

Program Review and Assessment Committee

Thursday, February 16, 2023

1:30 – 3:00 pm

Meeting Minutes and [Video Recording](#)

Attendees: Alfrey, Karen; Brehl, Nicholas; Clark, Pamela; Daday, Jerry; Davis, Julie; DesNoyers, Lisa; Easterling, Lauren; Garcia, Silvia; Graunke, Steven; Giddings, Anita; Haberski, Ray; Hassell, John; Houser, Linda; Hurt, Amelia; Janik, Robbie; Keith, Caleb; Kondrat, David; Lee, Jennifer; Lowe, Sara; Lupton, Suzann; Macy, Katharine; Marsiglio, Clif; Morris, Pamela; Ninon, Sonia; Rao, Anusha S.; Rausch, Jamie; Romito, Laura; Sheeler, Kristy; Sosa, Teresa; Wager, Elizabeth; Walker, Maria; Wang, Suosheng; Weeden, Scott; Williams, Jane; Zahl, David

Guests: Natasha Jankowski and Eric Teske

1. Welcome, review, and approve January 2023 meeting minutes (5 minutes) – Jerry Daday, PRAC Chair

Jerry Daday welcomed everyone to the meeting. The minutes of the January 19, 2023 meeting were approved unanimously.

2. Scholarship of Assessment (40 minutes) – Natasha Jankowski (Senior Fellow for community colleges at Strada Education Network; lecturer for New England College and Endicott College)

Jerry Daday introduced Natasha Jankowski as a leader in the field of assessment. Erick Montenegro and Natasha are part of the team of editors for the book titled *Reframing Assessment to Center Equity: Theories, Models, and Practices*.

Below are key points to consider as you think about great opportunities to get engaged in scholarship of assessment:

Scholarship

- Production of resources
- Advancements in knowledge in a field/creation of new knowledge
 - Referred to recent discussion with Erick Montenegro and Keston Fulcher's research on learning improvements
- Research and scholarly arguments and ideas within a particular field that produces the disciplinary and professional knowledge

Knowledge

- Descriptive work—what are we doing and how did we do it? (Case studies of practice)
- Cataloging practice—national surveys fit well here. Who is doing what? How many are doing it? (Landscape of things that are going on in the field of assessment)

- Current state of the art—practices that may be effective in particular contexts or for particular student populations. What’s transferrable and what’s scalable? Most of our leading-edge conversations are picking up on which practices make sense or are effective for whom and at what cost.

Assessment is an open discipline. Everyone can get into that conversation and space. It is not owned by anyone. It is like Gen. Ed. When we think about where these things fit, we can think about it as a Venn diagram of theory. We have a ton of stuff on practice. There are a ton of journals and dissemination outlets related to practice. There is sort of a crossover phase between theory and practice that fits into the principles. In the early 90s, we had principles of good assessment practice and those are still the principles we turn to. There is a space in there to think about what are the principles that we should engage and doing assessment with what stakeholders care about (coming out of a pandemic, mental health, fatigue in doing the work of assessment, students wanting to learn, etc.).

There is a huge opportunity on theory, methods, and models. We are light on theory. We have a lot on assessment methods in term of designing appropriate test questions, thinking best about how to implement surveys, or what to do with small “n,” but we don’t a lot of on methods from an equitable perspective. We are light on institutional and programmatic models.

Scholarship Areas of Need

- Whose history? Which history?
- Different stakeholders beyond faculty. We don’t have a lot on staff, academic advising, and student perspectives.
- Organization and models (we don’t have a lot of typologies)
- Paradigms and theories
- Areas of scholarly disagreement and dialogue

Dissemination

- National organizations and conferences where you can go and present
- Regional associations with their journals, webinars, and podcasts
- Disciplinary associations and their journals
- International journals
- Periodicals (e.g., Change Magazine, Inside Higher Ed, The Chronicle, Assessment Update)

Natasha will provide a list of different outlets.

There are places where maybe assessment has not been part of the conversation, but we could be in the future. Do we have a role to play in policy conversation around critical race theory and learning? In assessment of ChatGPT and open AI? In assessment security and online cheating and what’s the ethic of engaging students in different surveillance software and mechanisms? I think we definitely do.

The beautiful part about assessment as a scholarship is that it sits at the intersection of leadership theory, organizational change, ethics related to learning, student development, and teaching and learning.

Natasha opened it up for questions.

Ray Haberski: assessment in online courses, especially collaborative programs. We're having a difficult time to collect data about the courses for Gen. Ed. Where do you find good resources on how to talk to people about what assessment in collaborative online programs might look like?

Natasha Jankowski: Natasha will send some resources to him.

Steve Graunke: learning analytics framework: the idea of gathering data around activities students are having within the learning environment and using that in support of or connected to learning and assessment kind of things. I have a learning analytics conversation is completely isolated from anything that's happening in assessment and vice versa.

Natasha Jankowski: The data we have on learning does not fit neatly in models, so we kicked it out. Assessment and analytics conversations are happening with librarians and registrars with their work on the comprehensive learner record and the employment learner record. People doing the work of assessment are unfortunately not part of those conversations. Natasha is happy to connect us with people who are having those conversations.

3. Examples of Assessment Dissemination (10 minutes) – PRAC members

Katharine Macy: worked on a project with Sara Lowe. We did an AB test study. Which was more effective at teaching source evaluation? We published our work a couple of years ago.

Natasha Jankowski: promoting the work we are doing on social media.

Jerry Daday: Natasha, do you have thoughts on how we can better engage students in our data collection and write some of this stuff?

Natasha Jankowski: ask them, be mindful of how some of our students spend their time and how they are reimbursed for their time and the cost related to taking time away. Most students have no idea that assessment is going on. Students are incredibly vocal on their preferences on how they want to be assessed. Undergraduate students are savvier in coming up with fun way to disseminate their work on social media. Be prepared for the moral support they will need to go through the writing process. Invite them in critiquing your own work. This is a collaboration type of approach.

Jennifer Williams: Kristy Sheeler led our group in identifying the profiles of learning for undergraduate. We presented at the Assessment Institute. We talked about doing a follow-up on the impact of the Profiles.

Natasha Jankowski: think about where you want to present to get feedback before you write. Presentation: AAC&U Annual Conference, Assessment Institute, and AALHE.

Publication outlets: Assessment Update, Research and Practice in Assessment, and New England Journal of Assessment and Institutional Effectiveness.

4. New DFWI Report from Institutional Analytics (10 minutes) – Steve Graunke

The new DFWI report is available in the Student section on the IRDS website. Grades available for IUPUI, Bloomington, and all the regional campuses.

Steve Graunke did a demo using ENG-W 131. Below are some of the things available:

- There is a heat map looking at the most common grades.
- Top DFW rates for courses within a school for a particular semester. Courses with at least 25 students.
- Department-level and course-level DFW rates are also available. You can look for DFW rates for different subpopulations. There are some restrictions on the section-level data—only available to associate deans and deans.
- We also have DFW rates related to retention and graduation rates among beginner full-time bachelor's degree-seeking freshmen.
- We still have our course comparison tool.

Elizabeth Wager: Steve - for W's, can we distinguish between a student-initiated W versus an administrative withdraw W?

Steve Graunke: will have to check on that. He is not sure if that data is available. If that information is available in the grade snapshot, yes. If not, we will have to do more digging.

Anyone who has completed the data user agreement and FERPA training can access this report. Students also have access to this report.

Karen Alfrey: is it possible to display multiple years at once to get a longitudinal view?

Steve G.: Yes.

5. National College Health Assessment (20 minutes) – Eric Teske (Director, Health and Wellness Promotion)

The National College Health Assessment (NCHA) has been done every three years at IUPUI since 2013. It is in its third version. It is a comprehensive college health survey that covers alcohol, drugs, sexual health, everything from wearing a helmet on a scooter to on-campus and off-campus interpersonal violence, and other health behaviors.

For example, Campus Health uses this information to decide what insurance carriers to carry. We also look at what services we provide and what gap(s) we might have. We have the ability to benchmark against national reference groups. The survey includes validated screening tools.

It will be administered to all IUPUI students for the first time this year. In the past, it was administered to a sample of undergraduate and graduate/professional students. It takes 20-30 minutes to complete. We offer an incentive: a chance to win one of ten \$100 Amazon gift cards. The survey is open from February 13 to early March.

Eric Teske and Sonia Ninon did a roadshow in 2021 sharing a breakdown of some of the select questions by school. Executive summaries and data reports are archived on the IRDS website. In addition, NCHA results will help track progress on the Healthy Campus 2030 objectives.

Eric Teske shared a few examples of initiatives implemented based on the 2020 NCHA results:

- Creation of the Collegiate Recovery Community Scholarship that gives 10 awards every fall and raised \$15,000.
- Data presented to the Board of Trustees regarding students reporting low food security led to \$50,000 being given to Paws' Pantry
- My office began offering condoms by mail and tripled distribution to 17,000 products annually.

Elisabeth Wagner: how will we be able to gauge if the programs that are implemented are making a big impact?

Eric Teske: we also conduct the Indiana College Substance Use Survey (ICSUS) every two years. It is not as extensive as the NCHA, but it is free. We also do program evaluation/assessment for the programs/campaigns we offer.

Eric Teske asked us to mention it in our classes and talk to our colleagues and bosses about this survey.

6. Announcements and Adjournment (5 minutes) – Jerry Daday

Linda Houser noted the PRAC grant subcommittee reviewed and approved a proposal from Krista Hoffman-Longtin. A motion was made to vote in favor of selecting this proposal for the PRAC grant. Jamie Rausch seconded it. PRAC members voted “yes.”

The meeting was adjourned at 2:47 p.m.

Scholarship of Assessment

Natasha Jankowski, PhD
February 16, 2023
PRAC Meeting

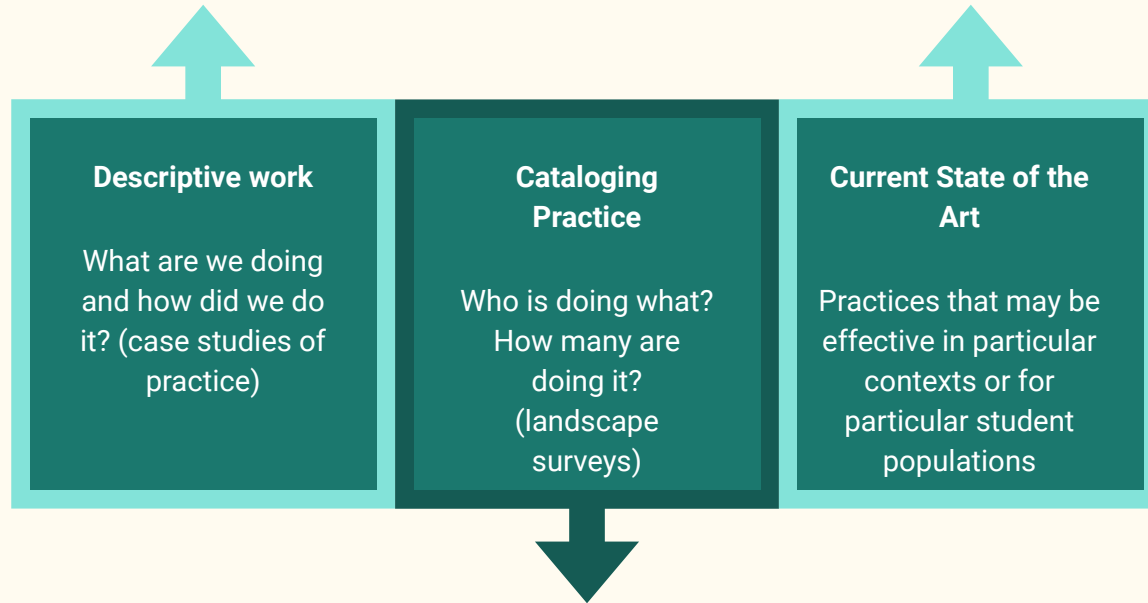
Scholarship

Production of resources

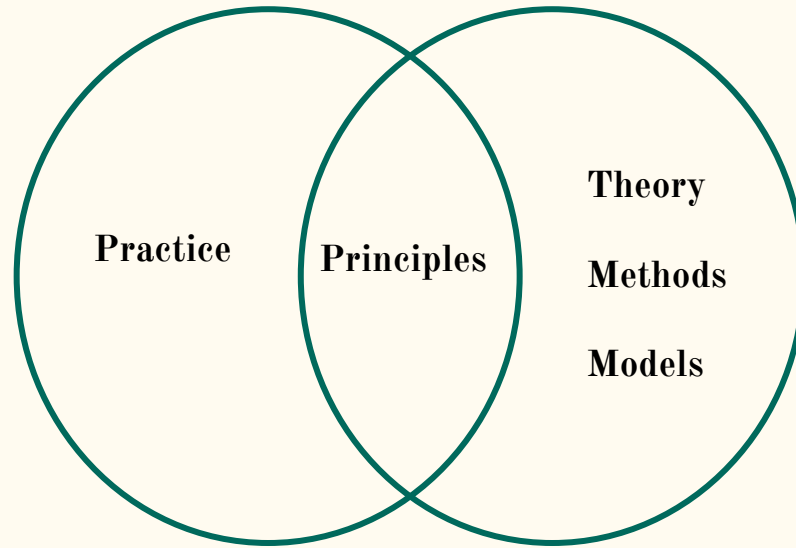
Advancements in knowledge in a field/creation of new knowledge

Research and scholarly arguments and ideas within a particular field that produces the disciplinary and professional knowledge

Knowledge Production



Practice and Theory



Scholarship Areas of Need

Whose history? Which history?

Different stakeholders beyond faculty

Organization and models (typologies)

Paradigms and theories

Areas of scholarly disagreement and dialogue



Dissemination Resources

National organizations and conferences (such as NILOA, AAC&U, NASPA, ACPA, Assessment Institute)

Regional associations, journals, and conferences (such as NEean, ANNY, Virginia Assessment Group)

Disciplinary associations and their journals (such as AHA, ACRL, ASA)

International journals (such as Educational Assessment, Evaluation, and Accountability)

Periodicals (Change Magazine, IHE, Chronicle, Assessment Update)

Conversation Spaces?



Impact of the pandemic on academic learning

Share of survey responses from 941 U.S. educators covering grades K-12



SOURCE: Horace Mann Educators Corporation survey of 941 U.S. educators, including public school K-12 teachers, administrators and support personnel, conducted in February and March 2021.

