

**Program Review and Assessment Committee**  
**November 13, 2014 – 1:30-3:00pm – Campus Center Room 305**  
**Minutes**

**Attendance:** K. Alfrey, P. Altenburger, T. Banta, R. Bennett, R. Bentley, K. Black, C. Brown, T. Davis, T. Freeman, C. Gentle-Genitty, S. Graunke, M. Hansen, S. Hundley, S. Kahn, J. Lee, S. Lupton, K. MacDorman, L. Maxwell, A. Mitchell, J. Motter, H. Mzumara, K. Norris, M. Pistilli, I. Queiro-Tajalli, T. Ribera, S. Rice, L. Ruch, C. Schuck, S. Scott, C. Toledo, S. Weeden, K. Wills

**Minutes:** Approved as circulated.

Lynn Ward was to have presented on Task Stream, but she had to reschedule due to illness; thus, we will invite her in the spring semester 2015 to PRAC

**Peter Altenburger / Trudy Banta:**

- Nomination of Vice-Chair for PRAC for 2015
- Jennifer Lee has agreed to have her name forwarded for consideration
- Other nominations should be sent to Trudy prior to the December PRAC meeting
- Voting on Vice-Chair will take place at the December PRAC meeting

**Steve Graunke:**

- 2014 Continuing Student Survey (CSS) presentation
  - Individual School reports will be sent out soon
  - Results, research brief, information for interpretation
- CSS:
  - Two out of every 3 years; National Survey of Student Engagement occurs in other year
  - Satisfaction, PULs, Diversity, High-impact Practices
  - 873 respondents (14.2%)
  - Different in usual ways (gender, age, “better” academically)
- Areas of Strength/Opportunity for Improvement
  - Effect sizes
  - +0.2 standard deviation=area of strength
  - -0.2 standard deviation=opportunity for improvement
- Areas of Strength:
  - PUL items
    - Understanding Society and Culture items
  - Aspects of IUPUI

- Teaching, service opportunities, process for registering for classes
  - Diversity Attitudes
    - Faculty and staff members treat individuals with respect
- Opportunities for Improvement
  - PUL items
    - Quantitative items
  - Aspects of IUPUI
    - Availability of parking
  - Diversity Attitudes
    - Administration regularly speaks about the value of diversity at IUPUI
- Transfer Students
  - Research Brief
    - Foundations of Excellence
      - 3 categories
        - No hours transferred
        - Less than 15 hours transferred
        - 15 or more hours transferred
      - Some characteristics of transfer students
        - 57% over 25 years of age
        - 31% married
        - 32% have children at home
        - 1/3 part-time
  - Examples of findings:
    - Less likely to indicate that opportunities for overseas study important
    - Less likely to indicate opportunities to socialize and have fun w/ other students important
    - Less likely to work on a research project with a faculty member
    - Less likely to study abroad
- Coming soon:
  - School reports
  - Areas of strength/opportunities for improvement for schools
  - Importance/satisfaction graphs

**Kristin Norris:**

- Digital Storytelling: An Effective Strategy for Providing Evidence of Student Learning
  - Highlighting evidence and research conducted by Center for Service and Learning
  - Funded from a PRAC grant

- Authentic evidence of student learning in a co-curricular environment
- Overview of Digital Storytelling
  - Provides evidence of learning in a way that is appealing to employers (beyond text)
  - Enables demonstration of skills otherwise hard to learn (civic skills)
  - Allows for creativity and personality; powerful form of communication
  - Increases technological capabilities or demonstrates some you may already have
  - Builds capacity to create something of value to future employers
  - Practice your response to interview questions (“elevator speech” – what did you learn?)
- Sharing who you are
  - Highlight academic projects, interests, and initiatives; how they are shaped by stories we live and how in turn share our diverse identities
- Storyboarding
  - Purpose is to identify/highlight important concepts/ideas
  - Another means that helps with editing/proofreading
  - Assists with timing and pace of story
  - Provides direction in what images to gather
  - Aids in the recording process
- PRAC Grant on Digital Storytelling
  - How do digital stories provide evidence of student civic learning/civic mindedness?
  - Further test the civic-minded graduate rubric for validity (using AAC&U Value Rubric for Civic Engagement for comparison)
  - Through reflection activities, trainings, researching social issues, retreats, and dialogue with community partners, civic mentors, and peers on civic matters, etc...
    - Reviewed 39 digital stories and initially categorized them as low, medium, and high
    - Selected 5 from each category for further examination
    - Research team of 4 people were trained and participated in a structured review process
    - Evaluate the digital stories using the CMG Rubric and AAC&U rubric
- Why Civic Identity?
  - The purpose and reflection through the creation of a digital story fosters creativity and expression of self more than traditional reflection strategies
  - Co-curricular context tends to focus on identity development
  - Easier to talk about passions and desires than it is to articulate KSAs they have that serve as evidence of civic-mindedness
- Actions Taken
  - Expand the use of digital storytelling in co-curricular programs
  - Narrow the focus of the digital story – edit the reflection prompt

- Re-evaluate digital stories next year to see if narrowing the focus of the reflection prompt results in strong evidence of civic identity again
- Recommended enhancements to the CMG rubric
- Digital stories
  - Facilitate critical thinking and promote cultivation of skills and attitudes essential to professional practice
  - Stimulate empathy while assisting in the development of compassion, accountability, and cultural sensitivity
  - Foster transformational learning
- Recommendations
  - Artifacts within ePortfolios
  - Award applications
  - College applications
- Discussion
  - How much time to train students?
    - 1 hour and 15 minutes is allotted in class to train students
    - 5 software programs are suggested to students; IU supports each of these programs; there are countless other programs/software solutions to support digital stories
    - School of Philanthropy uses digital storytelling in the capstone project
      - Philanthropic autobiography is bookended in their curriculum (from freshman to senior year)
    - SHRS
      - Capstone project; implement artifacts in eportfolio; focused around seven core values of what a physical therapist should be and look like; students reflect on various artifacts and create a digital story; students can verbally articulate some of the accreditation standards/program objectives
  - What does/doesn't work in digital storytelling?
    - Group projects – better suited for individuals
    - Need to meet with faculty ahead of time; need to scaffold reflection into the class
    - Works best as end-of-semester/meta-level reflection
    - Integration of knowledge; critical thinking; communication skills
    - Any time students are spending a significant amount of time in the community
    - Internships; practicum
    - Need to focus on evidence of learning that you are seeking
    - Faculty/students need to be coached to focus on rubric; not 'seduced' by story or technology
    - Explain/articulate the learning outcome of the course; here's how the assignment connects to the digital storytelling

- People who are trained in qualitative research are more likely to remove biases and can potentially be better equipped than someone who may not be as knowledgeable of this approach
- Real value in working to improve our ability to assess the deeper meaning of writing or communication
- IUPUI ePortfolios have tended to be text-focused; some of this may be because of the historic platform; the new platform is more receptive and compatible for inclusion of a variety of media; upcoming workshops on Task Stream are available

### **Subcommittee Meeting Updates:**

- Advanced Practitioners
- Program Review
  - Reviewed 5 self-studies
- Grant Review
  - 3 submissions
- PRAC Annual Report
  - Full committee meeting in the spring semester
  - If your unit has not submitted PRAC annual reports, need to submit by end of year

### **December PRAC Meeting:**

- December 11, CE 305
  - Workshop: “Creating Assignments and Learning Activities to Reinforce Learning Outcomes”