Program Review and Assessment Committee  
Thursday, September 17, 2015, 1:30-3:00, CE 309

Minutes


Guest Speaker: Matt Wade

1. Welcome and approval of August’s minutes.

2. Rick Bently and Carol Schuck: R. Bentley provided an overview of Ivy Tech Program Review and Assessment Priorities. Review of programs at Ivy Tech has recently changed to respond to current contexts, to provide information that informs decisions, and to improve the process, including new technological tools. The new process utilizes labor market data provided by Economic Modeling Specialists International (EMSI). IUPUI is the second most common transfer destination for Ivy Tech students.

C. Schuck described efforts to improve gateway classes with high D/W/F rates. These are concentrated in the Liberal Arts and General Studies areas, which fit oddly into the program review system since they do not train students for particular jobs. The project assigned the 14 vice chancellors to address one course each, consulting enrollment data, discussion groups, the DQP, existing rubrics, and the statewide definitions of general education competencies. They determined learning objectives and analyzed course and assignment alignment with those outcomes. Courses were adjusted and assignments recommended for closer alignment of assignments with intended learning outcomes.

Powerpoint file attached.

3. Update on IUPUI Foundations of Excellence Transfer Project: Matthew Wade M. Wade described the study, which ran June 2014 – June 2015. The task forces made over 170 recommendations, which were narrowed to 39 final recommendations, 28 primary and 11 secondary, with a 3-year implementation plan. The campus was graded on each of 9 dimensions. Results are published in Foundations of Excellence – Transfer Students: Final Report and Recommendations 2015, which was distributed and is available in hard copy. Additional information is available online at http://transfer.iupui.edu/FoundationsofExcellence/FindingsandRecommendations.aspx
Discussion and comments from PRAC members who participated included a summary of the Midwest Student Exchange Program which will allow students from a consortium of states to enroll at 150% of the resident tuition rate.

Powerpoint file attached.

4. Promising Practices in assessment at the IU School of Medicine: Tony Ribera. Recent emphasis has been on statewide equivalence across 9 centers. Ribera gave an overview of curricular structure and the program evaluation committee structure. Data sources and the people concerned with it at each curricular level were presented as a flowchart. The accomplishment has been to involve the people who will use the data in the design of the assessments and the gathering of those data. Data collection includes surveying both graduates from the program and their employers. Information from employers pointed out areas to strengthen in the curriculum.

Powerpoint file attached.

5. PRAC Subcommittees: purpose of each described by Chairs; time provided for members to circulate, discuss, and sign up.

Advanced Practitioners: Matthew Pistilli
Grant Review: Linda Houser
Performance Indicators: Stephen Hundley
Program Review: Anne Mitchell
Annual Report Review: Karen Alfrey (co-led by Susan Kahn)

6. Adjourned 2:55 p.m.
Overview of IUSM Curriculum

- 9 Centers Statewide
- Current Curricular Structure
  - Basic Science Coursework (Years 1 & 2)
  - Clerkships/Electives (Years 3 & 4)
- New institutional learning objectives
  - Patient Care (7)
  - Medical Knowledge (7)
  - Practice Based Learning and Improvement (3)
  - System Based Practice (7)
  - Professionalism (6)
  - Interpersonal Skills and Communication (5)
Overview of Program Evaluation at IUSM

Components of the Curriculum
- Individual Courses and Clerkships
- Individual Instructors and Preceptors
- Individual Departments and Centers
- Foundational Sciences
- Clinical Sciences

Phases of the Curriculum
- Foundational Sciences
- Clinical Sciences
- The Entire Curriculum

Sources of Data
- Course and clerkship evaluations; AAMC GQ; Statewide exam scores; etc.
- Instructor and preceptor evaluations
- Statewide exam scores; Course evaluations; MS3 Surveys; AAMC GQ; USMLE Step 1; etc.
- Statewide exam scores; Clerkship evaluations; PGY1 Surveys; AAMC GQ; etc.
- Reports from ASC, BSC, and CCSC; Additional outcomes and evaluation data

Reviewers of Data
- Academic Standards Committee Review Process (Continuous)
- Instructor Review Process (August)
- Departmental/Center Annual Reports (August)
- Basic Science Sub-Committee Retreat (July)
- Clinical Sub-Committee Retreat (June)
- Curriculum Council Steering Committee (CCSC) Retreat (August)
Goals of the CCSC Retreat

• Review and consider statewide evaluations and outcomes data as well as findings and action plans from ASC, BSC, and CCCC

• Identify strengths and areas in need of attention in the curriculum

• Generate action plans the committee will implement in order to address areas in need of attention in the curriculum

Agenda

• Chair Report (Dr. Ladd) – appx. 20 mins
• Academic Standards Committee (Dr. Klemsz) – appx. 30 mins
• Basic Science Component (Dr. Harrington) – appx. 30 mins
• Clinical Component (Dr. Butler) – appx. 30 mins
• Small Group Discussion of Findings and Action Plans – appx. 40 mins
• Large Group Discussion/Timeline for Implementation – appx. 20 mins
• Small Group Theme/Content Review – appx. 45 mins
• Large Group Discussion of Themes/Content – appx. 15 mins
Liaison Committee on Medical Education (LCME) Standards for Accreditation

LCME Standard 8.4: Program Evaluation

A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance medical education program quality. These data are collected during program enrollment and after program completion.
Accomplishments

• Involving those who will be expected to use the data in the data collection process
  • Mapping to institutional learning objectives
  • Descriptive response options
• Developing a relationship with the alumni office and utilizing the medical student Match process

Findings

<table>
<thead>
<tr>
<th></th>
<th>PGY1 Survey N</th>
<th>PGY3 Survey N</th>
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</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Supervisors</td>
<td>132</td>
<td>117</td>
</tr>
</tbody>
</table>

• Areas of strength
  • Respecting patient’s privacy
  • Relationships with health care team
  • Showing compassion to patients

• Areas in need of attention
  • Practicing cost-effective health care
  • Using appropriate resources
  • Contributing to the learning of others
Actions in Response to Findings from Multiple Instruments

- Development of tEMR curriculum
- Emphasis on self-directed learning
- Preparing students to contribute to the learning of students and other health professionals?
Overview of Ivy Tech Program Review and Assessment Priorities
Carol Schuck and Rick Bentley

Ivy Tech Top Five Transfer Partners: 2013-14

IU-Bloomington  3357
IUPUI-Indy  2422
Purdue-W. Lafayette  1842
Ball State  987
U of Southern Indiana  627
IVY Tech-Central Indiana's Enrollment Contribution to IUPUI's Undergraduate Population, Fall 2014


Factors Driving Changes in Program Review

- **Major Climate Change**
  - Budget Requests
  - Retirements
  - Increased Data Needs – Quantitative & Qualitative

- **Support Decision Making**
  - Learning Outcomes Assessment
  - Submitted and Forgotten – Data not used!
  - Link program-level data with External data

- **Process Improvement**
  - Reduce Data Entry Errors
  - Time Consuming for PCs
  - Three-year Submission Cycle Inefficient
Improvements: Round 1 (Feb 2014)
- Electronic Submission Form – Snap Surveys
- Addition of Qualitative data
- Budgetary Needs – Space, Equipment, Faculty
- Accreditation Requirements
- Top Employers / Top transfer-to institutions
- Tableau ‘Dashboard’ reports
- All programs participate (from rolling 1/3 system)

Improvements: Round 2 (Nov 2014)
- ‘Seeded’ Data -- 120+ Variables
- ‘Live’ Dashboards linked to Ivy Tech internal website
- Learning Outcomes Assessment -- PCs Attached Sample Assignments
- EMSI Labor Market Data -- Program and Region Data
Program Review and Tableau

Tableau View of Graduation and Enrollment Data

- Region
- School
- Program

Credentials by term and by degree type
3-year grad totals

“Enrollment” (one of ten data tab categories in Tableau data set)
Dashboards

- Enrollment
- Demographic
- Accreditation
  - Accreditation Cycle and Credentials
- Assessment
  - 3rd Party Assessments, Statewide Standardized Test, Portfolios
- Faculty
  - Staffing/Ratios
- Program Needs
  - Facilities/Materials
- Program Funding Requests
- Post Graduate
  - Employment/Transfer
- EMSI Dataset
  - External Economic Data
- Jobs Detail

Program Review and Economic Modeling Specialists International (EMSI) Data

Employment Opportunities and Average Hourly Earnings
Next Steps?

- Refine Program-Level Data
- Custom Review for Liberal Arts Program
- Learning Outcomes Assessment

Assessing High Failure Rate Courses

- ACCT 101
- APHY 101
- BIOL 101
- COMM 101
- ENGL 083/063 (Reading)
- ENGL 073/093 (Writing)
- ENGL 095/075
- ENGL 111 (Comp)

- HLHS 101 (Medical Terms)
- Math 023/136 (College Algebra)
- Math 080/123 (Quant Reasoning)
- Psych 101
- Math 122 (Tech Math)
- Psych 101
English 111
Outcomes Based Assessment

The ENGL 111 Composition assessment project began 3 ½ years ago (Spring 2012) at the request of the Ivy Tech Statewide English Curriculum Committee.

Assessing English Composition

Assesses an authentic product of the course rather than writing produced for assessment purposes

Researched argumentative essays produced during second half of the term will be rated on a 1-4 scale in 6 categories:

• Focus
• Organization
• Support
• Critical Thinking
• Conventions
• Documentation
Introductory Biology 101

• Assessment of lab assignments
• Meeting major COR objectives

Thank you!
Changing Lives...

Facebook Post by IUPUI Grad and Ivy Tech Transfer Student

Four years ago after struggling to stay focused in high school, I was on my way to attend college. I didn’t have many choices but I was able to start my academic journey at Ivy Tech. Many people look down at Ivy Tech but honestly the school gave me a second chance. I could not be more proud to say that I will always be thankful to have started my journey at Ivy Tech because it bridged the gap for me to attend IUPUI. After a semester at Ivy Tech, I was admitted into IUPUI where I was able to meet so many great people. I want to thank all of my friends, family, professors, and advisers who pushed me to work harder and stay determined. Without my support network I would not have made it this far. I am extremely happy and proud to say that I have graduated from the Kelley School of Business with my degree in Accounting, Finance, and International Studies, while obtaining a minor in Economics. There is not a better feeling in the world than seeing your parents light up after you graduate. I’m thankful I was able to give back to them for all of the sacrifices they have made for me. Congratulations to everyone in the Class of 2015! We made it!!!
Foundations of Excellence: Transfer Focus
Program Review & Assessment Committee
17 September 2015

Overview

“This Foundations of Excellence self-study and action-planning process addresses collegiate transfer” and “is designed to help institutions evaluate the ways they facilitate the experience of this important, but often neglected, student cohort.”

- Study occurred June 2014 - June 2015
- Task-force oriented - informed by subcommittees
- Over 150 representatives from across campus & Ivy Tech-Central Indiana

9 Foundational Dimensions®

- Philosophy
- Organization
- Learning
- Faculty
- Transitions
- All Students
- Diversity
- Roles & Purposes
- Improvement


Results

- IUPUI Transfer Philosophy Statement
  
  As an urban research institution, IUPUI is deeply committed to the educational success of all students. As part of this commitment, students who transfer to IUPUI will experience coordinated, holistic and developmentally appropriate support as they transition into and through the university. As they pursue their degrees, they will be intentionally connected to high-quality curricular and co-curricular learning experiences and provided continuous access to support services. Their student experiences will be based on a theoretical framework that supports the unique needs of transfer students. These experiences will enhance their academic and social integration, and commitment to attain academic and career goals.

- Dimension Reports & Recommendations
  
  - 170+ Individual Recommendations
  - Dimensions Report Card
Final Report Highlights

- 39 Final Recommendations: 28 Priority & 11 Secondary

Areas of Recommendations:
- Campus Culture & Structure
- Admissions & Credit Evaluation
- Advising
- Communication
- Policy
- Engagement & Student Support
- Orientation
- Curriculum
- Data

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<tr>
<th>ACTION AREA</th>
<th>RECOMMENDATION</th>
<th>TIMELINE</th>
<th>LEADERSHIP</th>
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<tbody>
<tr>
<td>Campus Culture and Structure</td>
<td>Widespread distribution philosophy statement; include in relevant publications and websites</td>
<td>2015-16</td>
<td>Office of Transfer Student Services Passport Office</td>
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<tr>
<td>Campus Culture and Structure</td>
<td>Re-establish Council on Transfer Students</td>
<td>2015-16</td>
<td>Office of Transfer Student Services</td>
</tr>
<tr>
<td>Advising</td>
<td>Enhance advising training for transfer students</td>
<td>2015-16</td>
<td>Campus Advising Council</td>
</tr>
<tr>
<td>Policy</td>
<td>Revise University College 60-hour policy to support transfer student programs</td>
<td>2015-16</td>
<td>Academic and Career Development University College Faculty</td>
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<td>Engagement and Support</td>
<td>Conduct campus-wide audit of programs and services to support transfer students</td>
<td>2015-16</td>
<td>Council on Transfer Students</td>
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<td>Orientation</td>
<td>Extend orientation program and create alternate delivery systems including online modules</td>
<td>2015-16</td>
<td>Action Team</td>
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<tr>
<td>Data</td>
<td>Develop key performance indicators and benchmarks for institutional progress on transfer students</td>
<td>2015-16</td>
<td>Action Team</td>
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<tr>
<td>Campus Culture and Structure</td>
<td>Develop and implement an annual well-targeted communications plan to inform faculty and staff about transfer students</td>
<td>2015-16</td>
<td>Office of Transfer Student Services Office of Communications and Marketing</td>
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<td>Admissions and Credit Evaluation</td>
<td>Review school-based admissions policies for transfer students and best served by University College</td>
<td>2015-16</td>
<td>Action Team</td>
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<tr>
<td>Engagement and Support</td>
<td>Explore increasing housing for transfer students including the development of a living-learning community</td>
<td>2015-16</td>
<td>Action Team</td>
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<td>Communication</td>
<td>Develop a one-stop shop integrated website and print materials for prospective and accepted transfer students</td>
<td>2015-16</td>
<td>Action Team</td>
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Contact Information

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- Gina Gibau - gsanchez@iupui.edu
- Matt Wade - mhwade@iupui.edu

To access the Final Report & Recommendations, visit:
http://transfer.iupui.edu/FoundationsofExcellence/FindingsandRecommendations.aspx