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


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 with 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
  o Provides evidence of learning in a way that is appealing to employers (beyond text)
  o Enables demonstration of skills otherwise hard to learn (civic skills)
  o Allows for creativity and personality; powerful form of communication
  o Increases technological capabilities or demonstrates some you may already have
  o Builds capacity to create something of value to future employers
  o Practice your response to interview questions (“elevator speech” – what did you learn?)

• Sharing who you are
  o Highlight academic projects, interests, and initiatives; how they are shaped by stories we live and how in turn share our diverse identities

• Storyboarding
  o Purpose is to identify/highlight important concepts/ideas
  o Another means that helps with editing/proofreading
  o Assists with timing and pace of story
  o Provides direction in what images to gather
  o Aids in the recording process

• PRAC Grant on Digital Storytelling
  o How do digital stories provide evidence of student civic learning/civic mindedness?
  o Further test the civic-minded graduate rubric for validity (using AAC&U Value Rubric for Civic Engagement for comparison)
  o 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?
  o The purpose and reflection through the creation of a digital story fosters creativity and expression of self more than traditional reflection strategies
  o Co-curricular context tends to focus on identity development
  o Easier to talk about passions and desires than it is to articulate KSAs they have that serve as evidence of civic-mindedness

• Actions Taken
  o Expand the use of digital storytelling in co-curricular programs
  o Narrow the focus of the digital story – edit the reflection prompt
o Re-evaluate digital stories next year to see if narrowing the focus of the reflection prompt results in strong evidence of civic identity again
o Recommended enhancements to the CMG rubric

- Digital stories
  o Facilitate critical thinking and promote cultivation of skills and attitudes essential to professional practice
  o Stimulate empathy while assisting in the development of compassion, accountability, and cultural sensitivity
  o Foster transformational learning

- Recommendations
  o Artifacts within ePortfolios
  o Award applications
  o College applications

- Discussion
  o 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
      o Philanthropic autobiography is bookended in their curriculum (from freshman to senior year)
    ▪ SHRS
      o 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
  o 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

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- 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”