durr know so that we can reach out to them. Last year's State of Assessment report indicated that several people who didn't know that there were guidelines for writing their PRAC report. The guidelines are on the PRAC [website](#) (scroll down). There's also a Tip Sheet, Glossary of Terms, etc. You can also talk to me or Karen Alfrey, my co-chair. If you are new to writing the PRAC reports, please reach out. Information about the 3 emphases:

1. We would like an honest account of how the unit was affected by the pandemic, specifically your assessment. If you weren't able to execute your assessment plans, please describe. Make it a reflective account. How you could do it better next time. What you think would be ways to be prepared for a crisis.
2. Progress report in implementing the Profiles. Give us an update regarding what's been happening to integrate these and any assessment plans or findings.
3. Activities that could be included in The Record. The Record includes more details about experiences across 7 achievement categories. It is for students. Developed based upon feedback from The Lumina Foundation that indicated employers don't get information about a student's college experiences based upon their transcript alone. Currently, we have over 250 experiences involving over 1,000 students. We are really focused on the fidelity of the experience. The Record sub-committee has been great for examining and giving feedback on the reflective component of these experiences. We evaluate all of the experiences that are submitted to be approved for The Record. In general, most are approved, but we have really great feedback for people.

Other changes made to the PRAC Report guidelines were made just to make things clearer.

5. PRAC Subcommittees (5 minutes)

- a) Grant Review Subcommittee (Linda Houser)- We award 4 grants up to \$5,000 each. This year we have 2 areas of special emphasis – COVID and Profiles.
- b) PRAC Reporting and Recognition Subcommittee (Susan Kahn and Karen Alfrey)- We review PRAC reports, so most of the work happens in the Spring semester. This year's PRAC Report deadline was extended, so we really won't be able to start until the Spring. Each committee member reviews 2 PRAC Reports. Great professional development committee/experience. Great way to get a high-level understanding of assessment across campus.
- c) The Record Subcommittee (Tom Hahn)-See comments above. This committee reviews applications for experiences to be included in The Record.

6. The Assessment Institute in 2020, Stephen Hundley (5 minutes)

We need you to register!!! It's free.

7. Announcements (5 minutes)

If anyone is interested in reviewing general education course dossiers (about 5 per volunteer), contact Jennifer Lee (jenlee@iupui.edu). It's a great opportunity to demystify the process.

Upcoming AY 2020-21 PRAC Meeting Dates (Dates Subject to change; All meetings held via Zoom)

- October – No meeting
 - October 25 - 28, PRAC members invited to attend Assessment Institute
- Thursday, November 19, 1:30—3:00 pm
- Thursday, December 10, 1:30—3:00 pm
- Thursday, January 14, 1:30—3:00 pm
- Thursday, February 18, 1:30—3:00 pm
- Thursday, March 11, 1:30—3:00 pm
- Thursday, April 8, 1:30—3:00 pm
- Thursday, May 13, 1:30—3:00 pm