

Program Review and Assessment Committee

Friday, November 9, 2001

9:00-11:00 a.m. UL 1126

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

AGENDA –

1. Approval of October MinutesRitchie
2. Report from Grant Proposal Subcommittee Jackson
3. School of Informatics Presentation..... Milosevich
4. Issues Related to Outlining the NCA Self-Study Ritchie and Banta
5. Committee ReportsRitchie

MINUTES –

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, J. Bjork, K. Black, R. Crumrin, C. Guba, S. Heiliger, L. Houser, K. Johnson, S. Kahn, D. Koerner, J. McDonald, S. Milosevich, M. Phillabaum, M. Plummer, I. Queiro-Tajalli, A. Olson, I. Ritchie, K. Rome, E. Sener, R. Vertner, R. White, C. Yokomoto, N. Young

Agenda Item 1. Approval of October minutes (I. Ritchie)

- o The minutes were approved.
- o Three new members of the group were introduced: Martel Plummer, Associate Dean, Herron School of Art; Robin Crumrin, Director of the Digital Initiative at University Library; and Andrew Olson, who is replacing Robert Rigdon as the School of Science representative.

Agenda Item 2. Report from Grant Proposal Subcommittee (T. Banta)

T. Banta gave the grant proposal report in the absence of the members of the subcommittee. She reported that the proposer, Terry Carey, was asked to consult with several people on campus to determine whether already-existing models would be useful for matching courses with learning outcomes, as her proposed database would do. Carey was invited to resubmit her proposal, incorporating any information she gathers from these consultations into her plans for the proposed project.

Agenda Item 3. School of Informatics Presentation. (S. Milosevich)

- o Delayed to later in meeting.

Agenda Item 4. Issues Related to Outlining the NCA Self-Study (I. Ritchie and T. Banta)

Banta directed the group's attention to the handout on Planning for Learning and Assessment. She explained that the questions PRAC members have been asked to address in their school presentations this year map to (or restate) the questions they already address in their annual written reports; they are not new questions. For the PRAC presentations this year, we are going to focus on columns 5 and 6 of this handout, using these questions as a springboard for the NCA special emphasis self-study. The self-study will also discuss the campus's resources, needs, and challenges related to assessment. Banta added that we need volunteers to do presentations at the December meeting.

I. Ritchie suggested that the group discuss the question about the implications for work at the campus level, since people seem to be struggling most with that one.

To address this question, Banta turned the group's attention to both the yellow handout, *Goals and Strategies for Excellence in Teaching and Learning*, and the purple handout, *Preliminary Outline of NCA Special Emphasis Self-Study on Teaching and Learning*.

The *Goals* handout was excerpted from the "Excellence in Teaching and Learning" section of IUPUI's draft strategic plan. The special emphasis self-study on "Excellence in Teaching and Learning" will focus on two of the four goals identified in that section of the draft plan: Goal II, "Support and enhance effective teaching," and Goal III, "Improve student learning and persistence."

The Preliminary Outline of the self-study is organized around these two goals and the indicators of accomplishment for those goals. Banta asked the group for their suggestions on the organization of the outline, on information that might be included, and on examples and evidence that might be cited or included in the portfolio/self-study. The group's ideas are incorporated into the revised draft of the outline attached to these minutes.

In response to questions from the group. S. Kahn and K. Black explained that other information about the campus, for example on research and scholarship, will be included in the self-study, as required by NCA to respond to their General Institutional Requirements and Criteria for Accreditation. PRAC's focus, however, is on our special emphasis self-study on Excellence in Teaching and Learning, one of two special emphasis self-studies that IUPUI is developing for this accreditation cycle. The other special emphasis self-study, on "Excellence in Civic Engagement," is being developed by the Civic Engagement Task Force under the leadership of Bob Bringle. The oversight group for the entire self-

study is the Future Group, which includes deans and representatives of the Staff and Faculty Councils.

In the course of commenting on the outline, group members debated what and whom to include under “diversity” or “inclusiveness.” D. Appleby asked whether inclusiveness is demographic or curricular. R. White suggested that diversity includes openness to a variety of ideas and perspectives. R. Vertner cautioned against watering down the meaning of diversity by defining it too broadly; sticking with the federal government’s definition would be wise. W. Agbor-Baiyee said that groups remain under-represented, both demographically and in the curriculum. K. Johnson suggested that diversity of ideas be a theme throughout the self-study; it might be emphasized, for example in the section on “Coherence of the Curriculum.” The section on inclusiveness, however, should focus on under-represented groups.

Agenda Item 3. School of Informatics Presentation (S. Milosevich)

Kahn asked that everyone who gives a presentation e-mail any handouts and electronic presentation materials to skahn@iupui.edu and sheilige@iupui.edu for inclusion in the back-up materials to the NCA self-study.

S. Milosevich’s presentation focused on the new School of Informatics, which recently organized an Assessment Committee. He explained that Informatics is the application of information technology to other disciplines and thus is intrinsically interdisciplinary. He noted that as a new school, with a one-man faculty (most courses are taught by faculty based in or shared with other schools), Informatics faces challenges in designing and implementing assessment of student learning. In addition, the school must continue to develop innovative programs quickly in a tight fiscal environment. Fiscal accountability will be a key consideration as the school works to manage and accelerate the development of innovative programs and approaches in a complex, multi-disciplinary environment.

Currently, the School of Informatics Assessment Committee is clarifying and aligning three main areas, strategic intent, strategic capabilities, and operational plans, as the first step toward developing a curriculum that is both efficient and effective. For example, the curriculum should be designed so that students can get through it as quickly as possible (efficiency), but should also ensure that they have the opportunity to learn what they will need to know in the future (effectiveness). Implementing needed innovation in an accountable way will require that faculty work collaboratively. Important goals will be to develop high-performing graduates able to discover new principles, develop new approaches, and deliver needed progress in this new and expanding field.

Agenda Item 5. Committee Reports. (I. Ritchie)

- Ritchie noted that there is nothing at this point to report; the committees will be meeting shortly.

Moore Symposium

Banta announced that the Moore Symposium will be on March 1, 2002 and referred the group to the handout, *2002 Edward C. Moore Symposium on Teaching Excellence*. Richard Turner and Joyce Lucke in the Office for Professional Development are the coordinators for this event.

PRAC members added the following suggestions for sessions that might be included in the Symposium:

- Changes in faculty roles emerging from new pedagogies (W. Agbor-Baiyee)
- Effects on teaching of interdisciplinary collaboration among faculty teaching blocked courses in the teaching education curriculum (L. Houser)
- Effect of learning communities and Gateway initiatives on teaching/faculty roles (I. Ritchie)

(Above three might be a single panel)

- In addition to a panel of current students, have a panel of graduates, perhaps with some going on to be faculty members, commenting on how their undergraduate experience (and learning) at IUPUI influenced them (K. Johnson). Include students who have taken capstone and integrator courses (R. Vertner)
- Models of excellent teaching/defining excellent teaching (C. Yokomoto); this might be a keynote address (T. Banta)
- Panel of award-winning teachers on what they think makes them excellent teachers (R. Vertner)
- Learning styles (S. Milosevich)

Next time: Plan to hear from sub-committees

Next meeting: Thursday, December 13, 9:00-11:30 a.m., UC 115



Learning and Assessment School of Informatics

*Managing Planned Innovation
and Return on Investment*

Sam A. Falk Milosevich, Ph.D.

sam@iupui.edu

9 Nov 2001

Contents/Agenda

- ◆ Why?
- ◆ What?
- ◆ Who?
- ◆ How?
- ◆ Summary
- ◆ Next Steps
- ◆ Discussion

Why?

- ◆ Fiscal Accountability
- ◆ Innovation Acceleration

Fiscal Accountability

When you can measure what you are speaking about and express it in numbers, you know something about it.

—*Lord William Thomson Kelvin (1824-1907)*

Innovation Acceleration

It must be remembered that there is nothing more difficult to plan, more doubtful of success nor more dangerous to manage than the creation of a new system.

For the initiator has the enmity of all who profit by the preservation of the old institution and merely lukewarm defenders in those who would gain by the new one.

—*Niccolo Machiavelli*

Innovation Acceleration

The system will always be defended
by those countless people
who have enough intellect to defend
but not quite enough to innovate

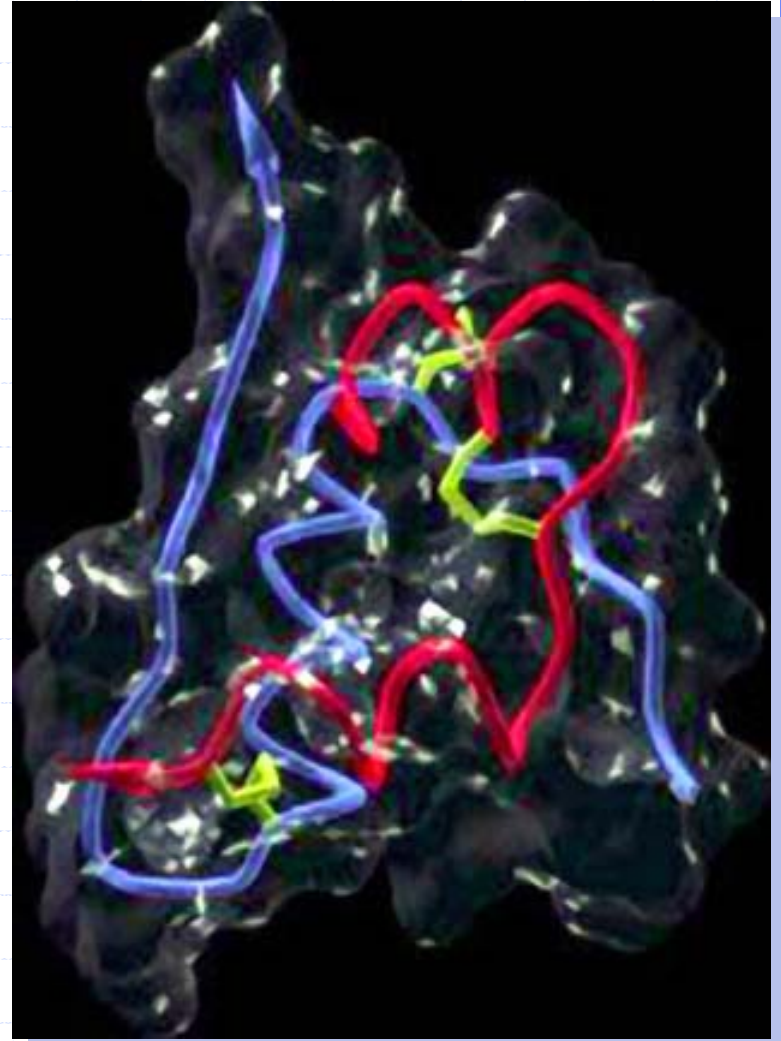
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Politically, change forced by a crisis is
much more acceptable because
it is obvious that something must be done –
and surviving a crisis is achievement enough.

—*Edward deBono*

What?

- ◆ Efficiency (ratio)
 - Faster, Cheaper
 - Producer measures
 - Objective; linear
- ◆ Effectiveness (not)
 - Better Quality
 - Consumer measures
 - Subjective; leveraged
- ◆ Cost, Benefit
 - Ratio? Difference!



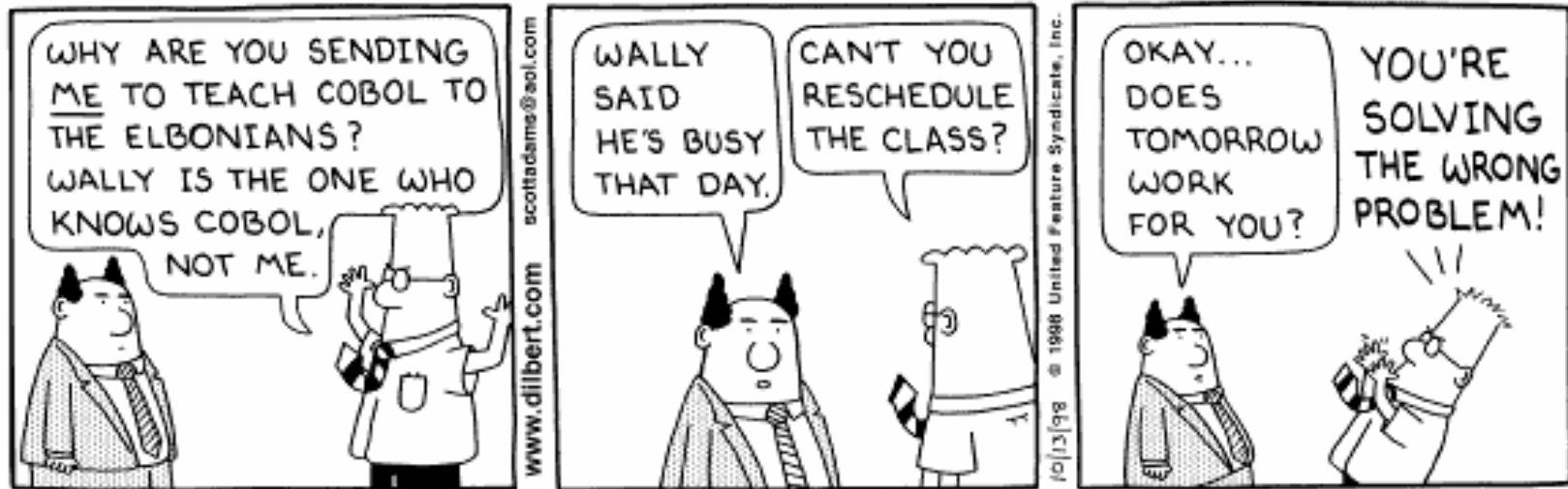
Efficiency, Effectiveness

- ◆ Path and Pace of Progress Changes
 - People Capability: Key yet Complex/Chaotic
 - Process Capacity: Necessary, not Sufficient
- ◆ Intrinsically Interdisciplinary Context
 - application of information technology to problems in other disciplines
 - systematic interdisciplinary study of the scientific, technical, artistic, and social aspects of computerization

Collaborative Approach

- ◆ Effective People *(design)*
- ◆ Efficient Process *(delivery)*
- ◆ Valuable Progress *(decision)*
 - exactly approximate vs. approximately exact
- ◆ Viable Policy *(deployment)*
 - standard concepts in custom contexts
 - local cost-benefit vs. cost:benefit; item vs. total

What problem are we solving?



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Who?

- ◆ Strategic Planning (iterative, systemic)
 - Mission
 - Curriculum
 - Technology
- ◆ Operationalization (don't skip this!)
 - Critical capabilities, Org. architecture, etc.
- ◆ Tactical Operations
 - Where the rubber meets the road

How?

◆ People: "Time-Cost to **Decision/Insight**"

deBono

-
-
-

◆ Process: "Time-Cost to **Data/Result**"

Amdahl

-
-
-

==>

Data, Decisions

Informatics is the systematic study of scientific, technical, aesthetic, and organizational aspects of computerization, especially **how relevant data are managed and informed decisions are made**, usually with reference to a specific applied discipline (for example, Chemical Informatics).

—*Working definition for Informatics 101 & 501*

==> Assessment is an example of Informatics.

Summary

- ◆ Effective People
 - time-cost to decision/insight
- ◆ Efficient Process
 - time-cost to data/result
- ◆ Valuable Progress
 - recognition and reward
- ◆ Viable Policy
 - routine and replication

Next Steps

- ◆ Peripheral Vision

- ◆ Current Focus

Informatics

- ◆ Discover new principles:
Inform our understanding
of the world
- ◆ Develop new approaches:
Transform our abilities in
the world
- ◆ Deliver needed progress:
Perform with the best in
the world

Informatics

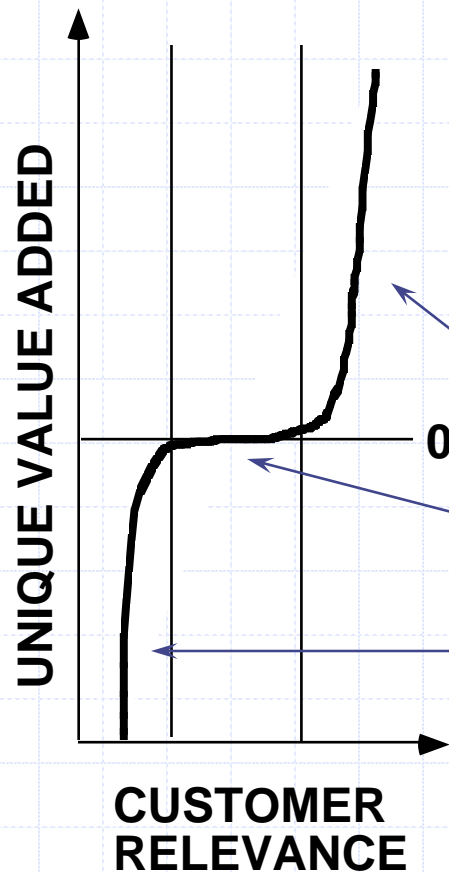
Inform
Transform
Perform!



<http://www.informatics.iupui.edu>



Add Unique Value to Compete in the Knowledge-Value Revolution



MASS CUSTOMIZATION:

- standardize the concept
- customize the context

EFFICIENCY is a ratio;
EFFECTIVENESS is not.

**DO IT BETTER,
DO IT DIFFERENTLY,
OR STOP DOING IT.**

*Customers:
students, employers, gov't/payors, ...*

Discussion

◆ Your insights

◆ Thank you for your time and attention.