Program Review and Assessment Committee

Thursday, May 9, 2002
9:30-11:30 a.m. AO 103
Ingrid Ritchie, Chair
Patti Holt, Recorder

AGENDA –

MINUTES –

Present: W. Agbor-Baiyee, S. Baker, T. Banta, K. Black, P. Boruff-Jones, C. Dobbs, C. Guba, S. Hamilton, B. Jackson, K. Johnson, S. Kahn, J. Kuczkowski, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, R. Osgood, M. Phillabaum, I. Queiro-Tajalli, I. Ritchie, K. Rome, R. White, C. Yokomoto, N. Young.

Approval of April minutes (I. Ritchie)

o   Minutes approved.

Announcements (I. Ritchie)

o   There are funds available to send two people to the AAHE Assessment Conference in Boston on June 20-23. (An informational handout was distributed.) Members were asked to contact T. Banta's office this week if interested in attending. S. Kahn provided the Web site for more information: www.aahe.org.

o   A tentative schedule for next year's PRAC meetings was distributed. The first meeting of the new year will be held on Thursday, August 29, 1:30-3:00 p.m. in UL 1126.

Report of Assessment Grants Subcommittee (B. Jackson)

B. Jackson reported on the three remaining grant proposals:

1.   C. Goodwin: This proposal was withdrawn, because the project in question has been completed.

2. R. Lehnen: The remaining questions have been answered satisfactorily; thus, funding for the project has been approved.

3. E. Sener: C. Yokomoto consulted with Sener, who will consider re-submitting a revised proposal next year.

Information and Technology Literacy Subcommittee Report (H. Mzumara)

H. Mzumara reported on the initial work of the Information and Technology Literacy Subcommittee with a brief presentation entitled "Information and Technology Literacy Assessment at IUPUI." (A copy of his overheads is attached.) He emphasized the need for consistency among teaching, testing, and overall assessment of information literacy and the importance of assessing this skill at multiple points in students' educational careers.

Jackson asked about the effectiveness of discipline-specific information literacy courses and noted that Martha McCormick and David Sabol are working on this issue for U112. She suggested that Mzumara contact them for more information and added that information literacy testing and training are currently available through NETg.

J. Mac Kinnon asked whether the committee had considered basic information competence, and looked into whether we're familiar with what students are currently able to do and whether they're entering IUPUI with basic computer competence. Mzumara replied that the group is looking at all basic competences related to PUL 1e. Mac Kinnon suggested that students are increasingly more computer-literate, but less information-literate. Mzumara agreed and noted that that is why we need to carry out this project—so that we can better understand what students know and how we can improve their skills.

I. Ritchie asked whether competence testing would allow students to test out of basic courses. P. Boruff-Jones replied that the committee hoped that the process would allow students to test out of certain courses. Ritchie also asked whether there was an Advanced Placement test on information literacy. Boruff-Jones responded that she was not aware of an AP test in this area, but thought there might be an I-STEP test. She added that entrance tests and post-test options were being investigated.

W. Agbor-Baiyee asked about the shelf-life of such tests, given that computer technology changes so rapidly. Mzumara said that, like Microsoft certifications, these tests have a self-life and that students would need to update their "certifications" as technology changes. It was further noted that different skills are needed at different times in a student's program (first year, sophomore,

junior, senior, and entering a career, for example), thus requiring multiple testing points.

J. Kuczkowski asked whether we have a good sense of what is currently required by the curriculum and whether we need to add a test to other kinds of assessment already occurring. He questioned whether we might find ourselves overemphasizing this skill and "teaching to the test," and noted that we also need to consider the issue of students who transfer in after the freshman year and don't take the first-year seminar, which introduces students to information literacy, along with the other PULs. Boruff-Jones seconded the concern about the relevance of commercially available tests, adding that the group had been asked to look at Tek.Xam specifically, but is willing to continue investigating the whole issue.

C. Yokomoto asked whether precise definitions of "computer literacy" and "information literacy" exist. Mzumara explained that the committee is currently looking at definitions provided by the Association of College and Research Libraries (ACRL). He agreed that we need to define information and technology (computer) literacy and related levels of competence more clearly. We must also build definitions for IUPUI students, based upon the PULs, that take the role of critical thinking in information literacy into account.

Banta added some background information on this effort. She explained that it began with a request from Dean Plater to check out Tek.Xam. Ultimately, assessment of information and technology literacy will depend on the results of our current initiative to define levels of attainment of the PULs more precisely. She thanked the committee for its work so far, emphasizing that the group has led the way for further work on assessment of the PULs.

Ritchie concluded the discussion by asking whether the committee had discussed whether we necessarily want to test. Mzumara answered that it had and had decided that testing for this skill is important.

Report on April 12 Colloquium, "From Principles to Practice" (S. Hamilton)

S. Hamilton presented the "First Draft Report of the April 12, 2002 Campus Colloquium on the Principles of Undergraduate Learning at IUPUI." She noted that the document represents an initial effort to define "introductory" and "intermediate" levels of accomplishment of the PULs and, as the product of a single day's work, is necessarily incomplete. The next step will be to review the document and begin to fill in the missing areas. In particular, the columns on "Knowledge, Skill, or Intellectual Ability" and "How it May be Taught or Learned" need additional work. Hamilton invited PRAC members to review course offerings in their schools that address these items, and, working with their teaching and learning committees, to examine ongoing efforts that might help to complete the document.

Hamilton noted several issues raised by the efforts on April 12. For example, English W131 asks students to accomplish all of the tasks required by PUL 1a. Does this mean, in this case, that the required W131 student portfolio satisfies this PUL? Answering such questions is a next step for all of the PULs as we continue this initiative.

Hamilton initially suggested that she would like to complete the work on introductory and intermediate competences by August. Kuczkowski pointed out, however, that the School of Science Assessment Committee is not scheduled to meet again until September and the same is probably true for many school-level committees. Hamilton replied that we might, in that case, aim for the end of the first semester. Ritchie added that she will plan to reintroduce the document at the August PRAC meeting.

Kuczkowski commented that the document really addresses learning experiences, not just courses, and suggested that students might demonstrate given levels of competence with materials they produce for their jobs or other purposes outside their formal coursework. He noted that we will need to provide students with guidelines for the electronic portfolio so that they understand what is appropriate for inclusion in the portfolio.

Yokomoto asked about the purpose of this process—is it to gather information about what schools are doing or to make teaching of the PULs more uniform across the campus? Will it be communicated to the schools as information or as a new mandate? Hamilton replied that she preferred "coherence" over uniformity and that our purpose is simply to ensure that all students are indeed attaining the outcomes stated in the PULs. Yokomoto further inquired whether we are carrying out this exercise for our own purposes or to satisfy North Central. Are we diverging from the original concept of the PULs whereby schools agreed on outcomes, but were free to determine for themselves how students would work toward these outcomes? Hamilton responded that we are working toward greater consistency of outcomes for first- and second-year students and trying to understand more richly and deeply how students attain these outcomes. In addition, we want to ensure that all schools are taking responsibility for the PULs and for students' continued development of these skills through the baccalaureate—not assuming that introductory writing courses provide sufficient experience in undergraduate writing, for example.

Banta added that some schools are likely to welcome the guidance and information provided by the document; others may recognize that they are not, in fact, doing everything they can to ensure student mastery of each PUL. Ultimately, this initiative is intended to provide helpful information to the schools, so that they are better able to determine how well their students are doing. It is not intended as an extra layer of assessment (grades should already reflect how well students write, think critically, and so on) nor as a way to punish schools or

deans. She compared it to the student satisfaction surveys we conduct; where weaknesses exist in particular schools, those deans want to address these.

Kuczkowski asked where current student e-ports can be found. Are they up on the Web yet? Hamilton replied that the e-ports are not publicly available on the World Wide Web yet. Kuczkowski further inquired about how human subjects issues related to the e-ports will be addressed. Noting that in addition to human subjects issues, developers of the e-port are also concerned with copyright issues, Hamilton explained that the e-port Security Subcommittee has worked closely with Kenny Crews. The e-port design incorporates multiple levels of security; students can control who has access to each piece of work uploaded to their portfolios. At the tightest level of security, only the course instructor will have the ability to view any given item placed on a student's portfolio; at other levels, students might choose to allow members of the IUPUI campus community to view an item or might make the item open to anyone on the Web. Students will also be able to give access to items on their portfolios to specified individuals, such as potential employers, for a specified period. In addition, the design will allow students to go back and customize security levels for portfolio items at any time.

Kuczkowski asked whose responsibility the e-ports would be—the university's? Schools? Departments? Will they be mandatory and is there an implementation deadline? Hamilton said that she hoped to conduct beta testing this fall, so that we can make the portfolios mandatory by Fall 2003. Issues of responsibility will need to be decided by the administration and faculty governance. Jackson suggested that the next phase of beta testing for the student e-ports should be done through University College, since the testing will be occurring in UC courses.

I. Queiro-Tajalli asked for a summary of the questions posed during this discussion, as they had raised new concerns for her. She would like to see a summary of the goals, design, ways in which the e-ports will be used, and other ramifications of this initiative. Banta suggested that it would be useful for the e-port Steering Committee to provide a white paper on this topic for the benefit of the entire campus.

Summary of Annual Reports: Implications for the Campus (I. Ritchie)

Ritchie explained that the PRAC Steering Committee had met to discuss recurring themes in the school reports presented at PRAC meetings throughout this year and to begin developing a set of recommendations based on these themes. She handed out a set of draft recommendations from the meeting and asked the group to skim the list and suggest revisions.

Agbor-Baiyee commented that the wording for Bullet 4, Item 1 ("Establish faculty development grants that include assessment in the guidelines") was ambiguous.

Banta explained that the oral school reports suggested a need for faculty development in the area of assessment and that grants for faculty to gain further expertise in assessment might be one solution. The item will be reworded to make clear that these would be grants for projects aimed at developing faculty expertise in assessment. Kahn further suggested that grant recipients be required to make a presentation or give a workshop on how their project could be applied to assessment in practice.

Kuczkowski mentioned that the National Academic Advising Association has an excellent model for grants that provide opportunities to gain expertise; prospective grantees must submit a plan explaining how they will use that expertise, if funded.

Jackson agreed that faculty need more support to increase their expertise in assessment and suggested that, in addition to providing additional support for faculty to attend assessment conferences (as recommended in Bullet 6, Item 1), we consider developing and providing additional on-campus assessment workshops.

Ritchie asked for comments on Item 2, "Increase student involvement in assessment."

Agbor-Baiyee said he was unsure about the meaning of bullet 2, "Embed assessment in course assignments and examinations so that it's not an add-on activity for faculty or students." Mac Kinnon explained that the idea is to include work to be used for assessment purposes within students' regular graded assignments and tests, rather than making assessment an "add-on" activity. For example, a reflective paper written at the end of a course might serve as the basis for assessment.

Kahn referred to the R110 Fundamentals of Speech Communication course, where course assignments are used for assessment purposes. She noted that this recommendation was included because of comments in the school reports throughout this past year about the difficulty of getting students involved with assessment when they view it as an "extra" activity that is not part of regularly assigned coursework.

K. Johnson asked to hear more about the purpose of approaching assessment in this way—is it to see whether a student has learned particular aspects of the course material? Kuczkowski explained the process he uses of looking first at individual test grades and then looking across an entire class to see how well students did as a group on test items. If only 40 percent of students answered a question correctly, then he might rethink his approach to teaching this material.

Banta noted that in addition to considering how well students may have learned material, there is also the question of how well a particular assignment worked. What did students get out of it?

Johnson suggested that this bullet might be reworded to include the idea of encouraging and assisting faculty in determining how to use course assignments for assessment purposes and how to make assessment more meaningful to students. R. White commented that faculty may still interpret this as another extra task they are expected to do.

Agbor-Baiyee suggested having students who have just completed a course assess the course objectives and how well they were met. Banta observed that Queiro-Tajalli has used this method with students, asking them which assignments had helped them meet course objectives.

Ritchie concluded the discussion and invited more feedback. Once feedback has been received, the Planning Committee will meet again to revise the recommendations.

NCA Update

Kahn passed out new outlines for the special emphasis self-study on teaching and learning and explained that the organization of the self-study narrative had been revised. Rather than being organized around the objectives and indicators in the strategic plan, the self-study narrative will focus on major themes IUPUI has pursued in the area of teaching and learning. Organizing the material in this way should allow us to include the critical information relevant to the objectives and indicators, but with less redundancy.

Kahn reviewed the prospective themes (see attached draft outlines) and briefly explained what would be addressed within each theme. She invited suggestions for examples, major topics, or other ways of conceptualizing the themes.

Suggestions for examples under the major themes included:

- Under "Resources and Support" for teaching: Faculty learning communities—Agbor-Baiyee

- Under "Resources and Support" for teaching: Fostering an environment for instructional teams—Kuczkowski

- Under "Engagement in Learning": The Honors Program; directed readings and writings—Johnson

- Under "Resources and Support" for learning: The Minority Research Scholars Program (featured on the cover of *Black Collegian* last year) and

other focused scholarships, like Masarachia Scholarships for students pursuing careers in community service (information available from Gail Plater's office)—Kuczkowski

- Under "Resources and Support" for learning: Special opportunities for international students—Ritchie

- Under "Resources and Support" for learning: The Hesburgh Award—Kuczkowski

Kahn asked for feedback within the next two weeks.

Concluding Remarks (T. Banta and I. Ritchie)

Banta explained that PRAC may want to become involved in the new faculty orientation process; this would give us an opportunity to introduce the PULs and assessment grant opportunities to new faculty members. The general consensus of the group was that they would like to be involved.

She also reminded the group to send in information for the PUL matrices on the portfolio/self-study. We are particularly anxious to have information on improvements made this year—our NCA team will want to see the currently empty cells filled in.

Ritchie and Banta thanked the group for their hard work over this past year and wished everyone a good summer.

**NEXT MEETING
August 29, 1:30-3:00 p.m.
UL 1126**

SECOND DRAFT REPORT OF APRIL 12, 2002 CAMPUS COLLOQUIUM ON THE

Principles of Undergraduate Learning at IUPUI

Sharon Hamilton
June 30, 2002

Key: Introductory competence is represented in regular type
Intermediate competence is represented in **boldface**
Competencies that are the same for both, but are demonstrated developmentally, are in *italics*

(Based on comments from faculty on the Program Review and Assessment Committee in addition to faculty who attended the April 12 Colloquium. The next step will be to distribute this report to relevant departments for input from a wider range of faculty. Specifically, we will ask faculty for three kinds of assistance:
   1. **to modify current descriptions of introductory or intermediate competence for clarification;**
   2. **to add areas of competence not mentioned (or to suggest deleting some that are);**
   3. **to refer to particular courses or course assignments that would enable students to demonstrate introductory or intermediate competence as presented in the document.)**

PUL 1 (a)

<u>**Core Communication and Quantitative Skills:**</u> These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:
   a) **express ideas and facts to others effectively in a variety of <u>written formats</u>**

1

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
1. Students identify their intended audience for each piece of writing (Introductory) **1. Students analyze audience needs and articulate how their writing responds to these needs (Intermediate)**	W131: any final draft **W132, W231, or W233 any final draft**
2. Students demonstrate their awareness that different audiences have different rhetorical needs **2. Students demonstrate relationship between their rhetorical choices and the needs of their intended audience**	W131: Writer's Statement for final draft **R110: Audience analysis** **W132 and W231: Writer's statements that discuss and demonstrate this relationship**
3. Students identify characteristics of their own writing processes within the context of awareness of different writing processes **3. Students utilize different writing processes for different rhetorical tasks.**	W131: Writer's Statement for final portfolios **3. Writer's statement that outline different writing processes for different kinds of writing tasks, possibly in different disciplinary areas.**
4. Students write clearly, selecting language and style appropriate to the function and audience of the text **4. Students write clearly and effectively, selecting language and refining their style appropriately to the function and audience for their text.**	W131: any final draft **Any combination of written report, essay, critique, or analysis at the 200-level or above. Preferably 2-3 different kinds of examples.**
5. Students use focus and specificity of details or examples to develop their ideas. **5. Students employ a wide range of specific details and examples to develop, support, and extend their ideas. These details and examples are relevant and significant; students also include awareness of details and examples that might contradict their ideas.**	W131: any final draft **Any paper, report, essay, critique, explanation, or written discussion – in final draft form – from any course at the 200-level or higher.**
6. Students identify the purpose or function of their writing, within the context of awareness that there are several reasons for writing **6. Students demonstrate their ability to write for a variety of purposes and functions.**	W131: Writer's Statement for final portfolio **Any combination of paper, report, essay, critique, explanation, or written discussion – in final draft form – from any courses at the 200-level or higher.**
7. Students use conventions and format appropriate to function and audience. **7. The function of the writing is in complete accord with the rhetorical choices of the writer, including tone, style, format, vocabulary,**	W131: any final draft **Any paper, report, essay, critique, explanation, or written discussion – in final draft form – from any course at the 200-level or higher**

degree of specificity, and organization.	
8. Students gather, use, and cite information properly **8. Students employ a range of sources, cited and referenced appropriately according to a recognized citation scheme (MLA, APA, or Chicago Manual) to develop their ideas.**	W131: assignment requiring sources **Any paper from any course at the 200-level or beyond that requires source material.**
9. Students organize content effectively **9. Students use a variety of organizational patterns as an effective rhetorical strategy to achieve different purposes for different audiences in different disciplines.**	W131: any final draft **Any combination of paper, report, essay, critique, explanation, or written discussion – in final draft form – from any courses at the 200-level or higher.**

PUL 1 (b)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

b) Comprehend, Interpret, and Analyze Texts

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
1. Students draw upon a repertoire of reading strategies when reading different kinds of text **(??? I have put these in italics on the assumption that the skill is the same at the introductory and intermediate levels, but the manner of demonstrating the competence is different. However, if you think that a more developmental iteration of this skill should be articulated for any or all of these seven aspects of comprehending, interpreting, and analyzing texts, please feel free to make some suggestions)**	Critical Inquiry Courses UC112; appropriate assignment **Gateway courses: juxtapose different genres and provide pre-reading questions (demonstrated with papers from at least two different kinds of text)**
2. Students identify the main idea of a passage	Critical Inquiry Courses UC 112: appropriate assignment

???	**Gateway courses or 200-level courses: Reader-response papers; any appropriate, relevant assignment**

3. Students make and articulate connections between
     a) ideas in the text and their personal life experiences
     b) ideas in the text and other course content
     c) ideas in the text and broader contexts (such as an historical context, or another course, or societal issues, etc.)
 	
 ???
	Critical Inquiry Courses UC 112: appropriate assignment
	
	 Gateway courses or 200-level courses: Written responses; class discussion Compare/contrast assignment Pre-discussion brainstorming exercise

4. Students distinguish among facts, assertions, and opinions **???**	Critical Inquiry Courses UC 112: appropriate assignment **Gateway courses or 200-level courses: any appropriate or relevant assignment.**
5. Students identify the purpose or function of the text. **???**	Critical Inquiry Courses UC 112: appropriate assignment **Gateway courses or 200-level courses: any appropriate or relevant assignment**
6. Students evaluate the internal logic of the text. **???**	Critical Inquiry Courses UC 112: appropriate assignment ***Gateway courses or 200-level courses: any appropriate or relevant assignment***
7. Students evaluate credibility of the text and of sources within the text. **???**	Critical Inquiry Courses UC 112: appropriate assignment **Gateway courses or 200-level courses: any appropriate or relevant assignment**

PUL 1 (c)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

    c) **Communicate orally** one-on-one and in group settings

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
1. Students identify their own (and each others?) strengths in oral communication **???**	R110: Any appropriate assignment. **???**
2. Students assess characteristics of intended audience **???**	R110: Any appropriate assignment **???**
3. Students adapt their oral communication to identified and analyzed audience characteristics	R110: Any appropriate assignment

???	???
4. Students identify features of their own paralinguistic or non-verbal communication ???	R110: Any appropriate assignment ???
5. Students apply critical listening skills to the oral communication of others. ???	R110: Any appropriate assignment ???
6. Students employ paralinguistic or non-verbal communication skills effectively ???	R110: Any appropriate assignment ???
7. Students convey a specific purpose when communicating orally ???	R110: Any appropriate assignment ???
8. Students employ effective delivery skills when communicating orally ???	R110: Any appropriate assignment ???
9. Students organize the content of their oral communication effectively to accomplish their purpose ???	R110: Amy appropriate assignment ???

PUL 1 (d)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

d) Solve problems that are quantitative in nature

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
1. Students use calculation skills of everyday life (percents, decimals, fractions, operations, etc.) and basic algebra skills to solve mathematical problems	1. Demonstration; models in textbooks; practice; strategies developed in mathematical courses; assignments that require applications to daily life contexts.
2. **Given a mathematical problem, students employ additional problem-solving skills appropriate to their areas of interest**	2. **Demonstration, models in textbooks, practice, and other strategies used in mathematical courses; assignments that require students to employ additional problem-solving skills appropriate to their areas of interest.**
Students use the information in written descriptions of problems in order to solve them. **Students recognize when additional information or mathematical tools are required in order to solve a mathematical problem**	Simple word problems on exams or assignments; assignments that require students to explain how they have used information in written descriptions of problems in order to solve them. **Assignments that ask students to work with quantitative problems that require additional information or mathematical tools.**

	Laboratories, textbook exercises, homework, projects relevant appropriate to recognizing the need for and applying additional information or mathematical tools.
Given a graph, chart, or table, students answer basic questions about the information provided and describe relationships among the data.	Assignments that ask students to work with or compile graphs, charts, or tables.
Given graphs, charts, or statistical information, students identify possibilities and limitations in the potential application of the data.	**Assignments that ask students to work with or compile graphs, charts, or tables and require them to articulate the possibilities and limitations in the potential application of the data; laboratories; Internet searches; textbook graphics; homework projects**
Students interpret symbolic language when it is presented in problems.	Assignments that ask students to work with quantitative problems; labs; text exercises; homework projects
Given an application, students collect data and use basic statistical language to describe that data.	**Assignments that ask students to work with or compile and interpret statistical information; laboratories; Internet searches; textbook readings; homework; projects**
Students identify one or more potential approaches to solving problems.	Assignments that ask students to work with quantitative problems, using more than one approach; labs; textbook exercises; homework; projects.
Students analyze potential approaches and implement effective solutions in problem solving.	**Assignments that ask students to work with quantitative problems, identify possible approaches to solving the problem, and articulate reasons for their choice; laboratories; textbook exercises; homework; projects.**

PUL 1 (e)

<u>Core Communication and Quantitative Skills:</u> These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

    e) **Make efficient use of <u>information resources and technology</u> for personal and professional needs.**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED

1. Students effectively interact with multiple computer programs and platforms to create, edit, save, and manage files. **1. ???**	UITS training (Steps; ProSteps; NETg) and Knowledge Base (http://kb.iu.edu) CPT 106 First Year Experience Courses Discipline-specific information literacy courses Demonstration of competence will include one or more assignments that draw(s) upon more than one computer program and/or platform. **???**
2. Students use university-specific online applications (Oncourse; IUCAT, email) **2. ???**	Threaded class discussion; evidence of use of Oncourse or e-mail or IUCAT. **???**

3. Students use the following kinds of software:\
  a) communication software (email; chatrooms, etc.)
  b) presentation software/graphics
  c) word processing software
 	
3. ???
	Assignments requiring evidence of use of communication software; presentation software, and word processing software.
	
	???

4. To complete assignments, students make use of
  a) web browsing
  b) basic computer operating systems
  c) databases; spreadsheets; statistical software (as appropriate or applicable
 	
4. ???
	Assignments requiring evidence of use of web browsing, basic computer operating systems, databases or spreadsheets or statistical software.
	
	???

5. In locating information resources, students:
  a) determine extent of information needed
  b) recognize when additional information is needed
  c) identify appropriate types of information
 	
5. **Students can locate and use discipline-specific library resources (databases, etc.)**
	Assignments that require students to determine the extent of information they need for the assignment; recognize when additional information is needed; and identify appropriate types of information.
	
	Librarian-led sessions in classes
	One-on-one sessions with librarians
	Demonstrated through assignments that require students to locate and use library resources, data bases, etc.

6. Students access needed information efficiently and effectively **6. ???**	Assignments that require students to reflect on their process of accessing information. **???**
7. Students evaluate information sources critically, including legal and ethical issues **7. ???**	Assignments that require students to evaluate their information sources critically, including legal and ethical issues related to using information. **???**
8. Students organize and use information effectively to accomplish a specific purpose **8. ???**	Assignments that require students to organize and use information effectively to accomplish a specific purpose. **???**

PUL 2

<u>Critical Thinking</u>**: The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:**
      a) analyze complex issues and make informed decisions;
      b) synthesize information in order to arrive at reasoned conclusions;
      c) evaluate the logic, validity, and relevance of data;
      d) solve challenging problems; and
      e) use knowledge and understanding in order to generate and explore new questions.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED

1. Students demonstrate an openness to critical thinking by
  a) raising questions about ideas being explored/discussed
  b) developing skills of rational inquiry and skepticism
  c) pursuing ideas raised by intellectual curiosity
  d) participating in class discussions
  e) drawing upon their observation skills
  f) identifying and articulating problems related to their academic studies, or life, or society
  g) articulating their problem-solving processes, including steps taken
	Critical Inquiry Courses UC 112: All pertinent assignments;
	Any appropriate assignments and class discussions in 100-level courses.

1. Students maintain their openness to critical thinking by
  a) raising questions about ideas being explored/discussed
  b) developing skills of rational inquiry and skepticism
  c) demonstrating intellectual
	Any appropriate or relevant assignments or class discussions in Gateway and 200-level courses.
	
	???

curiosity d) **participating actively in class discussions and activities**	

2. Students consider multiple perspectives in their work by
   a) discerning, comparing, and contrasting varying perspectives and sources of information
   b) recognizing the difference between a perspective and its source
	Critical Inquiry Courses: UC 112; Introductory Anthropology courses; Introductory Religious Studies courses; Introductory Philosophy courses; Introductory History courses; Introductory Literature courses.
	Demonstrate with any assignment from the above or other pertinent 100-level or Gateway courses that requires students to consider and analyze multiple perspectives, and requires students to recognize the difference between a perspective and its source.

2. Students apply multiple perspectives to an example of problem-solving or writing	**Any assignment in a Gateway or 200-level course that requires students to apply multiple perspectives to an example of problems-solving or writing.** **???**

3. Students employ habits of logical thinking by
   a) identifying the logic of their own thinking;
   b) sorting evidence and sources of evidence according to credibility and relevance;
   c) recognizing and tolerating ambiguity and/or incomplete data.
	Critical Inquiry Courses: UC 112: any pertinent assignment; Introductory Philosophy; Introductory Anthropology; Introductory Sociology.
	Demonstrate with any assignment that requires students to articulate the logic of their own thinking, to sort evidence and sources of evidence according to credibility and relevance; and to recognize and tolerate ambiguity or incomplete data.

3. Students employ habits of logical thinking by
   a) **critiquing own thinking**
   b) **selecting and explaining choice of appropriate resources**
   c) **analyzing concepts**
	Any assignment from a Gateway or 200-level course that requires students to critique their own thinking, select and explain their choice of resources, and analyze the concepts they present.
	???

4. Students demonstrate their application of critical thinking by
   a) organizing information for problem-solving;
   b) demonstrating basic knowledge and use of symbolic representation of information;
   c) identifying components of context that influence problem-solving activity;
   d) demonstrate respect for multiple perspectives
	Critical Inquiry UC 112: any relevant or applicable assignment(s); applicable assignments from Gateway or Introductory courses that require students to organize information for problem-solving, demonstrate basic knowledge and use of symbolic representation of information, identify components of context that influence problem-solving ability, and demonstrate respect for multiple perspectives.

4. Students demonstrate their application of critical thinking by:
   a) **making reasonable inferences from observations and evidence**
   b) **identifying and using discipline-specific problem-solving framework(s)**
   c) **applying previously learned concepts to new situations**
   d) **applying multiple perspectives in an**
	Any assignments from Gateway or 200-level courses that require students to make inferences from observations and evidence, identify and use discipline-specific problem-solving framework(s), apply previously learned concepts to new situations, and apply multiple perspectives in an example (not every assignment needs to demonstrate all the above; students may use more than one assignment to demonstrate this

example	level of competence). **???**

5. Students apply their critical thinking skills by
    a) generating original questions
    b) examining new information in context of existing or previous knowledge.
	Critical Inquiry Courses UC 112: any appropriate assignment.
	Any assignment(s) from any Gateway or 100-level course(s) that require(s) students to generate original questions and examine new information in the context of previous or existing knowledge.

5. Students apply their critical thinking skills by
    a) incorporating concepts and theory in the generation of questions
    b) applying previously learned information to new situations
    c) applying problem-solving strategies in realistic but guided or supervised setting
    d) working collaboratively in groups
	Any assignment(s) from any Gateway or 200-level course(s) that require(s) students to incorporate concepts and theory in the generation of questions, apply previously learned information to new situations, apply problem-solving strategies in a realistic but guided or supervised setting, and work collaboratively in groups. Group participation may be shown in a brief video.
	???

PUL 3

Integration and Application of Knowledge
The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:
    a) enhance their personal lives;
    b) meet academic and professional standards and competencies; and
    c) further the goals of society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
1. Students recognize and identify 2-way connections of course concepts within personal, professional, and social situations	UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and report on the connections within personal, professional, and social situations.
1. Students analyze and synthesize 2-way connections of course concepts with personal, professional, and social situations	**Any Gateway or 200-level course assignment that requires students to** **research a situation and role play problems or cases that have students analyze or synthesize connections among course concepts and personal, professional, and social situations.** **???**
2. Students analyze and synthesize 2-way connections of course concepts within personal, professional, and social situations	UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and role play problems or cases by demonstrating or articulating the connections within personal, professional, and social situations
2. Students evaluate and apply 2-way connections of course concepts within personal, professional, and social situations.	**Any Gateway or 200-level course assignment that requires students to research a situation and role play problems or cases that have students analyze and evaluate connections among course**

	concepts and personal, professional, and social situations. **???**
3. Students recognize the dynamics of change **3. Students manage the dynamics of change**	Introductory anthropology. Know OCM (Organizational Change Management) **Organizational Change Management** **???**
4. Students recognize follow-up feedback mechanisms **???** **4. Students follow through on implementation and feedback mechanisms** **???**	*Know CCC Lifelong learning* *Integrator courses* *Link courses* *Interdisciplinary majors* **???**

PUL 4
Intellectual Depth, Breadth, and Adaptiveness
The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems:
> **a) *Intellectual depth* describes the demonstration of substantial knowledge and understanding of at least one field of study.**
> **b) *Intellectual breadth* is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.**
> **c) *Intellectual adaptiveness* is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED
1. Students articulate the idea that different disciplines/subdisciplines approach problems with different methods and different perspectives. **1. Students identify assumptions, core beliefs, premises, and/or major concepts of different disciplines and/or subdisciplines.**	Windows on Science: any pertinent assignment. Any assignment(s) from Gateway Courses or Critical Inquiry courses that require students to articulate differences in method and perspective among different disciplines. Show historical relationships among different approaches (e.g. behavioral psychology as reaction against psychoanalytic approach) **Assignment(s) from any Gateway or 200-level course(s) that compare and contrast different opinions and approaches (e.g. through comparing readings that take different perspectives or express different opinions)**
2. Students apply discipline-specific criteria to determine and evaluate reliability of information. **2. Students demonstrate foundational knowledge of a discipline (e.g. artist's portfolio)**	Assignments that ask students to apply discipline-specific criteria, such as "the scientific method," to a given case or problem **Any assignment in a 200-level or Gateway course that addresses the foundational knowledge of their major.** **???**
3. Students adapt communication of ideas to	W131; R110; any Gateway or 100level course that

different situations and audiences.	requires students to write or speak about issues in different contexts.
3. Students express orally or in writing several perspectives on an issue.	**Assignment from any Gateway or 200-level course that requires students to model different approaches to an issue or problem.** **???**
4. Students express orally or in writing their own perspectives and knowledge about an issue.	W131; R110; W130; UC 110; and Gateway or 100-level course assignments that requires students to express orally or in writing their own perspectives and knowledge about an issue.
4. Students express orally and in writing perspectives different from their own.	**Any Gateway or 200-level course assignment that requires students to apply different perspectives, including perspectives different from their own, to an issue or a problem.** **???**

PUL 5

Understanding Society and Culture
The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:
a) compare and contrast the range of diversity and universality in human history, societies, and ways of life;
b) analyze and understand the interconnectedness of global and local concerns; and
c) operate with civility in a complex social world.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
1. Students assess their own beliefs, attitudes, and behaviors regarding society and culture, including their characteristics, origins, strengths, and limitations	*Anthropology; Religious Studies; Sociology; Literature* *Self-reflection paper* *Advocacy statements* *Oral interviews*
(The assumption in these italics is that the skill is the same for both introductory and intermediate levels, but will be demonstrated differently and developmentally. However, this assumption may not be correct. Please feel free to suggest Intermediate level competences for any or all four of these ways to understand different	**???**

societies and cultures.) **???**	
2. Students articulate discipline-specific knowledge and understanding of the conditions that contribute to social and cultural development, locally, nationally, and internationally **???**	*Anthropology; Religious Studies; Sociology; Literature* Research activities Service learning **???**
3. Students identify, describe, and critically examine statements and representations about society and culture **???**	*Anthropology; Religious Studies; Sociology; Literature* Debates Position papers Article critiques Film critiques **???**
4. Students demonstrate respect and civility toward others in a variety of social and academic contexts **???**	*Anthropology; Religious Studies; Sociology; Literature* Group work *Collaborative projects* **???**

PUL 6

Values and Ethics
The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:
      a) make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and
      b) recognize the importance of aesthetics in their personal lives and to society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
1. Students articulate their own system of values* (*values implies ethics, citizenship, and aesthetics)	Case studies, writing assignments, BookMarks series, journals, role-playing, debates, modules in courses, service learning, learning communities
1. Students identify and apply ethics and values in real situations	**Attend and discuss cultural events; case studies, writing assignments, BookMarks series, journals, role-playing, debates, modules in courses, service learning.**
2. Students explain the elements in their own background that have led to these values.	(Continued from above): special projects, professional journal articles and reflection, directed readings, self assessment, critiques, self-reflection, group discussions.

2. Students identify conflicts between their own value system and the value systems of others, or conflicts within their own value system and develop a process to resolve these conflicts.	**Learning Communities, special projects, professional journal articles and reflection, directed readings, self-assessment, critiques, self-reflection, group discussions, internships, guest speakers, attend and discuss cultural events.**
3. Students link their values to choices of conduct, behavior, citizenship **3. ???**	Courses: Gateway, Learning Communities, social and behavioral sciences, humanities (suggestion: ask departments and schools for feedback about what courses address these; bring it back to PRAC, APPC, or wherever appropriate) **???**
4. Students demonstrate awareness of other values systems **4. ???**	Comparative Culture Courses **Comparative Culture Courses** **???**
5. Students connect their own value system and the value systems of others to personal and societal consequences **5. ???**	Service learning, senior projects; departmental student organizations. **Service learning, senior projects; departmental student organizations.** **???**

**Suggestions from 2001-02 PRAC Presentations
for Moving Assessment Forward**

Involvement in Assessment

1.   Increase Faculty Development and Involvement in Assessment

- Help faculty develop guidelines for incorporating assessment of the Principles of Undergraduate Learning in syllabi
- Provide access to assessment experts
- Provide more dollars to support PRAC grants
- Establish grants that support development of faculty expertise in assessment
- Support the scholarship of teaching
- Provide support for more faculty to attend assessment conferences
- Develop campus-based workshops on assessment
- Increase support for online teaching

2.   Increase student involvement in assessment

- Provide funds for more involvement of students in assessment-related research and development
- Assist faculty in determining how to use course assignments for assessment purposes, so that assessment is not viewed as an "add-on" activity by students

3.   Engage deans more fully in assessment by stressing benefits to schools (e.g., assuring that students enter the major with certain levels of competence; assuring that introductory courses have aligned goals so that students enter advanced courses with more consistent preparation)

4.   Expand the assessment conference—do it more often, include more IUPUI faculty and administrators

Rewards and Incentives for Assessment

1.   Revise promotion and tenure criteria to include assessment

2.   Include involvement in assessment in guidelines for teaching awards and honors

Infrastructure for Assessment

1.   Develop a basic general education core with campus-wide committee support to make it happen

2.   Increase PRAC time to discuss assessment tools

3.   Disseminate effective examples via sharing sessions

4.   Increase focus on general education

5.   Appoint a PRAC representative to Faculty Council

6.   Have an assessment committee in each school

7.   Select/develop technology for keeping track of assessment data

8.   Provide help in increasing alumni responses to surveys

Enhance Undergraduate Student Learning and Success
Draft 5/6/02

I.   Introduction

II.   Engagement in Learning

   A. Learning Communities (UC programs, Student Life, co-curricular programs and activities, diversity/inclusiveness)

   B. Active/"Hands-On" Learning (service learning, internships, UROP, PBL, use of pedagogies that encourage engaged, active learning)

   C. Learning Environments (work on developing a physical environment conducive to student interaction, community, and engagement, including the Learning Environments Committee and the plans for the Campus Center and student residences; also use of technology to create effective learning environments—OnCourse, IUPUI Online)

III.   Resources and Support for Learning

   A. Library and technology resources

   B. Off-campus learning opportunities (CLN, distance degree programs)

   C. UC and other school support services (like the Math Assistance Center, mentoring, advising, etc.)

   D. The Gateway Program

   E. Opportunities for minority students (like MEAP and MROP)

IV.   Planning and Assessing for Learning

   A. PAII, PRAC, IMIR: becoming more intentional and evidence-based in our approach to supporting learning

   B. The PULs: development, implementation, assessment

   C. Assessment in the major: approaches, use of results to inform improvement, other themes from PRAC reports

   D. Use of surveys of current and former students and of employers: what we've learned, how they've fed back into curriculum and pedagogy

Support and Enhance Effective Teaching
Draft 5/6/02

I.   Introduction

II.   Resources and Support

    A. Faculty development resources (including OPD, FACET, CSL, school programs; note opportunities for Associate Faculty; diversity initiatives)

    B. Assessment and evaluation resources (PAII, PRAC, IMIR, Testing Center)

    C. Technology support and initiatives

    D. Physical facilities

III.   Rewards and Incentives

    A. Promotion and tenure

    B. Teaching awards/other recognitions (e.g., Chancellors' Professorships, FACET, internal grants)

    C. Faculty/Librarian Review and Enhancement

    D. Full-Time Lecturer Initiative

    E. Rewards/incentives for Associate Faculty

IV.   Special initiatives and accomplishments, notable innovations

    A. Support from grants/participation in national initiatives (RUSS, UUPP, Pew Course Redesign, Greater Expectations, Creating Learning-Centered Institutions)

    B. Gateway Program

    C. Diversity initiatives

    D. Technology initiatives

    E. The Scholarship of Teaching and Learning