

## Program Review and Assessment Committee

Thursday, September 17, 2020

1:30 – 3:00pm

### Agenda

Zoom: <https://iu.zoom.us/j/93282955825?pwd=VzICcGhJS3hJK24xMEk2dIZ0Q21ydz09>

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1. Welcome, review, and approve meeting minutes from May 2020 meeting (5 minutes)
2. Introductions and Overview of PRAC – Stephen Hundley (10 minutes)
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)
  - 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
4. PRAC Reports – Susan Kahn, Director (10 minutes)
5. PRAC Subcommittees (5 minutes)
  - a) Grant Review Subcommittee (Linda Houser)
  - b) PRAC Reporting and Recognition Subcommittee (Susan Kahn and Karen Alfrey)
  - c) The Record Subcommittee (Tom Hahn)
6. The Assessment Institute in 2020, Stephen Hundley (5 minutes)
7. Announcements (5 minutes)

### **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

## Guidelines for PRAC Annual Assessment Reports Sept. 14, 2020

<https://planning.iupui.edu/assessment/prac.html>

### Special Emphases for 2019-2020 Reports

The 2019-2020 academic year was unique. A deadly pandemic swept the state, the country, and the world, upending normal life and compelling most higher education institutions, including IUPUI, to move to remote, and largely online, teaching and learning. As a result of this disruption, according to a survey conducted by PRAC leadership, a majority of IUPUI academic and co-curricular programs were not able to complete all planned assessment activities as initially envisioned. Among this group, some units developed alternate assessments, while others delayed or set aside planned assessments for the time being.

At the same time, IUPUI has been working to implement a new campus-wide general education program with new learning outcomes, the Profiles of Learning for Undergraduate Success. Academic programs are aligning the Profiles with disciplinary outcomes and/or outcomes mandated by accrediting organizations, in order to incorporate them into degree programs, and, in some cases, further aligning the Profiles with specific course and assignment outcomes. Co-curricular learning programs are also rethinking outcomes and aligning them with the Profiles. Both degree and co-curricular programs are beginning to teach and assess for student mastery of the dispositions and competencies encompassed by the Profiles. We know from the 2018-2019 PRAC Assessment Reports that many programs had completed much of this alignment and implementation prior to 2019-2020, while others had taken substantial steps toward completion. We also know from anecdotal information that some units made good progress toward implementation in 2019-2020 before the COVID-19 pandemic forced the campus to shut down.

Finally, over the past few years, IUPUI has developed and promoted the [Experiential and Applied Learning Record](#) (the *Record*) to capture students' experiences across seven achievement categories (global engagement, service, leadership, research, diversity, internships/career development, and creative expression). The *Record* is a unique downloadable document for [students](#) that furnishes details and evidence of IUPUI learning experiences not reflected on their academic transcript. The purpose of the *Record* is to provide students, potential employers, graduate/professional programs, and other stakeholders with an official document that validates students' participation and learning in these experiences. It allows students to more accurately showcase the skills and experiences they have gained and recipients to more readily assess students' strengths. Academic and co-curricular units submit experiences to the PRAC *Record* Subcommittee, which evaluates them for inclusion in the *Record*.

With this background in mind (and understanding that many units will not be able to present the usual assessment information for 2019-2020), we request three special emphases for the 2019-2020 PRAC Reports: 1) An account of the impact of COVID-19 on assessment and plans for the future, including discussion of any efforts to assess the quality of students'

experiences of remote learning, and a reflection on what was learned from the unexpected transition to remote teaching, learning, and assessment; 2) For units that teach undergraduates, a discussion of progress to date on implementing the Profiles into teaching, learning, and assessment; 3) A description of your unit's process for identifying, developing or redesigning experiences for inclusion in the Record. These emphases can be addressed in separate sections of your PRAC report or can be combined with regular report sections, as long as they are set off by a heading or other clear indication that enables the reader to identify where each emphasis is addressed.

### **Definition of Assessment**

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purposes of improving student learning and development (Palomba & Banta, 1999). Assessment processes are thus designed to enable faculty and staff to examine and improve the student learning and development that occur as a result of a course, academic program, or co-curricular learning experiences. Unlike grading, which focuses on achievement of and feedback to individual students, assessment seeks to understand patterns of strengths and weaknesses across groups of students in a course or program for the purpose of improving learning and development.

Traditionally, assessment has focused on student learning outcomes, but Hundley and Kahn (2019) found that faculty and staff involved with assessment are increasingly interested in examining the effectiveness of learning experiences, practices, and environments for supporting outcomes achievement. Attention to diversity and equity concerns is another current focus of assessment. These interests are driving a growing emphasis on authentic student work products and performances, along with guided reflections, as sources of assessment data (as opposed to standardized tests, for example).

### **Background and Purpose of PRAC Assessment Reports**

Each IUPUI school and administrative unit directly involved in student learning reports annually to the Program Review and Assessment Committee to summarize its work on assessing and improving student learning during the previous academic year. The purpose of the PRAC Annual Assessment reports is to demonstrate that at the unit and campus levels IUPUI gives sustained attention to student learning and its continuous improvement. Over time, each unit's annual PRAC reports should thus reflect ongoing efforts to:

- Ensure that each academic program, associate through Ph.D., has specific, clearly defined student learning outcomes.
- Identify and use appropriate assessment methods.
- Use assessment data to understand students' strengths and weaknesses in relation to the desired outcomes.
- Use resulting findings to continuously improve teaching, learning, curriculum, and/or student support services like advising.

PRAC reports offer evidence of our assessment and improvement efforts to accrediting

organizations, colleagues engaged in program review, and other stakeholders interested in our efforts to enhance student learning. The reports also help to advance awareness of assessment activities and findings within schools and departments and across the institution, and serve as a principal resource for development of a variety of campus-wide reports and award applications.

## **Content**

Each credential-granting program (from certificates through graduate degrees) at IUPUI defined explicit student learning outcomes in advance of IUPUI's 2012 Reaffirmation of Accreditation. If your program or unit has not re-examined these outcomes yet (or didn't exist in 2012), now would be a good time to do so, since our next campus-wide accreditation visit will take place in 2022. The 2012 outcomes are included in the online *IUPUI Campus Bulletin* maintained by the Office of the Registrar. (If your unit has updated program outcomes and communicated the updates to the Registrar, the site should show your up-to-date outcomes.) Many non-degree-granting units involved in IUPUI students' education have also articulated learning outcomes for their co-curricular programs and have posted those expectations on their websites.

These program and unit learning outcomes serve as the foundation for the annual assessment reports. Your report should demonstrate that you are assessing your programs to determine patterns of student achievement of your stated learning outcomes, that you have intentional and systematic processes in place for performing these assessments, and that you are using the findings from assessment to guide program improvement. Your report should thus provide a brief summary of assessment activities, findings, and improvement efforts over the last year. The Planning Matrix for Learning and Assessment on the PRAC website (just under the PRAC Report Guidelines) provides a simple conceptual framework for each step of a basic assessment process.

Remember that you are reporting on the past year's activities only and that you need not describe all of your assessment practices in detail. Typically, assessment and assessment reporting take place in cycles, with only some outcomes, courses, or programs assessed or reported on in any given year. Breaking up assessment into such cycles is particularly useful for large units with many departments or programs. Your introduction should thus include an overview of your assessment cycle and identify for readers what part of the cycle is addressed in the current report. Another approach is to focus your report on new learning outcomes, teaching and learning practices, and/or on new assessment and improvement initiatives undertaken and any results of these.

Reports should thus include:

- A brief introduction or overview of the material to be presented in the report, including a short description of the reporting unit and its programs. For example, units that include only graduate programs may want to call attention to this fact up front, so that a reader does not expect to see information on assessment of the Profiles.

- A list of or hyperlinks to relevant learning outcomes (i.e., for the programs you are reporting on). Please explain briefly how and by whom your outcomes were developed. For example, if outcomes are mandated by an external accrediting association, readers should be aware of that. If your discipline or programs in your unit have adopted a particular assessment philosophy or approach, a succinct explanation would be helpful. Outcomes should be stated as clearly as possible in behavioral terms—i.e., what will the student be able to do if she achieves the outcome?
- A brief discussion of how your curriculum or co-curricular experiences and teaching/learning strategies are designed to help students achieve the desired outcomes, with attention to any unique or innovative approaches and any recent major changes.
- An overview of your assessment cycle, if applicable, and brief explanation of the part of the cycle included in the current report.
- A description of your assessment methods and approaches. Provide examples of rubrics, discuss direct and indirect assessment approaches and instruments, and/or offer any other information needed for readers to understand your assessment strategies.
- An overview of key findings from assessments of learning during the reporting year (2019-2020), with an emphasis on data that show significant changes from previous years or that reveal possible areas to target for improvement. You do not need to include detailed data or data tables; rather, please summarize and interpret your main findings based on the data. (If even a data summary would be too lengthy, please provide a few examples of findings.)
- Discussion of areas of concern about student learning based on assessment results, especially persistent concerns.
- Description of improvement initiatives undertaken or other changes made or proposed to address areas of concern during the reporting year. These might include, for example, curriculum revisions, teaching/learning innovations, advising/mentoring initiatives, introduction of high-impact practices or other hands-on learning experiences, or new professional development initiatives. If changes are related to earlier years' assessment findings, please specify what those findings were, so that readers can see the relationship between assessment and improvement.
- Where applicable, results of assessment of the effectiveness of changes made in response to assessment findings.

Please be sure to make clear connections throughout from learning outcomes to assessment methods to assessment findings to improvement initiatives. The lack of such connections, especially between assessment findings and improvements undertaken, is the most frequent criticism of PRAC Reports.

### **Approaches to Presenting Content**

**Examples.** A few good examples of particularly effective assessment approaches or teaching/learning strategies can be invaluable for helping readers outside your discipline

to understand your assessment and improvement practices or particular challenges. In addition, the Division of Planning and Institutional Improvement (PAII) is always seeking clear, specific examples of improvements made as a result of assessment findings and the impact of these improvements. Such examples are invaluable for the various reports and award applications we prepare.

**Direct and Indirect Measures.** Reports should include discussion of both direct and indirect measures of student learning and resulting findings, as applicable. Direct measures are tangible student products like research papers, performances, lab reports, tests, and portfolios. Indirect measures include proxies for learning like job or graduate school placement rates, as well as perceptions and opinions about learning gleaned from instruments like surveys and focus groups.

**Support Services.** Reports may also, but are not required to, discuss assessment and improvement of practices that support student learning, even if they are not directly related to a learning outcome. Such services and practices may include recruitment and retention efforts, academic advising, and career counseling, among others. This information may be especially relevant to the missions of some support units or to academic units that have undertaken new initiatives to improve support services or co-curricular programs in a particular reporting year.

**Formative and Summative Assessments.** Sound assessment and improvement practices include both formative and summative assessment. That is, you should be assessing students at various stages as they progress through your program, not relying solely on a single summative assessment (like a licensing examination) at the end of the program.

**Assessment vs. Grading.** Finally, remember that assessment and grading are not the same thing and may draw on different sources of evidence. Assessment looks at patterns of strengths and weaknesses across groups of students to identify possible curricular gaps and areas where pedagogical approaches may need rethinking. Grading focuses on providing feedback and records of achievement to individual students.

## Format

- Use a format that supports clear presentation of the information described above. Please note that narrative and outline formats are easier for readers to digest than lengthy tables. Short tables (1-2 pages) are acceptable.
- **Please limit length to a maximum of 25 pages.** PRAC reports are read by PAII staff members and by members of the PRAC Reporting and Recognition Subcommittee and are archived online to provide access for internal and external stakeholders. Be considerate of your readers. Pages and pages of tables, for example, are not as helpful as a few good examples and a link to more comprehensive information. Be judicious about what really needs to be included to make the report comprehensible. You can always link to more detailed information posted online.
- Minimize repetition of information from previous years; instead, reference or

link to prior years' reports, which can be viewed at <http://www.planning.iupui.edu/evalassess/schoolaccessreport-page.php>.

- Assume an educated non-specialist audience. Readers may be unfamiliar with your particular unit or discipline and are unlikely to understand acronyms and abbreviations common to your field.

### **For Questions or Additional Information**

If you have questions about writing your PRAC report or would benefit from a workshop or some personal guidance, please contact Susan Kahn at [skahn@iupui.edu](mailto:skahn@iupui.edu) or (317) 278-3604.

## PLANNING MATRIX FOR LEARNING AND ASSESSMENT

1. <b>What general outcome are you seeking?</b>	2. <b>How will you know it (the outcome) if you see it?</b> (What does the student know? Or what is the student able to do?)	3. <b>How will you help students learn it?</b> (in class or out of class)	4. <b>How will you measure each of the desired behaviors/attributes listed in #2?</b>	5. <b>What are the assessment findings?</b>	6. <b>What improvements will be made based on assessment findings?</b>

## PRAC SUBCOMMITTEES 2020-2021

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### GRANT REVIEW SUBCOMMITTEE

This subcommittee is responsible for reviewing proposals for PRAC Grants and making recommendations to the full committee. The subcommittee is also responsible for recommending guidelines for the review of grants. The committee members are sent 6-8 proposals electronically twice a year for review using an established rubric. This occurs in October and February. All reviews are completed individually and returned to the chair electronically.

Linda Houser, Chair, PRAC Grant Review Subcommittee, [lhouser@iupui.edu](mailto:lhouser@iupui.edu)

### THE RECORD SUBCOMMITTEE

This subcommittee is responsible for reviewing submitted requests for new experiences to be added to the IUPUI [Experiential and Applied Learning Record](#) (the *Record*). Determining eligibility for inclusion of these learning experiences on the *Record* requires our assessment of appropriate integration of knowledge, reflection activities, and relevant learning outcome(s) assessment as submitted by the requesting unit. Additionally, this subcommittee assumes the role of soliciting submissions by campus offices with eligible experiential and applied learning experiences.

Tom Hahn, Chair, PRAC Record Subcommittee, [tomhahn@iupui.edu](mailto:tomhahn@iupui.edu)

### PRAC REPORTING AND RECOGNITION SUBCOMMITTEE

We invite PRAC representatives to join the PRAC Reporting and Recognition Subcommittee, which provides feedback, guidance, and support to assessment colleagues campus-wide. This year, the committee will continue to reconsider the PRAC reporting process in light of adjustments made as a result of the Covid-19 pandemic, the Record of Experiential and Authentic Learning (The Record), and the Profiles of Learning for Undergraduate Success, and will also discuss ways to reward and recognize exemplary assessment practices at IUPUI.

The main work of this subcommittee will continue to include reading and reviewing annual assessment reports and offering feedback to academic and co-curricular units about their reports. The purpose of these reviews is to provide collegial support for improving reports and assessment practices, to identify exemplary reports and practices that other units can consult for guidance, and to ensure that the reports collectively present a clear picture of student learning outcomes assessment at IUPUI and of how assessment results are used to guide improvement. Workload depends on the number of volunteers, but in most years, members are each assigned 2-4 reports to review, and have been able to complete their reviews in 3-6 hours.

Members of this subcommittee have an opportunity to learn more about how their colleagues in schools, programs, and administrative units across IUPUI are working to assess and improve student learning. For members who write their own units' annual Assessment Report, participating in this committee is an excellent way to learn about developing an effective report document. Reporting units benefit from the feedback they receive; since we began this annual review in 2011, the quality of the PRAC reports—and, we hope, of the underlying assessment practices—has markedly improved.

We seek members with and without prior experience with this annual review process—so if you have served on this committee in the past, please consider volunteering again. We expect that the group will need to meet two or three times this year to organize and complete the PRAC report review process and discuss any recommended changes to the reporting process. The first meeting typically takes place late in the fall semester or early in the spring semester, after PRAC reports have been received; and the last meeting is held prior to the May PRAC meeting. All meetings in 2020-2021 will be held on Zoom. We will try to find times for these meetings that accommodate as many members' schedules as possible. More members mean less work for each individual member on the reviews of PRAC reports, so we hope that many of you will volunteer to join this year.

Karen Alfrey, Co-Chair, PRAC Report Review Subcommittee, [kalfrey@iupui.edu](mailto:kalfrey@iupui.edu)  
Susan Kahn, Co-Chair, PRAC Report Review Subcommittee, [skahn@iupui.edu](mailto:skahn@iupui.edu)

## **Call for Proposals IUPUI PRAC Grants**

Program Review and Assessment Committee (PRAC) Grants

Award Amount - up to \$5,000 for each grant

Easy Application - submit grant proposals by e-mail--attach a Word file only

A New Competition Each Semester

All proposals should be submitted to Linda Houser ([lhouser@iupui.edu](mailto:lhouser@iupui.edu)) and Stephen Hundley ([shundley@iupui.edu](mailto:shundley@iupui.edu)) by the fall 2020 deadline of Monday, October 26th, at 5:00 pm or by the spring 2021 deadline of Monday February 15<sup>th</sup>, at 5:00 pm.

Some Proposal Details:

- Support Letter – Please ask your Chair or Dean to submit by the deadline a letter of support, separate from the proposal, to Linda Houser ([lhouser@iupui.edu](mailto:lhouser@iupui.edu)).
- Simple Budget - A detailed budget is not necessary. Nevertheless, please include a brief paragraph/details indicating how you intend to spend the grant money.
- No timeline required. Work should be finished in one (1) year after the award and a final report submitted within 30 days after completion of the work proposed.

PROPOSAL GUIDELINES:

The IUPUI Program Review and Assessment Committee (PRAC) establishes guidelines for comprehensive program review of academic and administrative units and provides guidance for student outcomes assessment throughout the campus. This committee funds grants that promise innovative approaches or improved practice in assessment

and/or program review. Assessment is a process of describing and documenting progress toward identified educational goals or outcomes for the purposes of improving student learning experiences and academic performance and determining program effectiveness.

PRAC invites groups or individuals to submit proposals for initiatives that support:

- the continued development of school/departmental assessment plans that focus on enhancing student learning and/or
- assessment of program effectiveness in connection with preparing the self-study for program review.

We are especially interested in projects which address the [IUPUI's Profiles of Learning for Undergraduate Success](#) or investigate teaching, learning, assessment and/or adaptations associated with the COVID-19 learning environment.

More information on the proposal details and examples of past funded grants can be found at <https://planning.iupui.edu/assessment/grant-files/prac-guidelines.html>