

## Program Review and Assessment Committee

### Minutes from the Thursday, February 17, 2022 meeting

1:30 – 3:00pm

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#### Attendees:

Adams, Heather; Alfrey, Karen; Broeker, Camy; Buckle, Andrew; Daday, Jerry; Davis, Julie; Easterling, Lauren; Giddings, Anita; Graunke, Steve; Haberski, Ray; Hahn, Tom; Hansen, Michele J; Hassell, John; Hayes, Cleveland; Houser, Linda; Anita; Houston, Brandon; Hundley, Stephen; Keith, Caleb; Levine Daniel, Jamie; Lin, Wei-Shao; Lowe, Sara; Macy, Katharine; Marsiglio, Clif; Morris, Pamela; Ninon, Sonia; Pierce, Barbara; S Rao, Anusha; Thigpen, Jeffry; Weeden, Scott; Williams, Jane; Zheng, Lin

1. Welcome, review and approve previous meeting minutes (5 minutes) – Caleb Keith

Caleb offered welcoming remarks. There were no minutes taken at the January meeting. In the January meeting, Khalilah Shabazz and Eric Williams offered a facilitated discussion for PRAC members after showing their IUPUI Black Student Voices and Experience video.

2. *Delivering on the Promise of High-Impact Practices* Discussion (40 minutes)  
<https://go.iu.edu/4hon> – John Zilvinskis, assistant professor of student affairs administration at Binghamton University, State University of New York; Jillian Kinzie, associate director of the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute at Indiana University; Jerry Daday, professor of sociology and the executive associate dean in the Institute for Engaged Learning at IUPUI; Ken O'Donnell, vice provost and professor of communication at California State University Dominguez Hills; and Carleen Vande Zande, associate vice president for academic programs and faculty advancement at the University of Wisconsin System Administration.

Jerry introduced his co-editors and mentioned that several of the chapters in this new book feature work by colleagues at IUPUI (Steve Graunke, Sonia Ninon, Tom Hahn, and Michele Hansen). Jerry provided a link to the book's website, where one can see a list of the chapters and the authors/contributors (<https://go.iu.edu/4hon>).

John Zilvinskis began by discussing how the book came about, primarily through the great work he and the co-editors saw at the HIPs in the States conference in 2018 (hosted by Ken at Cal State Dominguez Hills) and at the conference in 2019 (hosted by Jerry at his previous institution, Western Kentucky University). The book strives to elevate some of this great scholarly work, much of it focusing on best-practices for the implementation of high-impact educational practices (HIPs), assessment of student learning and student success outcomes, and professional development. Next, John offered some remarks focused on the book's central theme, equity, which all authors had to address within each chapter. He highlighted an

important contribution by Tia McNair, Ashley Finley, and Alma Clayton-Pedersen, which continues and extends a conversation around equity and HIPs that began more than a decade ago. He also mentioned the work of Dallas Dolan and her team from Community College of Baltimore County described the ways they incorporated HIPs into required first-year seminars. Carleen offered some remarks on fidelity in high-impact practices, and how the chapters in this section of the book strive to answer several questions, like: how does an institution create a set of shared expectations for quality, fidelity, and equity in HIPS designs? What type of professional development would best help faculty to achieve a shared vision for the design and delivery of quality HIPS? Do all students experience HIPS in the same way with the same results? A lack of coherence in access, design, and implementation prevents the development of equitable high-quality experiences. The chapters in the fidelity section offer some advice and guidance for institutions as they strive to answer these questions. Ken offered remarks on scaling. He noted that all four parts of the book – equity-fidelity-scale-assessment – are truly interrelated, and while the book presents chapters within these four sections/parts, true work in the field of HIPs must address all of them simultaneously. He offered some examples from the scaling section of the book to illustrate dimensions how scaling helps promote equity, while assessment and fidelity/quality are critical aspects because the scaling must be done intentionally and well. Jerry offered some remarks on the assessment section of the book. He noted that all the chapters in the book present the results of research and assessment work; however, there were a few chapters, that took assessment and research work to the next level, using sophisticated statistical modeling techniques – propensity score matching and quasi-experimental designs - to show the impact of HIPs on student success. The hope of these chapters is that they can offer faculty and program directors a model for investigating HIPs on their own campuses, with help from their institutional research offices or from colleagues who have backgrounds/expertise in these methods. Lastly, Jillian thank the PRAC committee for promoting assessment work on our campus. She offered some remarks on what all of this means for the future of assessment work. She said HIPs are only high-impact “when they are done well” – echoing George Kuh’s seminal work – and she said this is a critical component that cannot be lost. The book provides examples of assessment and implementation work, and each chapter strives to provide evidence showing “when done well.” She noted IUPUI as a leader in the fields of HIPs and assessment work and recognized much of the good work happening on our campus. She said one next step in the field is for all of us to truly assess the learning that is taking place within these experiences.

During Q&A, Stephen Hundley asked Jerry to offer some remarks on where IUPUI is related to the four themes of the book. Jerry said we are in a good place when it comes to each of the dimensions, but we still have a lot of work to do. We are working to build new engaged learning experiences, like project-based learning, into the curriculum. We are trying to continue to build existing HIPs into the curriculum, like ePortfolio and Course-Based Undergraduate Research Experiences (CUREs), partnering with CTL and their curriculum enhancement grants. We have the Record, trying to capture student engagement in applied and experiential learning. We are offering a Bridge experience to all first-year students, and we are working to embed a high-impact practice into the first-year experience – which helps with equity – ensuring all first-year students get one or more HIPs in their first year. And we have all the good HIP work happening with global learning/study abroad, internships, capstones, and community civic/engagement work.

Cleveland Hayes asked how we can square the videos at the previous month’s PRAC meeting (the Black Student Experience videos – shown by Eric Williams and Khalilah Shabazz) with

the equity dimensions in the book. Jerry said that is profound question and we have a lot of work to do. Building these experiences into the curriculum is critical to equity; but also, students need to see themselves in the experience – and see mentors who look like them; Jerry said the campus needs to hold him and all of us accountable when it comes to equity. Ken said they are having similar conversations at Cal State Dominguez Hills, which has a diverse student population. They are trying to address similar challenges of how to help students see themselves in these experiences – and to be true to the experience.

Stephen offered to purchase a copy of the book after it is released in June for anyone on PRAC who would like a copy. Those PRAC members who are interested in a copy should contact Linda Durr ([ldurr@iupui.edu](mailto:ldurr@iupui.edu))

3. HLC Reaffirmation of Accreditation Townhall & Working Meeting (40 minutes) – Stephen Hundley, Caleb Keith, and HLC Writing Team

Stephen Hundley offered some remarks on our Reaffirmation of Reaccreditation. We will submit our Assurance Argument and Evidence File to the Higher Learning Commission in late September. Higher Learning Commission will do a site visit on Monday November 7 and Tuesday November 8. Accreditation is minimal compliance to an external standard. We have work to do, with areas to improve. We will let review team members know where we have areas to improve. The work of PRAC is to advance student learning and success. Work of PRAC brings forward the work of student learning and success. PRAC and the Assessment Institute provides professional development. PRAC also documents how all this work unfolds.

There is a core writing team working on the assurance argument with evidence file. Today in PRAC – we will do two breakout sessions to discuss some of the criteria for HLC.

- Criteria 3: Teaching and Learning (Stephen facilitating)
- Criteria 4: Teaching and Learning – Evaluation and Improvement (Caleb facilitating)

PRAC committee went to breakout rooms for individual discussion on these two criteria.

4. Announcements (5 minutes) – PRAC members

Assessment Institute Call for Proposals – priority deadline on 2/28/22

Future PRAC Meeting Dates:

- Thursday, March 10, 2022, from 1:30–3:00 pm
- Thursday, April 14, 2022, from 1:30–3:00 pm
- Thursday, May 12, 2022, from 1:30–3:00 pm