

Program Review and Assessment Committee

Thursday, April 22, 2004

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

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair and Recorder

AGENDA –

1. Approval of March MinutesJ. Mac Kinnon
2. Discussion of the ICHE Plan-Related Document, Responding to Goal 6: Measuring Student LearningJ. Mac Kinnon
3. Framework for PRAC Annual Reports T. Banta
4. Brief Subcommittee Reports:
 - e-Portfolio S. Hamilton
 - Grants E. Sener
 - Performance Indicators S. Kahn
 - Program Review D. Boland
5. Reports from 2002-03 Grant Recipients M. Adamek and K. Thedwall
6. KSB Faculty Survey on PULs J. Smith
7. Year in Review K. Johnson
8. Adjournment J. MacKinnon

MINUTES –

Present: S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, C. Dobbs, M. Hansen, K. Johnson, J. Kuczkowski, J. Mac Kinnon, S. Milosevich, K. Morrow, H. Mzumara, J. Orr, C. Pike, M. Plummer, I. Queiro-Tajalli, E. Sener, J. Smith, C. Souch, and C. Yokomoto

The minutes of the March 25 meeting were approved as written.

Two recipients of PRAC grants reported on their funded projects. Margaret Adamek's project was "Examining the Role of Doctoral Students as Field Liaisons." Field experience is one of the core areas for undergraduate and masters students, and the field liaison is the faculty member who links the IU School of Social Work and the community partner at the site where the student is placed.

Adamek's PRAC grant funded a pilot phase for a larger project that will be submitted to the Woodrow Wilson Foundation for additional funding. In the spring and fall of 2003, the project established two doctoral students as field liaisons in place of faculty. The project involved collecting information from other universities about the use and training of doctoral students to work as field liaisons. The opinions of IUSSW faculty also were solicited. The assessment aspect of the project focused on the liaisons' evaluation of placed students to determine whether or not the doctoral student can fulfill this role as well as do faculty.

The project outcomes included:

- Creation of a training guide for doctoral students who are working as field liaisons

- A plan to present a paper at the annual meeting of the Council on Social Work Education and to revise the paper for publication
- A grant proposal for the Woodrow Wilson Foundation
- Creation of an instrument for evaluating the work of the field liaison as well as the resources of the placement itself.

Kate Thedwall's report on the Communication Studies grant project occurred later in the meeting.

Led by Trudy Banta, the Committee discussed a draft proposal for Goal Six of the ICHE's new Blueprint for Higher Education in Indiana. This proposal grew out of a meeting of a group of academic officers from all campuses convened by Kenneth Gros Louis. Gros Louis asked Bill Plater to develop guidelines for Goal Six. According to Banta, the most challenging aspect of the proposal is the collective reporting requirement in Section 4. Joyce Mac Kinnon pointed out the strengths of IUPUI's reporting system in addressing this challenge, in particular citing the ePort and the resources offered by the Center for Teaching and Learning. Mac Kinnon also wondered if each campus must accomplish all of the steps outlined and she asked how we are to provide input on this document.

Joe Kuczkowski pointed out that the accreditation process focuses on very similar activities, as does discussion of the PULs and how they are being addressed. He felt that the ePort may be the best source for the kinds of individual data called for in the guidelines. However, he was concerned about the short time frame proposed in the draft.

Sam Milosevich observed that the campus will need to prioritize how we're going to respond to these requests. He noted that, at various points in the draft, different levels are specified (Section 4 talks about course level, while 5 mentions program and degree levels). Does "degree level" mean all degrees, both graduate and undergraduate or only associate and baccalaureate? He voiced concern that such an initiative might move the ePort from a commitment to a compliance issue.

Donna Boland feared that the proposal might push the campus toward homogeneity, while Cathy Pike noted that Section 3 is vague, also hard for Social Work because that school exists on various campuses with varying programs. Howard Mzumara noted that the proposal plays into the belief that one measure will work equally well for all.

Charlie Yokomoto asked if this proposal is simply a description of the "ideal," which might in practice leave room for collecting disparate data in one document. He was also concerned with how it would be possible to take into account students' levels of preparation at the time of matriculation. Both Yokomoto and Milosevich recognized that our peer institutions may not be measuring the same categories as does IUPUI, thus making benchmarking difficult.

Erdogan Sener pointed out that our primary reporting criterion should be that readers can see something useful in what we provide.

Trudy Banta commented on the framework for PRAC annual reports. She suggested that each school should do its report in the standard form and put in a paragraph on how it can collect information on individual student outcomes and report them collectively. This can be inserted before or after the report grid. Some schools will need to continue to use the matrix while others will move beyond the matrix to

examining impact, creating a more qualitative, shorter report. These reports are due in May.

Subcommittee Reports

1. ePort, delivered by Sharon Hamilton. The original pilot project is in progress now, and the group is also testing a limited customizable model. In development is a standing committee on campus and community life to be composed of students who will create plans for co-curricular and extracurricular learning to go along with curriculum. Charlie Yokomoto is working hard to keep faculty views in the planning process. A sign of the ePort's success is that Samford U is sending a team to learn about our ePort (they chose it from ones they investigated around the country). Meanwhile, Howard Mzumara and Elizabeth Rubens are developing a set of studies to assess the effectiveness of the ePort.
2. Grants, delivered by Erdogan Sener. Sener's document has been sent to the PRAC listserv.
3. Program Review, delivered by Donna Boland. The Program Review subcommittee is still working on recommendations.
4. Performance Indicators: This subcommittee reported at a previous meeting.

Kate Thedwall reported on her and Maureen Minielli's project, "Improving Student and Instructor Assessment in the R110 Gateway Course." This project is part of a larger set of projects designed to improve R110, Fundamentals of Speech. With their grant funding, Thedwall and Minielli bought software: Personal Report of Communication Apprehension and Willingness to Communicate. Unfortunately, many obstacles beyond the control of the investigators repeatedly sabotaged their attempts to use this software (details will be in the final report, which will be distributed to PRAC members). However, the study continues, and Thedwall and Minielli expect to be able to do the student surveys fully next year. Their hypothesis is that taking R110 reduces communication apprehension, and, if validated, these data will help to prevent students from waiting to take R110 until the end of their college careers.

Jim Smith presented a report on the Kelley School of Business faculty's work on the PULs, They have:

1. drawn up a draft of Principles of Business Learning (PBLs), aimed to communicate notions of PULs to a business audience, and created a spreadsheet to show connections between the PBLs and the PULs.
2. conducted a faculty survey asking each faculty member to list the major learning objectives in each course they teach, leading to the creation of a data base with PUL and PBL objectives and how each is covered in the Kelley School of Business.

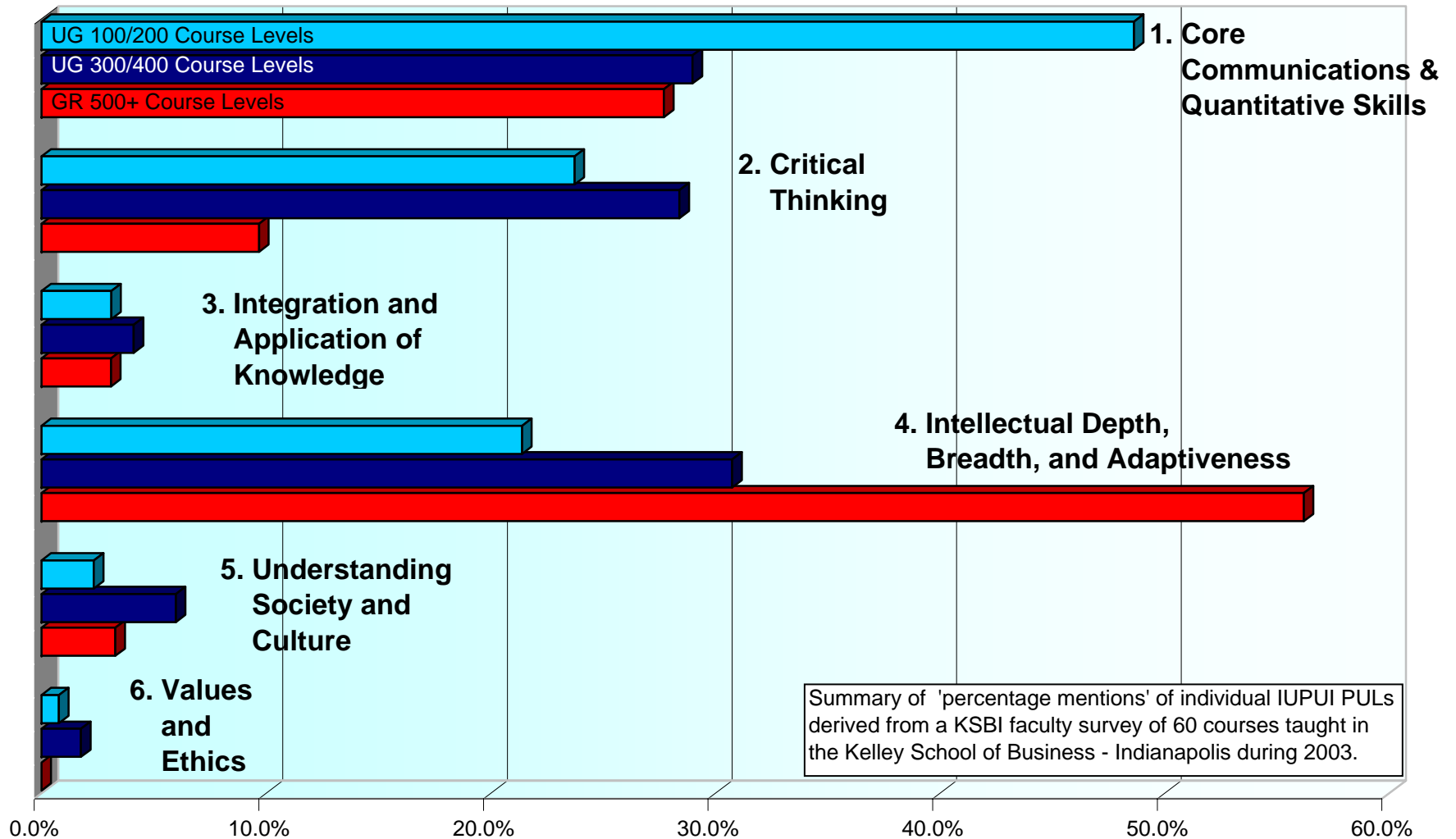
Respectfully submitted,

Karen Ramsay Johnson
Vice-Chair

IUPUI Principles of Undergraduate Learning

KSBI PUL Frequency - Percentage Mentions by Course Level

KEAW
4.14.04



DISCUSSION DRAFT

Indiana University Responding to Goal 6: Measuring Student Learning Indiana's Framework for Policy and Planning Development In Higher Education

Background: In November 2003, the Indiana Commission on Higher Education adopted "Indiana's Framework for Policy and Planning Development in Higher Education." In the interim, ICHE has asked institutions to respond to each of the six goals of the Framework. Under the direction of the Senior Vice President for Academic Affairs, the Academic Leadership Council will develop a coordinated University response to "Goal 6: Measuring Student Learning" on behalf of IU's seven campuses. Recognizing the mission differentiation and variations in stages of implementing learning assessment, the IU response will be a single, coordinated framework with guiding principles across all campuses. Under the auspices of the Academic Leadership Council, the IU individual campus responses will be coordinated to ensure that the overarching principles are observed while allowing flexibility and encouraging innovation. Although ICHE has asked for a response by August 1, 2004, IU will develop its substantive plans over the next year but file a preliminary report with ICHE by August 1.

Principles: Each campus is to develop a specific plan of action with regard to each of the principles noted below:

1. Each campus of Indiana University has an explicit statement of learning goals for all baccalaureate students across all degree programs that reflects faculty consensus. This statement should be a public document that is understood by faculty, staff, students, and the general public, and it should reflect the history, values, and mission of the campus.
2. Appropriate, clearly stated learning goals are set by faculty at the individual course level, at the school (division) level for majors, and at the campus level for general education.
3. Each campus has defined opportunities for students to participate in a diverse array of engaging learning experiences that are aligned with expected learning goals and designed by faculty in accord with effective educational practices.
4. The campus statement of learning goals has set forth how evidence on the attainment of each learning goal will be collected for individual students at the course, major and degree levels and that can be reported for all baccalaureate graduates collectively as a measure of continuing institutional improvement.
5. The campus plan for assessing individual student achievement: (a) takes into account student preparation for learning upon matriculation (and is aligned

- with high school graduation); (b) accommodates transfer students; and (c) assesses the integration of learning at the program and degree levels.
6. The campus has developed multiple means of directly and indirectly assessing student learning and has established common standards or rubrics for ascertaining and documenting each student's level of attainment of expected learning goals. (These may include such indirect measures of student engagement as NSSE and other surveys and such direct measures as pass rates in appropriate licensure examinations, third-party validation, student projects, and electronic student portfolios.)
 7. Each campus has aligned administrative structures and practices to promote student learning, specifically including the coordination of assessment of learning with teaching.
 8. Each campus has a plan to benchmark its assessments to appropriate peer reference groups and use information about student learning and success to improve continuously the environment for learning.

Processes: Indiana University is committed to developing consensus on broad principles across all of the campuses and to engaging in continuous improvement by sharing resources, innovations, and practices. Among the innovations to be explored collectively are: alignment of high school graduation expectations for college matriculation through pre-college programs; use of NSSE data to define common characteristics across the University and the opportunities for improving the student experience; the use of electronic student portfolios; the use of pass rates in professional licensure examinations; and other practices as may be determined. In each of these areas, campuses will be invited to name representatives to program committees that will consider existing experiences and assets and define objectives that might be shared by two or more campuses.

Timeline: The program committees will work during the summer and the 2004-05 academic year and make a preliminary report to the Academic Leadership Council by July 2004; several initiatives should be planned to occur during the fall and spring, including a conference on the use of student electronic portfolios, a plan to use comparative data from NSSE, and coordination with transfer institutions (e.g., Ivy Tech) on learning goals that can be aligned. The program committees will make their final reports in April 2005.

Each campus will prepare a report on its planned activities for 2004-05 that will explain in detail how it will address each of the eight principles listed above. This report will be filed with the Academic Leadership Council by August 15, 2004. The final report of actions taken to establish an implementation plan to address the principles will be filed with the Academic Leadership Council by May 2005. The Senior Vice President for Academic Affairs will review the campus plans and the work of the program committees, asking for any revisions or changes that may be necessary, in order to prepare a report to the Trustees and ICHE by early fall 2005.