**Program Review and Assessment Committee**

**Thursday, November 11, 2021**

**1:30 – 3:00pm**

**Meeting Minutes and [Video Recording](Video Recording)**

Attendees:

Daday, Jerry; Keith, Caleb; Hundley, Stephen; Buckle, Andrew; Pierce, Barb; Marsiglio, Cliff; Renguette, Corinne; Walcott, Crystal; Griffith, Dan; Scaggs, Emily; Levine Daniel, Jamie; Williams, Jane; Thigpen, Jeffry; Lee, Jennifer; Hassell, John; Defazio, Joseph; Davis, Julie; Alfrey, Karen; Macy, Katharine; Bozeman, Leslie; Houser, Linda; Montalbano, Lori; Volpatti, Mark; Anton, Marta; Hansen, Michele; Studer, Morgan; Morris, Pamela; Altenburger, Peter; Purkayastha, Saptarshi; Lowe, Sara; Weeden, Scott; Ninon, Sonia; Graunke, Steven; Hahn, Tom; Freeman, Tyrone; Lin, Wei-Shao

1. **Welcome, review and approve previous meeting minutes (5 minutes) – Caleb Keith**

Caleb welcomed everyone to today's meeting. The minutes for the September meeting were approved.

2. **Debrief and reflection on the 2021 Assessment Institute (25 minutes) – Stephen Hundley and PRAC members**

Stephen Hundley welcomed Mark Volpatti to the meeting.  Mark is part of the HLC writing team here at IUPUI.   Stephen provided an overview of the Assessment Institute using a slide deck of talking points.  First, he asked everyone in attendance to write something they learned at the Assessment Institute in the Zoom chat.

Stephen gave a brief history of the Assessment Institute (AI).  He said we will return to in-person next year, as well as keeping a virtual component.  Usually have about 1,200 colleagues who join us each year.  Due to the pandemic, we did virtual last year and this year.  We had over 10,000 registrations last year and this year for the AI; people attended from throughout the U.S. and the world (over 40 countries).  We attracted a lot of new people due to the virtual component and making it complimentary registration.  We had approximately 400 unique educational sessions. Our goals were to be as inclusive as we could be.  All institutional types were included.  All 50 states were included.

Stephen provided an overview of the Assessment Institute using a slide deck of talking points.  Stephen said the NILOA is our signature partner at the Assessment Institute. CARS (from JMU) is a Diamond Sponsor of the AI.   Keston Fulcher and Caroline Prendergast wrote the book:  Improving Student Learning at Scale.  Stephen wrote the forward.  HIPs in the States is now part of the Assessment Institute.  Under the leadership of Kathy Johnson, IUPUI has become recognized for the HIPs/Engaged Learning Taxonomies we have developed.

He provided an overview of the sessions offered, including 85 sessions that were prerecorded. He shared some information on strategic partnerships, including NILOA (National Institute for Learning Outcomes Assessment) and AAC&U (Association of American Colleges & Universities)

Stephen discussed a summary of themes from the meeting, which include

- assessment methods and approaches
- holistic development of learners
- connecting collegiate experience to outcomes valued by stakeholders, professional development, increasing engagement of students in the assessment process, and continued emphasis on data infrastructure, transparency, and disaggregation.
- COVID-19 and trauma informed interventions from NILOA
- High-impact practices focused on equity, quality/fidelity, and sustaining and scaling across the campus
- Unifying student learning (like our Profiles at IUPUI).
- Evidence of student learning (through ePortfolio or the Comprehensive Learning Record
- Culturally-responsive approaches to instruction and assessment
- Attending to issues of diversity, equity, and inclusion

All of the sessions were recorded and will be available by end of November. Right now, one can access handouts, resources and 88 pre-recorded sessions on the Assessment Institute website. https://assessmentinstitute.iupui.edu/program/prerecorded-sessions.html

Stephen also mentioned a new joint statement from AIR-EDUCAUSE-NACUBO on the topic of Putting the Analytics into Practice: https://iu.mediaspace.kaltura.com/media/t/1_mnmzg1t8

The 2022 Assessment Institute will be an in-person event October 9-11, 2022. New track in 2022 – Assessment in Campus Business Operations. There will be a best scholarly presentation award in partnership with *Research and Practice in Assessment.* Call for proposals is open, priority deadline is Friday, February 18, 2022. Information session on how to develop a proposal on Tuesday, Nov 30, 2021, from 1:00-2:00pm.

3. **Highlights from the 2021 Assessment Institute Diversity, Equity, & Inclusion Track (25 minutes) – Michele Hansen and Corinne Renguette, Chair of the Department of Technology Leadership and Communication, School of Engineering and Technology**

Michele and Cori talked about the Diversity, Equity and Inclusion track at the Assessment Institute. This is the third year of the track, which started in 2019. The track focuses on culturally responsive assessment practices and how we must take into account the diversity in our student population. The track had 29 high quality proposals (e.g., theoretical frameworks, practical examples for development of inclusive classroom, and inspiring). There were also two pre-conference workshops associated with the track.

Cori and Michele talked about major themes:

- Engaging in evidence-based assessment practices that address inequities in student outcomes

- Ensuring our assessment practices and methods promote equity rather than barriers
- Practical ideas and frameworks
- Session highlights
  - Social justice in assessment requires thinking outside of the typical boxes, reviewing everything with a social justice lens (e.g., curricular mapping with a DEI lens), and questions everything and looks for gaps and areas to improve
- Lessons Learned
  - Drawing patterns to inequity and contribute to their elimination – need to talk about structures and policies to address equity gaps and work to change
  - Take responsibility for this work – make sure we are representing marginalized voices – who should be part of our work
  - Be race-conscious – we must face race head-on to meaningfully address racial inequalities that persist in our society
  - Seek equal outcomes
  - Employ holistic perspectives – we have to make sure we look at data and information so that we are capturing (and not marginalizing) voices.
  - See, listen to, hear, learn from people's experiences
  - Engage in self-reflection and continuous learning
  - Reflect on consequences of decisions, practices, and policies
  - Use disaggregated data, qualitative data, variety of data
- Deep-Rooted Challenges
  - Systems and structures often utilize a deficit approach, using lagging indicators, and use white, male, neuro-typical student performance and experiences as benchmark.  We need to look at systems (e.g., policies, classroom instruction, barriers, etc.) instead of students being the source of problem.
  - We can't address challenges like these without an equity mindset
- Recourses Michele and Cori provided in the chat of Zoom
  - IDEAL Pedagogy model: https://ctl.stanford.edu/teaching-support/promote-inclusive-learning/ideal-pedagogy
  - One example of an equity rubric: Peralta equity rubric - https://web.peralta.edu/de/equity-initiative/equity/
  - Healing-centered engagement: https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c
  - List of resources from the DEI Keynote: https://drive.google.com/drive/folders/1GXwyjTUMxyTCn1jtlb9-VJJZXc7ilOO1

4. **Briefing on IUPUI Program Review (25 minutes) – Caleb Keith**

PRAC is a committee focused on "program review" and "assessment" – and Caleb offered some remarks on the program review process, and how it relates to PRAC.  The purpose of program review is (1) to provide a centrally-sponsored evaluation and improvement activity, (2) the program is the primary audience, (3) helps fulfill our commitment to the Higher Learning Commission, and (4) invites perspectives of "critical friends" – those who might be subject matter experts but also those who can offer an objective perspective on strengths and areas of improvement.

In our new implementation of program review that began in 2019, the program review process goes through 5 stages. The covid-19 pandemic has caused us to be flexible in this timeline/process. The standard pathway for program review process includes:

- o Phase 1: Planning – kickoff meeting, identifying potential reviewers, reviewers are invited to participate. Role of review team is to be consultants to the program, and to provide important, objective perspectives
- o Phase 2: Development - self-study development; development of a schedule in concert with the program director. Self-study includes information like elements of a SWOT analysis, questions that they specifically want the review team to help them answer
- o Phase 3: Site Visit – orientation, site visit, final report writing, and submission of final report
- o Phase 4: Reaction – Planning and Institutional Improvement meets with the program to process the report and engage in planning next steps. Program documents a response and action plan and schedules a short-term response meeting.
- o Phase 5: Implementation – program reports on implementation of improvements; program connects with PRAC representatives for inclusion.

Overview of themes from a strengths perspective: community engagement and responsiveness, strong/positive reputation; focus on faculty and graduate research; focus on teaching; institutional support.

Overview of themes for areas for growth/recommendations: review curriculum, stronger connection to the community; faculty mentoring; storytelling and communication; revisit and revise staffing; visioning and strategic planning; increased teaching opportunities for graduate students.

One of Caleb's charges this year is to align the work of the campus with some of the reaccreditation efforts that occur within the schools and departments.

Questions Caleb posed to attendees (as an open call/solicitation to anyone): what are opportunities for program review in your school or unit? What else would be helpful to know? For those with a discipline-specific accreditation process, what should we know and consider? Michele Hansen offered the comment that some of the best changes she has at IUPUI have come through the program review process.

5. **Preview of Assessment Institute Bonus Post Session (5 minutes) – Stephen Hundley**

Post-Institute Bonus Session https://assessmentinstitute.iupui.edu/program/bonus.html

Friday, November 19, 2021
Attendee Zoom Webinar Link: https://iu.zoom.us/j/86170429291

| EASTERN TIME | CENTRAL TIME | MOUNTAIN TIME | PACIFIC TIME |
|---|---|---|---|
| 1:00 p.m. - 2:00 p.m. | 12:00 p.m. - 1:00 p.m. | 11:00 a.m. - 12:00 p.m. - | 10:00 a.m. - 11:00 a.m. |

*A Landscape Analysis of Equity-Centered Assessment Practice*
A team of practitioners collaborated to develop a national survey to examine the extent to which equity-centered assessment practices are used in higher education.  In this session, presenters will share the equity-centered journey of survey development to the analysis of survey results and encourage participants to develop an action plan for their role using the findings.

*Convener:*

- Stephen P. Hundley, Senior Advisor to the Chancellor for Planning and Institutional Improvement, Professor of Organizational Leadership, Chair of the Assessment Institute, Executive Editor of *Assessment Update,* and Host of *Leading Improvements in Higher Education* Podcast, IUPUI

*Presenters:*

- Gavin Henning, Professor of Higher Education, New England College

- Ciji A. Heiser, Director of Assessment and Effectiveness, Western Michigan University

- Anne E. Lundquist, Assistant Vice President of Campus Strategy, Anthology

- Annemieke Rice, Vice President of Campus Strategy, Anthology


6. **Announcements (5 minutes) – PRAC members**

PRAC Record Subcommittee is meeting tomorrow (11/12/21) – new members always welcome.

Call for Proposals for PRAC Grant Proposals – deadline is Monday, November 15 at 5:00pm

Future PRAC Meeting Dates:

- Thursday, December 9, 2021, from 1:30–3:00 pm

- Thursday, January 20, 2022, from 1:30–3:00 pm

- Thursday, February 17, 2022, from 1:30–3:00 pm

- Thursday, March 10, 2022, from 1:30–3:00 pm

- Thursday, April 14, 2022, from 1:30–3:00 pm

- Thursday, May 12, 2022, from 1:30–3:00 pm

Corinne Renguette, Ph.D.
Associate Professor, Chair
Department of Technology Leadership and Communication


Michele J. Hansen, Ph.D.
Assistant Vice Chancellor. Institutional Research and Decision Support

# Assessment Institute DEI Track

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# DEI Assessment Institute Track

The 2021 Virtual Assessment Institute marked the third year of the Diversity, Equity and Inclusion (DEI) track.

The purpose of the DEI Track is to promote culturally responsive assessment practices that take into account the increasingly diverse student populations that higher education institutions serve.

# Highlights of 2021 DEI Track

- 29 High-quality proposals and sessions

- 2 Preconference workshops

  – Using Universal Design in Assessments and Assignments to Increase Equity

  – The Role of Assessment and IE/IR Professionals in Building Equity-Minded Decision Cultures

- Keynote session

  – Becoming an Equity-Centered Practitioner: Recognizing, Disrupting, and Reframing Gianina Baker, Gavin Henning, and Anne Lundquist

# Major Themes from DEI Assessment Institute Track

# Major Themes Addressed by Presenters

- Engaging in evidenced-based assessment practices that address inequities in student outcomes.

- Ensuring our assessment practices and methods promote equity rather than enhancing or even maintaining inequities.

- The importance of interrogating and disaggregating data and considering students' intersectionalities.

- Conducting socially just assessment practices that use inclusive language and consider power structures.

# **Practical Ideas and Frameworks**

Presenters offered practical and theoretical frameworks that can serve to improve equity-minded assessment practices in the areas of

- – Strategic and curriculum planning

- – Employing inclusive methodologies

- – Designing inclusive classroom spaces (including virtual spaces)

- – Interpreting and using assessment results.

# Session Highlights DEI 2021 Assessment Institute Track

# DEI Session Highlights from 2021

- Social justice in assessment requires

    - Thinking outside the typical boxes (ex. non-dominant models like Indigenous pedagogies and knowledge systems, IDEAL model, healing-centered assessment, think about power and who has it)

    - Reviewing everything with a social justice lens – make changes everywhere (ex. Curricular mapping with DEI lens, equity rubrics, inclusive teaching PDP)

    - Question everything, look for gaps and areas to improve (ex. Change terminology of "blind" reviews to de-identified, healing-centered assessment instead of trauma-informed, etc.)

# More Session Highlights from 2021

- Celebrate successes of the intersections of assessment & DEI while acknowledging aspirations

    - Better and more collaboration (ex. more communities of practice)

    - Organizational infrastructure alignment and competency development (individually and organizationally)

    - Resource hubs (including rubrics, tools, references, inclusive teaching resources)

    - Lift up non-dominant voices

# Lessons Learned in Being Equity Minded Assessment Scholar and Practitioner

# What does it mean to be equity minded?

- Draw attention to patterns of inequity, contribute to their elimination
- Take responsibility for this work
- Be race-conscious
- Seek equal outcomes
- Employ holistic perspectives
- See, listen to, hear, learn from people's experiences
- Engage in self reflection and continuous learning
- Reflect on consequences of decisions, practices, policies
- Use disaggregated data, qualitative data, variety of data

- What else? Share additions and thoughts in the chat.

# Deep-Rooted Challenges

**Systems and structures often utilize:**

- A deficit approach (e.g., the problem is with the students)

- Lagging indicators instead of leading indicators

- White, male, neuro-typical students' performance and experiences as benchmarks

**We can't address challenges like these without an equity mindset:**

- What structures or barriers affect the student experience?

- What information will help inform our understanding of the student experience during those experiences? How do students' experiences differ?

- What contexts inform our understanding of this topic (e.g., race, socioeconomics, first generation status, culture, etc.)?

REALITY — One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.
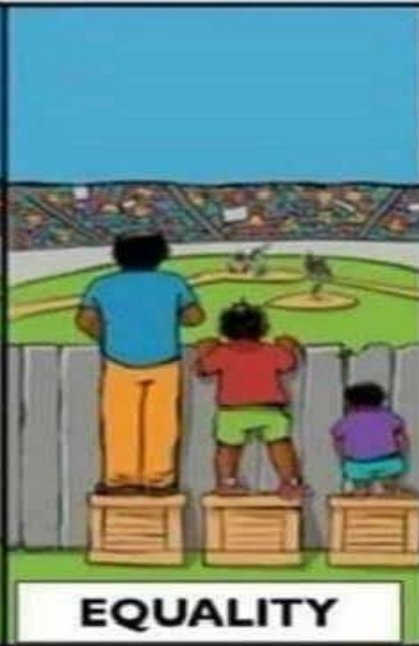
EQUALITY — The assumption is that **everyone benefits from the same supports.** This is considered to be equal treatment.

EQUITY — **Everyone gets the support they need,** which produces equity.

JUSTICE — All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed.** The systemic barrier has been removed.

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