

Program Review and Assessment Committee

Thursday, December 12, 2019, 1:30-3:00pm, AD 1006

Agenda

Attendees: Karen Alfrey, Rick Bentley, Leslie Bozeman, Nicholas Brehl, Jerry Daday, Julie Davis, Joseph DeFazio (Skype), Deborah DeMeester (Skype), Lauren Easterling, Steve Graunke, Daniel Griffith, Tom Hahn, Michele Hansen, Stephen Hundley, Susan Kahn, Rachel Kartz, Caleb Keith, Katharine Macy (Skype), Clif Marsiglio, Pamela Morris, Khaula Murtadha, Howard Mzumara, Sonia Ninon, Kristin Norris, Anusha S. Rao, Emily Scaggs, Elizabeth Wager, Scott Weeden, Jane Williams

Guest: Peter Kromback represented the School of Nursing

1. Welcome, review, and approve meeting minutes (5 min.)
2. Assignment Charrettes – Patricia Hutchings, Senior Scholar with the National Institute for Learning Outcomes Assessment (NILOA) (40 min.)
3. IRDS Resources – Steve Graunke, Director of Institutional Research and Assessment; Caleb Keith, Director of Institutional Effectiveness and Survey Research; Clif Marsiglio, Management Analyst; and Howard Mzumara, Director of Evaluation and Psychometric Services (30 min.)
4. Election for Vice Chair of PRAC – (5 min.)
5. PRAC Grants sub-committee update – Linda Houser, Assistant Dean for Program Evaluation and Assessment, School of Education (5 min.)
6. Announcements – (5 minutes)

Adjourn

Thursday, December 12, 2019, 1:30-3:00pm, AD 1006

Agenda/Minutes

1. Welcome, review, and approve meeting minutes (5 min.)

K. Norris called the meeting to order at 1:31pm. Motion was made to approve minutes. Seconded by J. Daday and unanimously approved.

Introduced Patricia Hutchings.

S. Hundley: Pat and her colleagues at NIOLA have been longstanding contributors to the IUPUI Assessment Institute.

2. Assignment Charrettes – Patricia Hutchings, Senior Scholar with the National Institute for Learning Outcomes Assessment (NILOA) (40 min.)

Patricia: Pleased to be here. Middle of December and you really have a good turnout. Thanks to Linda for setting everything up. Thanks to Susan for giving some good ideas.

NILOA's work on assignments (design). Her plan is pretty simple. To talk about what NILOA has been doing over the past 6 years regarding assignment design. What has been going on? What needs to go on?

Regarding Assessment Trends, she went to the NIOLA viewpoint piece. Looking at the trends, two jumped out of her

- 1) (6) Authentic measures of student learning are necessary and valued. Assessment is moving to real, authentic tasks to what students are asked to do. In contrast to multiple choice exams. Students are asked to engaged in problem solving, meaning making
- 2) (8) On-going, thoughtfully implemented professional development remains essential. The notion of professional development points to the need to develop an assessment mindset. Everyone should get in the habit of student learning.

Every 3 years, NILOA surveys provosts. The found a lot of what Stephen and Susan identified. A rise in classroom work, rubrics used in that work. More prominent than 6 or 7 years ago. Faculty development around assessment remains a priority from the provosts. To use assessment findings and really think about our work.

Study in 2016, found that Assessment is the top issue for faculty development over the next 10 years.

One bigger picture finding. What evidence is most useful for improvement?

- 1) Classroom based assessment
- 2) Rubrics (used with classroom based assessment)

3) National student surveys

NILOA'S Response: A focus on Assignments (see slide)

- A one-day workshop on assignment design (x4) [First one was in 2013]
- Faculty invited to apply (with a draft assignment) – Principle behind this notion is that all assignments are really a draft. They can be approved (over 100 applications for each cohort).
- Working in 5-6 person, facilitated “charrettes” to review one another’s assignments and give feedback. It was all done in one day. Groups included historians, anthropologies, and other affinity groups.
- Revisions “back home”
- An online “assignment library” to share and recognize the intellectual work of effective assignment design
- And a toolkit for campuses

In the first 5 minutes, she tried to give her colleagues in the group an overview. The next 15-20 minutes she listened to what others said about their assignments. Returned to Patricia after she reflected for a few minutes on what she heard. Members provided written feedback. They also used time to write feedback for themselves.

People went home, went over the feedback. Tried things out in class.

They created an online “assignment library” to share and recognize the intellectual work of effective assignment design. Each one includes a) the assignment, b) cover memo (purpose, outcomes, c) reflections on how it is working and d) Evaluation scheme (rubric or list of criteria). There are 90 assignments in the library now. Additionally, they include a citation to recognize the intellectual work of reflective assignment design. They have packaged this as a tool kit for campuses.

S. Kahn: How do you currently see the distinction between assessment and the scholarship of teaching and learning?

Patricia: My view is that they are overlapping sets if done with quality. If assessment is mandated from somewhere else there is no overlap. If you think of assessment as asking questions, gathering evidence, making meaning that are primarily aimed at improving the experience of the students in front of you then there can be huge overlap with the scholarship of teaching and learning. SOTL has come a long way. Getting this work out there in a more scholarly fashion. That so many institutions would send their faculty to this workshop says a lot! Evaluate teaching like you evaluate research (e.g., Peer review, examining the materials)

S. Hundley: Was there a discussion on aligning the assignment on the course outcomes?

Patricia: Absolutely yes. It gets people thinking about their assignments in a certain way. What purpose does it serve? Questions of alignment bubble up naturally. What am I doing as a teacher that sets them up to do this assignment well? That there learning is advanced but also that I will have better evidence, as well. She was not focused on this at the onset, but she has come to see this as the most important.

Faculty comments

“The assignment design focus is so obviously needed...but that need doesn’t become visible and obvious until brought to conscious attention in the charrette.”

“We all have these things that we’re subconsciously looking for when we grade assignments...that we’re regularly disappointed with. And then you get to poking around in your assignments and realize that nowhere in there did you ever really ask them to demonstrate those things.”

We all write assignments. Sometimes we write them well and intentionally. Having an occasion to lift this up and have others provide feedback is invaluable.

80% of the people who participated in the NIOLO charrets said the process helped them. Half saw the need to alignment with desired learning outcomes.

Rationale and Lessons

1. Effective assignments yield high-quality, actionable evidence about student learning [Faculty are good at dismissing results. However, it is hard to dismiss results on an assignment they designed]
2. Effective assignments are a powerful pedagogical tool.
3. A focus on assignments supports faculty engagement in assessment and improvement.
4. No assignment is an island: moving from my assignment/my course...to linkages and alignment

Huge amount of power in getting people to think about their assignments in terms of a larger picture. At the end of the charrets, everyone was on a high. They were most excited about taking this process home and working on it with their colleagues.

Discussion followed on the TILT initiative: Transparency in Learning and Teaching

Anusha Rao: We have done the TILT here at IUPUI with engineering instructors.

1. TiLT workshops: In spring 2018, the CTL sponsored a TiLT Pilot to support 26 instructors of first year students in modifying or creating two student assignments using the TiLT approach, implementing the assignments, and assessing their impact on students. The [TiLT Higher Education project](#) is an award-winning national educational development and research project that helps instructors to implement a transparent teaching framework to promote college students’ success. Greatest benefits are for underrepresented and first-generation students. In summer 2019, the CTL sponsored a TiLT workshop series for engineering and technology faculty to create and implement transparent assignments in their courses. Seven faculty members attended the workshops. The CTL is interested in working with individual schools and departments to run TiLT workshop on assignment redesign and evaluation of its impact on student learning.
2. Digital Teaching Repository: The Forum Fellows, Andy Buchenot, Aimee Zoeller, and Darrell Nickolson, are offering workshops at the Faculty Crossing to promote the

awareness and use of the Digital Teaching Repository. Visit the [Faculty Crossing](#) and [Digital Teaching Repository](#) webpages to learn more.

Doing this locally is valuable. When you have people teaching the same students, this is where the real power comes from. Doing it within disciplines and departments can also matter.

S. Hundley: This might be a way of highlighting our work around the profiles.

E. Wager: I had a colleague who did TILT. Powerful outcome: they had students mention that assignment they felt contributed the most to their learning. Will there be more work around it at the campus level? Yes, they will offer workshops again in the spring.

3. Election for Vice Chair of PRAC

Caleb Keith has been nominated to serve a Vice Chair.

We have shifted the PRAC timeframes from calendar year to academic year. As part of this shift, Tom Hahn (Chair) and Caleb (Vice Chair) will serve an upcoming 18 month term.

4. PRAC Grants sub-committee update – Linda Houser, Assistant Dean for Program Evaluation and Assessment, School of Education (Stephen spoke for Linda, who was unable to attend today's meeting)

S. Hundley: Two projects recommended for funding.

1) Emily Braught and Sonia Ninon

2) 2019 IUPUI alumni interview, Jennifer Boehm and Kristin Norris.

Anusha Rao: I was on the subcommittee that reviewed these proposals. They are both strong proposals with doable timelines.

5. IRDS Resources – Steve Graunke, Director of Institutional Research and Assessment; Caleb Keith, Director of Institutional Effectiveness and Survey Research; Clif Marsiglio, Management Analyst; and Howard Mzumara, Director of Evaluation and Psychometric Services (30 min.)

Building a Data-Informed Decision Culture – IRDS provides accurate, timely, and actionable information to support decision making at IUPUI.

S. Graunke: At IRDS we collaborate with programs across the institution. There is not a lot that can be thrown at IRDS that they cannot answer/help with. We provide information for individual schools and units.

C. Keith: They are not required to do a lot of outside reporting, so, as Steve, said we get to do the fun stuff.

Assessment of student learning. Validation, success, institutional effectiveness.

Survey research methods. Course evaluations, program review. Assisting units as they do a self-study. All of these lead to the institutional strategic plan and priorities associated with it.

IR Leadership and Creating a Data-informed Decision Cultures

Matrix Network Model of Institutional Research - We have small teams within IRDS who work collaboratively with decision makers in schools and in units to ensure that we are providing them with quality information and data tools so that they are empowered and effective decision makers. Process is integrative, nimble, and data is actionable and aligned with strategic planning decisions.

Organization around Decision Maker

Multiple decision makers across a campus; IRDS is organized so we serve as facilitators and those decision makers have access to data and information

- Chancellor and Chancellor's Cabinet
- Schools and Departments
- Academic Programs
- Division of Undergraduate Education
- Enrollment Management
- Division of Diversity, Equity, and Inclusion
- Academic and Faculty Affairs
- Staff Affairs (Human Resources and the Office of Equal Opportunity)
- Etc.

IRDS staff regularly attend enrollment management meetings. This allows them to be responsive.

IRDS Practices and Strategies to Support Data-Informed Cultures

- Assess and evaluate IUPUI academic and support programs, High-Impact Practices (HIPs), services, and initiatives to ensure the success and learning of our students.
- Build data literacy, evaluation, and assessment capacity across IUPUI so that information exploration, interpretation, and analysis are used to support evidence-based decision making and improve student success and learning.
- Create and maintain a data infrastructure that allows for the creation of dynamic actionable reports responsive to the needs of and critical questions posed by all decision makers about the effectiveness of strategies designed to attract, retain, and promote on-time degree completion of students.
- Collaborate with all undergraduate, graduate, and support programs to create a robust suite of program evaluation and assessment reports and investigations that will lead to quality programs and support evidence-based decision making.

Becoming Good Data Narrators and Making Connections - Making data actionable, meaningful interpretation of data

Newly designed website at irds.iupui.edu/

Course evaluations website ce.iupui.edu

Contains information that is organized specifically for students, instructors

IUPUI Data Link Website –

Contains highly interactive dashboards that allow users to drill down and filter to allow detailed exploration of key indicators associated with the IUPUI Strategic Plan, empowering decision makers.

Serves as a quick reference for lots of information (dashboards)

Data link includes an excellent enrollment map tool

Two reports that are useful for PRAC on Assessment and Student learning

- DFWE Reports, there are 4 of them (2 for UG, 2 for G) – Provides ability to determine what are the characteristics of students who are not doing well. Also includes mode of instruction (on-line, face to face)
- Course enrollment snapshot report - 30,000 foot view of IRDS. It is a firehose of data

IRDS has a request data form on their website

M. Hansen: They have information on anything on the SIS. They can help design surveys, evaluate a new program or initiative. There is a lot they can help with in addition to the resources they provide online.

J. Williams: What is going on with test optional? Will IRDS be tasked with looking at new types of data from the transcripts?

M. Hansen: Working on a transcript analysis. Not sure where that will be housed.

E. Wager: In Bloomington, Kelly was still going to require SAT until Fall of 2021. It is still under discussion for Engineering.

M. Hansen: It is very complicated. All the analysis we did found, that high school GPA predicts student success a lot better than SAT. SAT has very little predictive power. A student with a 3.3 or 3.4 high school GPA, will do really well here at IUPUI.

S. Hundley: Let's get this topic (Test Optional) on the next PRAC agenda. Let's have a presentation by Michele Hansen and Boyd Bradshaw at the next PRAC meeting where they can discuss the background and intended purpose of going test optional. **[Note: This topic will be on the agenda for the February 2020 PRAC meeting]**

6. Announcements

S. Kahn: We have only received about half of the PRAC reports. If you have not already submitted, please complete for your unit and submit.

Adjourn

Future PRAC Meeting Dates: All meetings will be held in University Hall 1006

- Thursday, January 16, 2020, 1:30—3:00 pm
- Thursday, February 20, 2020, 1:30—3:00 pm
- Thursday, March 12, 2020, 1:30—3:00 pm
- Thursday, April 23, 2020, 1:30—3:00 pm
- Thursday, May 14, 2020, 1:30—3:00 pm

IUPUI

Program Review and Assessment Committee

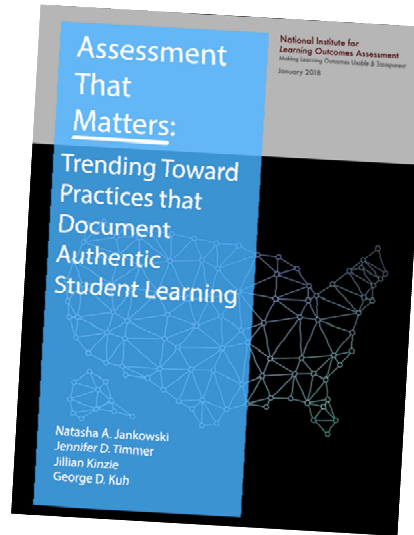
Pat Hutchings
December 12, 2019

Assessment Trends (Hundley and Kahn)

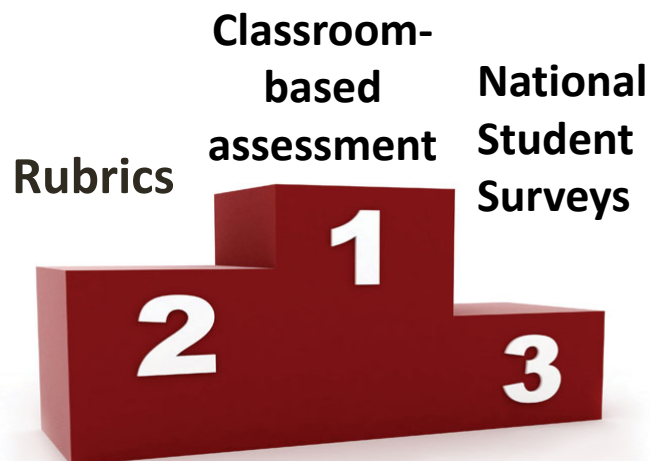
Authentic measures
of student learning
are increasingly
necessary and valued
(#6)

Ongoing, thoughtfully
implemented professional
development remains
essential (#8)

NILOA's survey findings



What evidence is most useful for improvement?



NILOA's Response: A Focus on Assignments

- A one-day workshop on assignment design (x4)
- Faculty invited to apply (with a draft assignment)
- Working in 5-6 person, facilitated "charrettes" to review one another's assignments and give feedback.
- Revisions "back home"
- An online "assignment library" to share and recognize the intellectual work of effective assignment design
- And a toolkit for campuses

Faculty comments:

"The assignment design focus is so obviously needed...but that need doesn't become visible and obvious until brought to conscious attention in the charrette."

"We all have these things that we're subconsciously looking for when we grade assignments...that we're regularly disappointed with. And then you get to poking around in your assignments and realize that nowhere in there did you ever really ask them to demonstrate those things."

Rationale and Lessons

1. Effective assignments yield high-quality, actionable evidence about student learning.
2. Effective assignments are a powerful pedagogical tool.
3. A focus on assignments supports faculty engagement in assessment and improvement.
4. No assignment is an island: moving from my assignment/my course...to linkages and alignment

Resources

- The Assignment Charrette Toolkit, the entire Toolkit along with institutional examples and other resources is found under the “Assignments” section of the olive colored “Our Work” main menu tab: <https://www.learningoutcomesassessment.org/ourwork/assignment-charrette/> The direct URLs are as follows:
- Part 1: Making the Case for Assignment Charrettes
<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OrganizingAssignmentCharrettes.pdf>
- Part 2: Resources for Conducting an Assignment Charrette
http://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/Resources_for_Conducting_an_Assignment_Charrette1.pdf
- Handouts Zip File https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/Assignment_Toolkit_Handouts.zip Please keep in mind that the direct link for the handouts will trigger an automatic download of the zipfile. It will not open to a PDF.

Resources

Reports and occasional papers

- Ewell, 2013
- Hutchings, Jankowski, and Ewell, 2014
- Hutchings, Jankowski, and Baker, Change magazine
- *Degrees that Matter*, Jankowski and Marshall, 2017
- AAC&U's VALUE Institute