

Program Review and Assessment Committee

Thursday, February 13, 2003

1:30-3:00 p.m., UL 1126

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair, Recorder

AGENDA –

1. Approval of January minutes..... Mac Kinnon
2. Revision of PRAC mission statement (see below--addition to current mission is in bold; wording thanks to D. Appleby)..... Mac Kinnon
3. Update on student e-portfolios and capstone experiences Hamilton
4. Small group work..... Mac Kinnon

At the meeting, you will be asked to self-select one of the following four groups to join for discussion of the work of PRAC:

- **Assessment**, including student assessment, department assessment, and campus performance indicators
- **Program review**
- **General education/PULs/e-portfolios**
- **Grant process**

Each group will select a chair and recorder and focus on the following questions:

1. How is PRAC currently involved in this area?
2. How *should* PRAC be involved in this area?

Groups will report back next month.

5. Additional business for future meetings:
 - PRAC committee membership/leadership
 - Program review reports from specific units

MINUTES –

Present: W. Agbor-Baiyee, L. Angermeier, D. Appleby, S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, C. Dobbs, L. Haas, S. Hamilton, M. Hansen, L. Houser, J. Howard, K. Johnson, S. Kahn, J. Kuczkowski, J. Mac Kinnon, C. Pike, M. Plummer, K. Rome, E. Sener, C. Souch, A. Wilson, C. Yokomoto and N. Young

Introduction and Approval of January Minutes

The meeting was called to order by J. Mac Kinnon at 1:30 p.m.
The minutes of the January 16, 2003 meeting were approved as written.

PRAC Mission Statement

The first item of business was the consideration of the revised PRAC mission statement, which now includes a sentence suggested by D. Appleby at the January 26 PRAC meeting. With a one-word deletion, the new mission statement was approved as written. The new mission statement of PRAC is as follows:

The Program Review and Assessment Committee is composed of representatives of a broad range of academic and support units. The committee establishes guidelines for comprehensive program review for academic and administrative units and provides guidance for student outcomes assessment throughout the institution. It also provides a forum for the exchange of program review and assessment information and strategies among graduate and undergraduate programs and administrative units. This committee, which has faculty leadership, funds grants that promise innovative approaches or improved practice in assessment. It also has the responsibility for preparing campus assessment plans and reports that may be required by the North Central Association. The activities of the committee are supported by the Office of the Vice Chancellor for Planning and Institutional Improvement.

Update on the E-Portfolio and the Capstone Experience Projects (S. Hamilton)

S. Hamilton provided a report on the capstone experience and the student e-Portfolio initiative, which is progressing rapidly. Seven of the committees considering levels of competence in the PULs have turned in their final reports, and two more reports are expected this week, leaving only one to come later. The fourth draft of the full report should be distributed at the next PRAC meeting.

The Learning Matrix is the learning core of the e-Portfolio system; it provides a single interface for users, and allows students to add documents, including reflective writing. It is the basis for a user-friendly system that will be piloted in five to ten University College Learning Communities in the fall.

A team of representatives from relevant units and constituencies on campus will attend the AAC&U Summer Institute to focus intensively on planning for the piloting and implementation of the e-Portfolio project; Mac Kinnon is the PRAC representative.

Hamilton also reported on the work of last year's Summer Institute team, which focused on the capstone experience at IUPUI. The group has been very productive: its first year's work has resulted in an action plan that includes guidelines for developing a capstone experience and a faculty learning community organized around the capstone experience. The learning community will present a panel at the Edward C. Moore Symposium on March 7 and has begun a web site that includes exemplary capstone syllabi. The work on the capstone will tie into both the institutional portfolio and the student e-portfolio. Hamilton invited all to attend a Capstone Town Hall Meeting on April 7, from 12:00-1:30 in Lilly Auditorium.

PRAC Charges

The rest of the meeting was devoted to small group discussion of the various aspects of PRAC's work. Members selected one of four discussion groups: Assessment, Program Review, General Education/PULs/e-Portfolio, and Grant Process. At next month's meeting, each group will report on its conclusions, focusing on two questions:

- 1) How is PRAC currently involved in this area?
- 2) How *should* PRAC be involved in this area?

Because of the dispersal of the small groups, the meeting did not formally adjourn.

Next Meeting

Thursday, March 13
1:30 to 3:00 p.m.
UL 1126

Learning Matrix of the IUPUI Student Electronic Portfolio

PUL Pre-Survey:

Principle of Undergraduate Learning	Introductory		Intermediate		Advanced		Experiential	
1a Core Skills: Written Communication	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1b Core Skills: Analyzing Texts	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1c Core Skills: Oral Communication	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1d Core Skills: Quantitative Problem Solving	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1e Core Skills: Information Literacy	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
2. Critical Thinking	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
3. Integration and Application of Knowledge	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
4. Intellectual Depth, Breadth, and Adaptiveness	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
5. Understanding Society and Culture	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
6. Values and Ethics	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	

Intermediate PUL Survey

Senior PUL Survey

Update Report to PRAC on Capstones and ePortfolio

February 13, 2003
Sharon J. Hamilton

Student Electronic Portfolio

1. Campus Consensus Committees:
 - a. 10 committees; 7 final reports in and integrated into 4th draft;
 - b. 2 committees will have final report this week; Ethics committee: ??
 - c. Should have 4th draft ready for distribution at next PRAC meeting

2. Learner Matrix: this is the core of our portfolio
 - a. Will be piloted in the fall in 5-10 first year learning communities
 - b. All going well, will become part of every first-year student's approach to documenting and assessing learning at IUPUI in the fall of 2004.

3. AAC&U Summer Institute
 - a. To explore issues of implementation of the ePortfolio
 - b. Represents many (but not all) major stakeholders:
 - i. Student Life and Diversity: Michelle Verduzco
 - ii. Pilot and implementation in UC: David Sabol
 - iii. Faculty Governance: Mary Fisher
 - iv. PRAC/Student Learning: Joyce MacKinnon
 - v. Aspects of assessment: Susan Kahn
 - vi. Senior Academy – Barbara Zimmer???
 - vii. Or Technology – Nathan Byrer
 - viii. And/or Student: Shawn Plew
 - ix. And/or additional staff from Student Life and Diversity

Capstone:

1. Report from AAC&U Team of 2002: Mountaintops, Magnets, and Mandates
2. Capstone Faculty Learning Community: 12 members
3. Presentation at Edward C. Moore Symposium
4. Website
5. Linkage to institutional portfolio and student portfolio
6. Town Hall Meeting: Monday, April 7: 12-1:30 Lilly Auditorium

**Campus Action Plan (CAP) for
Indiana University – Purdue University Indianapolis (IUPUI)**

Mountaintops, Magnets, and Mandates

The Capstone Experience at IUPUI

Team Leader:

Stephen Hundley, Assistant Professor of Organizational Leadership and Supervision

Members:

Dena Brown, Student of Computer Technology (Minor in Electrical Engineering Technology)

Daphene Cyr, Assistant Professor of Construction Technology

Larbi Oukada, Chair and Professor of Foreign Languages and Culture

Connie Rowles, Associate Professor of Nursing

Co-Sponsored by Scott Evenbeck: University College and Sharon Hamilton: Office of Campus Writing

**The working definition of the capstone experience at IUPUI is:
“a culminating set of experiences that captivate, encapsulate, synthesize,
and demonstrate learning (Hamilton).”**

Assumptions guiding our work with this project:

- There cannot be an overly prescriptive plan for the capstone experience.
- The culture, values, and structures at IUPUI support decentralized, discipline-based decision-making.
- The process for developing capstone experiences is evolving organically out of existing work with our Principles of Undergraduate Learning (PUL's) and the Gateway/First Year Experiences.
- The PUL's form the standard that in some way, shape, or form should be revisited in the capstone.

Guidelines for the development of a capstone experience:

1. Decide the purpose of the capstone

The following purposes may all be applicable; however, only one should be chosen as the primary guiding principle for the development of the capstone experience.

- Is the capstone experience an interdisciplinary synthesizing intellectual experience? (the view from the **mountaintops** of the senior year)
- Is the capstone experience an assessment at the end of a program of study (discipline specific)? (a **magnet** that draws together the knowledge gained in a new synthesis)
- Is the capstone experience necessary to satisfy accreditation requirements? (based on external **mandates**)
- Is the capstone experience beneficial to the students' in post-undergraduate experiences e.g. employment, graduate school?

2. Keys to capstone experiences

- Capstone experiences should be a culminating set of personal, academic, and professional experiences.
- The rationale for the capstone experience should be based on the specific needs of the discipline.
- Capstone experiences need not be thought of as a single course.
- Capstone experiences should be structured near the end of the program of study.
- Satisfactory completion of capstone experiences should be required for graduation.
- Capstone experiences should be facilitated, mentored, and/or coordinated by full time, experienced faculty.

- Student ownership, responsibility, and engagement should be central to the capstone experience.
- Discussion, reflection, and/or demonstration of the IUPUI Principles of Undergraduate Learning (PUL's) should be evident in the capstone experience.
- The primary focus of the capstone experience should be on synthesis, integration, and application of previous knowledge, rather than on acquisition of new knowledge or skills.

3. Options for the Capstone

- Major/Discipline-based course.
- Interdisciplinary course with a minimum of two distinctly different disciplines represented.
- Out-of-Class/Co-curricular experiences.
- Service- and/or Community-based learning.
- Application/Demonstration of Knowledge.
- College-to-Work/Career transition.

4. Preferred Pedagogical Practices

- Collaborative learning.
- Self-directed learning.
- Problem-based learning.
- Strategies that encourage critical thinking synthesis-level activities.
- Learner-centered teaching strategies.

5. Future steps to sustain the innovation

Fall Semester, 2002:

The learning community has already been formed and will be given an overview from the faculty who attended the Association of American Colleges and Universities (AAC&U) Campus Leadership for Sustainable Innovation Institute. The broader learner community will be involved in contributing to and expanding an already existing literature review. Capstone experiences for planned for the Spring Semester, 2003 will be developed and/or improved.

Spring Semester 2003:

The capstone experiences that have been developed will be visited and the learning community members will meet to discuss how these experiences are meeting the group goals. Plans will be developed to disseminate our findings internally and externally.

You are Invited To a
CAPSTONE
TOWN HALL MEETING

Lilly Auditorium
University Library
April 7: 12 - 1:30

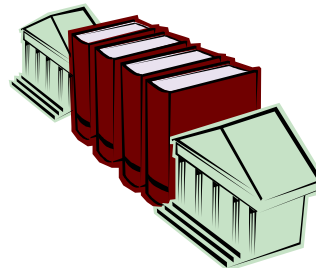


Presented by the Capstone
Faculty Learning Community
and the AAC&U Summer
Institute for Sustaining
Innovation (2002)

Magnets



Mandates



Mountaintops



Models for capstones at IUPUI