

Program Review and Assessment Committee

Thursday, January 16, 2003

2:00 -3:30 p.m., UL 1126

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair, Recorder

AGENDA –

1. Approval of December minutes..... J. Mac Kinnon
2. Discussion of the roles and responsibilities of PRAC J. Mac Kinnon

At our December meeting we briefly discussed the mission of PRAC based on some general categories. We also began a discussion about committee membership. At this meeting we will begin a discussion about the roles and responsibilities of PRAC now and in the future. We will do this as a group, with the intention that we will break into small groups for further discussion at our February meeting. We will continue to defer the discussion on committee membership until after we have agreed on committee roles and responsibilities.

As a starting point the mission of PRAC currently 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. 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.”

We have been involved in the following broad areas:

- Assessment: student assessment (e-portfolios)
department assessment (matrices)
campus performance indicators
- Program review
- General education/PULs
- Grant review

3. Program reviewGreg Fetterman
Department of Psychology presentation at 2:00 p.m.
4. Format of the annual report due in May 2003 T. Banta
5. Adjournment J. Mac Kinnon

MINUTES –

Present: W. Agbor-Baiyee, D. Appleby, T. Banta, K. Black, P. Boruff-Jones, C. Dobbs, L. Haas, S. Hamilton, L. Houser, J. Howard, K. Johnson, S. Kahn, L. Kasper, J. Kuczkowski, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, J. Orr, C. Pike, M. Plummer, E. Sener, C. Souch, A. Wilson, C, Yokomoto, and N. Young

Guest: Greg Fetterman, Chair, Department of Psychology

Introduction and Approval of December Minutes

The meeting was called to order by J. Mac Kinnon at 1:35 p.m.

The minutes of the December 2002 meeting were approved as written.

PRAC Roles and Responsibilities

Mac Kinnon initiated a discussion of the roles and responsibilities of PRAC. She explained that after reviewing the current PRAC mission and major responsibilities, the committee would begin this discussion on a general level; at next month's meeting, the larger committee will divide into small groups to discuss specific aspects of the committee's charge.

To begin the discussion, T. Banta reported on her recent meeting with the incoming Chancellor, Charles Bantz. She noted that he appreciates the stage that we have reached in our institutional planning and assessment efforts. He was particularly impressed by the consistency of our focus: our goals have been consistent through two planning processes. Moreover, the recent very positive review from the NCA team has demonstrated the benefits of our work to date. Banta explained that this transition point in administrative leadership is an ideal time for PRAC to reconsider its mission. For example, should we continue to address assessment issues at both the undergraduate and graduate levels? What about administrative units? What is our responsibility in terms of the PULs? Program review?

Mac Kinnon opened the floor for discussion. S. Hamilton reported that ten committees have been working on the PULs; she will bring their findings to us for dissemination to schools. She believes that PRAC has an important role to play in moving the campus forward on assessment of the PULs and on development of the student e-portfolio initiative.

Mac Kinnon asked whether members were confused about how our committee's responsibilities relate to graduate and undergraduate programs. She explained that, while many campus committees are specifically focused on either undergraduate or graduate affairs, the scope of PRAC's responsibilities is unclear. Banta pointed to the high level of participation in the committee by representatives of graduate and professional programs as an indication that program review and assessment are considered central to both graduate and undergraduate programs. S. Milosevich noted that the Principles of Undergraduate Learning in fact apply universally to learning at any level, while Banta observed that program reviews have covered both the graduate and undergraduate levels, because faculties and resources for both levels are often the same or are overlapping.

Mac Kinnon inquired whether there were important functions not covered by PRAC or any other committee (especially given the demise of the Council on Undergraduate Learning). C. Yokomoto asked whether any committee is dealing with turf battles over courses or curricula. L. Houser suggested that this had become a function of the Academic Policies and Procedures Committee (APPC), whereupon Yokomoto wondered if such disputes were properly the responsibility of administrators. J. Kuczkowski noted that the Graduate Affairs Committee serves as the curriculum committee for graduate programs. A committee such as APPC, which includes mostly non-faculty members, should not have parallel responsibility for undergraduate curriculum; such a committee should include members who have direct responsibility for teaching. He expressed concern, however, that taking on this responsibility might complicate PRAC's central mission.

Milosevich felt that there should be a clear connection between PRAC and any new undergraduate curriculum committee that might be formed. J. Orr explained that, at the Law School, she finds that some faculty take a condescending view of the PULs and hence of assessment because of the explicit focus on "undergraduate" learning; thus, she has trouble explaining the connection between PRAC and the Law School. Her view was that we should not form another committee to deal with curriculum issues.

Presentation on Program Review (Greg Fetterman)

To accommodate the schedule of the presenter, the discussion of PRAC's mission was interrupted by a report on the most recent Program Review of the Department of Psychology, presented by the chair of that department, Greg Fetterman. He provided the committee with a Fact Sheet on the department, which has the largest number of majors in the School of Science, and described the department's last two program reviews, both of which the faculty found to be useful. The first review, in 1990, was more transformational, and led to a number of changes in the program. For the 1996-97 review, the department sought reviewers who could evaluate the undergraduate program, as well as the department's research and graduate missions. Fetterman pointed out that reviewers can also serve as lobbyists for a department, advocating for resources as well as critiquing and evaluating.

Sample recommendations from the 1996-97 reviewers included:

1. Altering the system of advising: Originally, four or five faculty were advising majors, and, while a process of revising the advising system was in progress, the review provided impetus to accelerate that initiative. More faculty advisors were added, and a peer advising office, staffed by undergraduates and supervised by a graduate assistant, was created. Overall, the department both streamlined and improved the advising system. The new system has been the subject of several articles and numerous inquiries from around the country. Recently, the department was cited by NACADA for using best practices in advising.
2. Creating a better balance between undergraduate and graduate programs. Drew Appleby, one of the reviewers, was ultimately hired as Director of Undergraduate Studies for the department, and his work has had a strong impact on the department.
3. Improving assessment processes: The department is currently working on a graduating senior assessment plan.

Questions and comments for Fetterman included:

--Is there any accrediting body for psychology? The American Psychological Association accredits graduate programs in clinical psychology.

--Does the Psychology Department recommend that PRAC suggest to departments preparing for review that they seek to assemble review committees that balance undergraduate, graduate, and other important mission areas? Fetterman did think so, and several committee members pointed out that reviews and review teams need to reflect IUPUI's reality, in which undergraduate and graduate programs are often tightly connected. Banta said that it is more efficient to assess both at the same time.

--S. Kahn noted that Fetterman had been modest about the department's accomplishments in assessment; the department's assessment Web page is highlighted in the IUPUI portfolio/self-study Web site. Fetterman commented that D. Appleby was responsible for creating this page.

--Fetterman concluded by noting that scientists are often uneasy with assessment because some measures are not quantitative and they suspect that those that are may not be valid; moreover, he strongly feels that rewards for assessment work must be built into the system to encourage faculty participation.

PRAC Roles and Responsibilities (continued)

After Fetterman's presentation, the discussion of PRAC's role resumed. On the topic of the relevance of PRAC and the PULs to graduate and professional programs, J. McDonald commented that the PULs are very similar to the accreditation standards for dentistry; he also noted that PRAC has been an extremely useful resource to the dental school. W. Agbor-Baiyee explained that the medical curriculum is organized around competencies that can be easily mapped to the PULs (though they aren't limited to the PULs). Medical school faculty see the PUL competencies as central to preparing students for their professional responsibilities.

Mac Kinnon asked whether the committee was united in its desire not to give up or add functions and received an affirmative answer. Banta inquired about whether the committee wished to recommend that IUPUI create a curriculum committee. L. Haas said that no formal group exists to facilitate interdisciplinary collaboration (such as the Medical Sociology program on which the School of Medicine and the Department of Sociology are working). Milosevich noted the obstacles that Responsibility Centered Management presents to collaboration, and Agbor-Baiyee said that IUPUI needs to be clear about its strategic priorities institution-wide to promote such efforts effectively.

Based on the committee's discussion, Appleby suggested an addition to the mission statement for PRAC: "PRAC provides a forum for the exchange of program review and assessment information and strategies among both graduate and undergraduate programs and administrative units."

Annual Report Format

Banta introduced a discussion of the format of the annual report due in May 2003. She commented that our accreditation report provides evidence that assessment is infused into work across the campus. Now that we have reached this stage, she suggested, we might consider whether or not the original report format still meets the needs of all units. For example, units who have already passed the early stages of the assessment process might not find the matrix we've used in the past especially useful and might simply want to write a report on progress over the past year in using assessment findings to improve programs and instruction and in gauging the impact of such improvements. This suggestion met with widespread approval, and Kuczkowski noted the importance of faculties' gathering to affirm their progress without having to repeat what has already been done. Haas pointed out that many faculty members see assessment as an end rather than as a means; she believes that many departments still need to work on forming a common set of educational goals that can unify them and their work. Kahn argued for the importance of emphasizing a campus-wide outlook in whatever system is adopted.

Conclusion

Mac Kinnon reminded the committee that next month's meeting will be devoted to small-group work on specific aspects of PRAC's mission.

The meeting was adjourned at 3:00 p.m.

Next Meeting

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

Respectfully submitted,

Karen Ramsay Johnson
Vice Chair

Psychology Department Fact Sheet

Faculty:

26 full-time faculty (including 3 lecturers), 2 Postdoctoral Fellows, 3 Assistant/Associate Scientists, approximately 15 associate (part-time) faculty, approximately 20 adjunct faculty

Staff:

5 full-time staff including Head Administrator, Director of Student Development, and Graduate and Undergraduate administrative assistants. A web programmer, who works for the Dean's office, is housed in the psychology department; the programmer supports several web-intensive courses and performs other technical chores, as needed. Several part-time staff (work-study positions)

Undergraduate Programs:

BA and BS degrees. Majors taking either degree can elect to concentrate in one of three subspecialties linked to our graduate programs (see below).

Undergraduate Students:

Approximately 500 majors and 250 minors. Psychology teaches about 23,000 credit hours each year at the undergraduate level.

Student Organizations:

Psi Chi (Honor Society in Psychology) and Psychology Club

Graduate Programs:

MS in Clinical Rehabilitation Psychology (CRP)
MS in Industrial/Organizational Psychology (I/O)
PhD in CRP (accredited by the American Psychological Association)
PhD in Psychobiology of Addictions (PBA)

Graduate Students:

55 total, 20 at the MS level and 35 at the PhD level

Facilities:

4000 sq. ft. research area (3rd floor) for psychobiology faculty and their undergraduate and graduate students. This space includes facilities for housing animals (rodents and birds).

13,000 sq. ft. (1st floor) of space for faculty and graduate student offices, research space for CRP, I/O, Social, Developmental, and Perceptual research, and a 1000 sq. ft computer cluster for student laboratories.

Scholarship:

Faculty publish about 70 articles, book chapters, and books each year and make about 150 scholarly presentations at professional meetings, other universities, and in the community.

External Support:

Faculty receive about 2.5 million dollars in external funding annually. Below is a partial list of funding sources.

National Science Foundation
National Institute of Mental Health
National Institute of Drug Abuse
Department of Education
Rehabilitation Services Administration
National Institute of Alcohol Abuse and Alcoholism
Eli Lilly
Epilepsy Foundation
Indiana Department of Mental Health

Notable Facts:

Innovations in PSY B104 (Introduction to Psychology as a Social Science), our largest course (3200 students per year). More active learning; eliminate large lecture sections; web-based interactive activities.

Development of textbook and study guide for PSY B104: reduce costs to students; revenue generation for the department.

Use of web-based testing in PSY B104 Life-Span Development (PSY B310), Child and Adolescent Psychology (PSY B360), and Abnormal Psychology (PSY B380). Flexibility; immediate and detailed feedback; can take a test twice (different versions), and only the high score counts; do not need to use class time for tests.

Innovations in undergraduate advising: Advising office open 40 hours each week, managed by a graduate student TA and staffed by peer advisers. Nine faculty advisers who use one of two advising systems. We have received an external grant to compare the efficacy of the two systems.

Vertical integration of undergraduate and graduate degree programs. Undergraduates select among three specialty areas (CRP, I/O, PBA) linked to our graduate programs. Specializations culminate in capstone experiences in the special area (e.g., research project; practicum)

Psychology is a pioneer in supporting undergraduate research experiences. Support Psychology Undergraduate Research (SPUR; developed in early 80's)

has served as a model for other science departments, and for programs at the university level.

Psychology established the first formally-approved PhD in the nonhealth area on the IUPUI campus (Clinical Rehabilitation Psychology).

Clinical Rehabilitation Psychology program received 5-year full accreditation from the American Psychological Association (APA), the only program in the country to do so in 1997.

Four PhD students in the CRP program have received the APA dissertation award during the past four years (50 \$1000 awards are made each year).

Substantial efforts to promote cultural diversity among faculty and students, and to incorporate diversity training in our CRP program. We received a major grant from the Rehabilitation Services Administration to support these efforts.

Psychology Department Fact Sheet