

Program Review and Assessment Committee

Thursday, February 19, 2004

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

Karen Johnson, Acting Chair

Susan Kahn, Recorder

AGENDA –

1. Approval of January Minutes K. Johnson
2. Continuation of discussion of End-of-Course Assessments and other aspects of the ICHE and Governor’s Roundtable plans..... K. Johnson and H. Mzumara
3. Survey responses of relevance to PRAC members.....V. Borden and M. Wince
4. Report from Sub-Committee on Teaching/Learning Performance IndicatorsS. Kahn

MINUTES –

Present: S. Baker, T. Banta, D. Boland, C. Dobbs, S. Hamilton, M. Hansen, K. Johnson, S. Kahn, J. Kuczkowski, D. McSwane, S. Milosevich, K. Morrow, H. Mzumara, E. Sener, E. Udry, C. Yokomoto, and N. Young

Guests: Victor Borden and Michael Wince

Approval of January Minutes:

The minutes of the January 22 PRAC meeting were approved as written.

Continuation of Discussion of End of Course Assessments:

T. Banta reminded the group that Mary Wilhelmus, a member of Suellen Reed’s staff at the Indiana Department of Education, will be joining us at the March 25 PRAC meeting. Banta asked what issues we would like Wilhelmus to address. Members of the group made a number of suggestions, including the following:

- V. Borden: How will the End-of-Course tests assure that students’ knowledge is fresh when they enter college? For example, some tests intended for use in college placement are to be taken in the 10th grade. Will students who take AP and IB tests also be required to take the End-of-Course Assessments? Are there enough computers in the schools to ensure that every student can actually take the appropriate End-of-Course test at the end of the course?
- K. Johnson: How much flexibility will colleges have to determine how they will use the tests for placement?
- E. Sener: Does this program amount to a redefinition of the curriculum for college-bound students? What happens to the Core 40 under the program? What about non-college-bound students?

- J. Kuczkowski: How do the End-of-Course Assessments relate to I-STEP? With all of this testing, will students have sufficient time to learn? What about good students who don't test well? Will the tests be designed to be diagnostic—that is, will students learn where they are strong and weak and then have a chance to strengthen their weak areas? How were universities represented in developing this plan?
- Banta: If students fail a test, do they fail the related course? What is the relationship of the test score to the course grade?
- H. Mzumara: Will there be safeguards to protect students against inappropriate uses of test results? For example, is college course placement a valid use for a test designed to test end-of-course learning in high school?
- S. Milosevich: What long-term infrastructure support will be needed to sustain the testing program? What problem is this program intended to solve?

Responding to several of these questions, Banta said that the testing program is based on the Core 40 and that Charlie Barman and Jeff Watt from IUPUI were involved in developing the plans for assessments in science and math, respectively.

Borden noted that the plans to conduct all of the testing by computer pose logistical challenges. For example, some classes may need to begin testing before the end of the course, in order to have access to the necessary computers. Kuczkowski added that academic integrity is another issue raised by the testing plans; the Internet has blurred the definition of plagiarism to the point where even teachers sometimes misunderstand the issues involved. Will the use of technology in this program help prepare students to understand and use information properly? S.

Milosevich commented that the program raises a whole set of intellectual property issues and Johnson suggested that we have a discussion of ethics and information literacy with Mary Wilhelmus.

Presentation on Surveys Relevant to PRAC:

V. Borden, Associate Vice Chancellor, and M. Wince, Manager of Survey Research for the Office of Information Management and Institutional Research (IMIR) reported on the surveys that IMIR regularly conducts and demonstrated how to find survey information on the IMIR web site. Referring to their [handout](#), Borden and Wince explained how to find information on the Faculty Survey, Fact Book, and recent trends for academic responsibility centers on the site. K. Morrow reviewed some general campus trends highlighted on the handout and noted that school-specific results are available for most surveys upon request from IMIR. Borden commented that students are asked about perceptions of their learning gains on three different surveys: the Continuing Student Survey, the Survey of Recent Undergraduate Degree Recipients, and the National Survey of Student Engagement. As an example, he mentioned that “solving mathematical problems” and “understanding a statistical report” have consistently been among the lowest-rated items in both ability and importance campuswide, but the rankings on these items differ substantially for schools like Engineering & Technology and Science. Therefore it is useful for faculty to review results for their schools in comparison to the other schools and the campus composite.

S. Kahn addressed the final section of the handout, a set of suggestions for using survey results at the departmental or school level. D. Boland commented, as a further example, that the School of Nursing benchmarks findings from the recent graduates' survey, using benchmarking information from other schools of nursing at institutions similar to IUPUI.

Report from Subcommittee on Teaching and Learning Performance Indicators:

Kahn reported on the work of the PRAC subcommittee on the Teaching and Learning Performance Indicators. The committee took on three tasks last semester: helping to flesh out the soon-to-be-released Research Brief comparing students' responses to NSSE items to faculty responses to similar items on the Faculty Survey; reviewing supporting data and deciding on ratings for a sub-set of the teaching and learning performance indicators; and suggesting ways of improving the indicators and supporting data. Generally, the committee recommended the use of more information from direct assessments of student learning; the establishment of standards or criteria by which to judge our performance on the various indicators; and the use of additional indicators, frequently using information from qualitative studies. Specific recommendations are summarized in the handout that Kahn distributed.

Report from Subcommittee on the Principles of Undergraduate Learning:

S. Hamilton reported on the work of the PRAC subcommittee that is revisiting the PULs. She distributed a summary of the committee's work prepared by E. Jones and a list of suggested changes to the PULs. Major recommendations included these:

- IUPUI should re-visit and re-consider the PULs periodically, perhaps every five years. The new Office for Integrating Learning could serve as a clearinghouse for suggested changes and an organizer of town hall meetings to discuss possible changes. Recommendations emerging from these meetings could be brought to PRAC, which would decide whether to propose the changes to the Academic Affairs Committee of Faculty Council.
- The "Principles of Undergraduate Learning" should be changed to the "Principles of Lifelong Learning."
- PUL 5, "Understanding Society and Culture," should be changed to "Understanding *Diverse Societies and Cultures*."
- Stewardship of self and the environment and development of moral and ethical responsibility were proposed as additions to PUL 6.

Kuczkowski affirmed the work of the sub-committee, noting the committee's agreement that, in general, we should avoid changing the PULs frequently; they should endure, but our understanding of them should evolve so that they continue to be relevant and contemporary.

Adjournment:

The meeting adjourned at 3:00.

Next Meeting: March 25, 1:30-3:00, UL 1126

IUPUI Survey Results on the Web

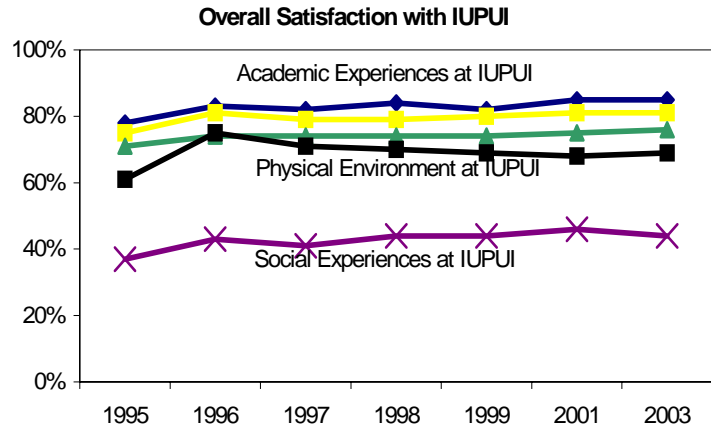
Surveys	Reports	Web Location
		<i>Steps >IMIR home page >Information Resources...</i>
<i>Advising</i>		
1999	campus only	> <i>Student Satisfaction</i>
1996	campus only	
<i>Alumni Surveys^a</i>		
2000-2001	campus & schools	> <i>Recent Alumni – Highlights and Full Reports</i>
1999-2000	campus & schools	
1998-1999	campus only	
1997-1998	campus only	
1996-1997	campus & schools	
1995-1996	campus only	
1994-1995	campus only	
1993-1994	campus only	
1992-1993	campus only	
<i>Continuing Student Satisfaction and Priorities Surveys</i>		
2001	campus & schools	> <i>Student Satisfaction</i>
1999	campus only	
1998	campus & schools	
1997	campus only	
1996	campus only	
1995	campus only	
1994	campus only	
1993	campus only	
<i>Entering Student Surveys</i>		
2001	campus	> <i>Student Surveys</i>
2000	campus	
1997	campus	
1992	campus	
<i>Faculty Surveys</i>		
2002	campus & schools	> <i>Faculty and Staff Surveys</i>
2000	campus only	
1998	campus only	
1996	campus only	
1995	campus only	
<i>Non-Returning Student Surveys</i>		
2000 (1999 cohort)	campus only	> <i>Student Surveys</i>
1993	campus only	
<i>NSSE Surveys</i>		
2002	campus & schools	> <i>Student Satisfaction</i>
1999 - 2000	campus only	
<i>Staff Surveys</i>		
1999	campus only	> <i>Faculty and Staff Surveys</i>
1997	campus only	

^ayear reflects the degree year of graduates

Campus Trends in General Student Satisfaction*

	1995	1996	1997	1998	1999	2001	2003
Academic experiences	78%	83%	82%	84%	82%	85%	85%
Social experiences	37%	43%	41%	44%	44%	46%	44%
Physical environment	61%	75%	71%	70%	69%	68%	69%
Quality of faculty	71%	74%	74%	74%	74%	75%	76%
Quality of academic programs	75%	81%	79%	79%	80%	81%	81%

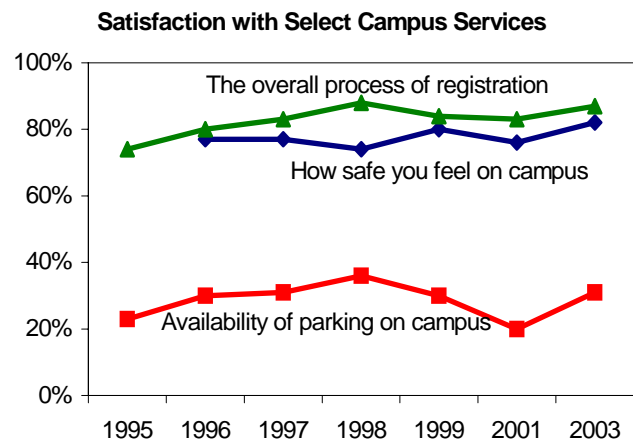
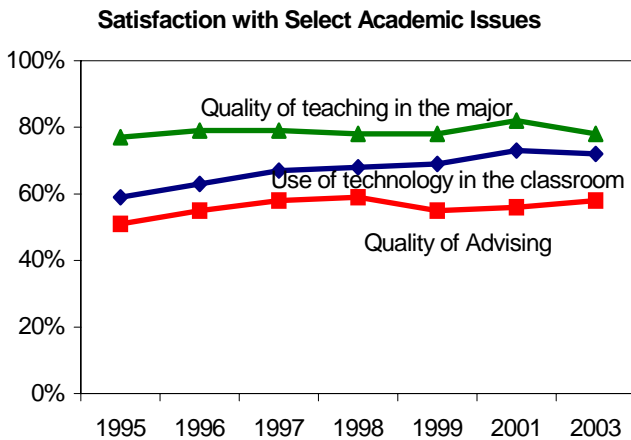
*percent satisfied or very satisfied



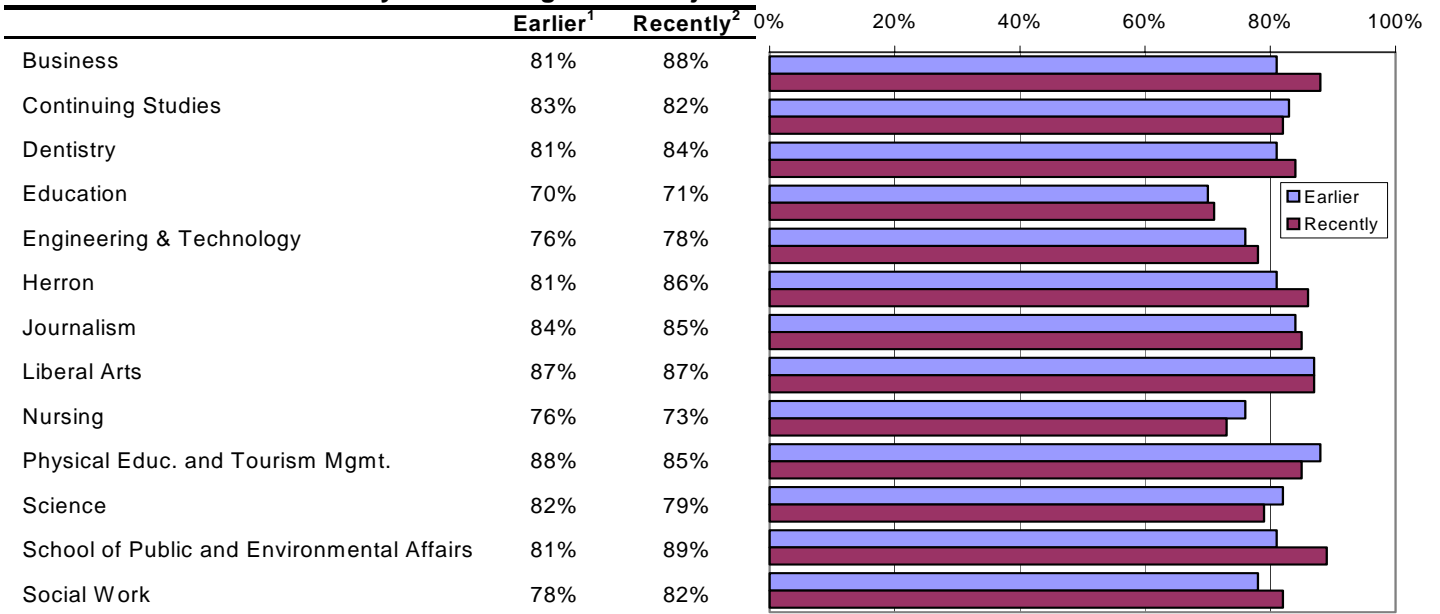
Campus Trends in Student Satisfaction*

	1995	1996	1997	1998	1999	2001	2003
<i>Academics...</i>							
Quality of teaching in major	77%	79%	79%	78%	78%	82%	78%
Quality of advising	51%	55%	58%	59%	55%	56%	58%
Use of technology in the classroom	59%	63%	67%	68%	69%	73%	72%
<i>Campus Services...</i>							
The overall process of registration	74%	80%	83%	88%	84%	83%	87%
How safe you feel on campus		77%	77%	74%	80%	76%	82%
Availability of parking on campus	23%	30%	31%	36%	30%	20%	31%

*percent satisfied or very satisfied



Satisfaction with the Quality of teaching in the Major*

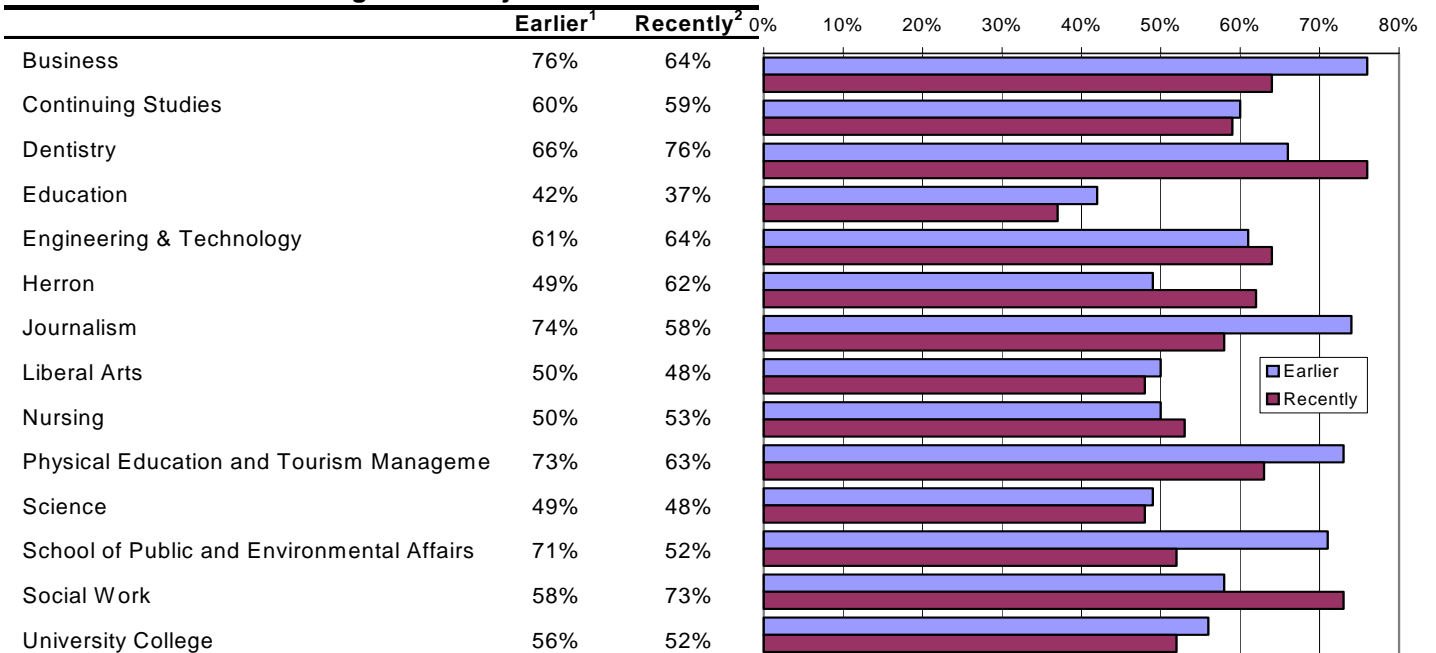


*percent satisfied or very satisfied

¹combined data from the 1996, 1997 and 1998 CSSPS

²combined data from the 2001 and 2003 CSSPS

Satisfaction with Advising in the Major*

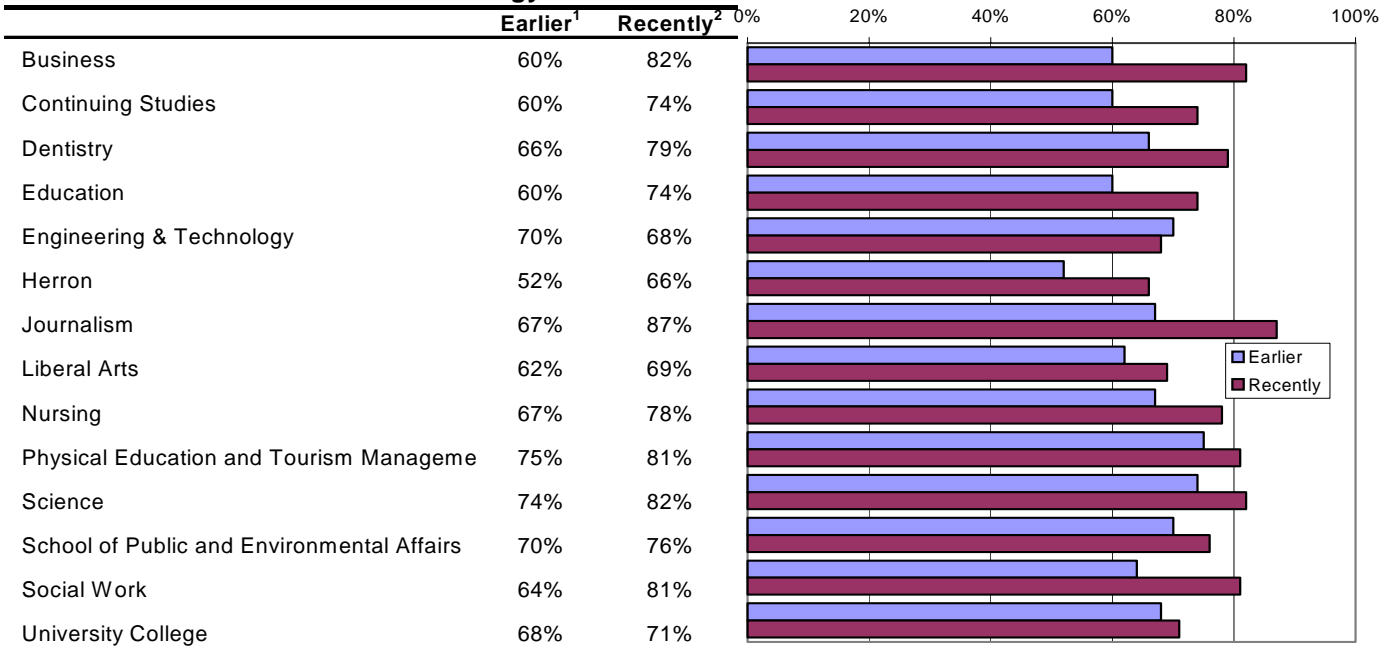


*percent satisfied or very satisfied

¹combined data from the 1996, 1997 and 1998 CSSPS

²combined data from the 2001 and 2003 CSSPS

Satisfaction with the Use of Technology*



*percent satisfied or very satisfied

¹combined data from the 1996, 1997 and 1998 CSSPS

²combined data from the 2001 and 2003 CSSPS

Average Ratings of Ability and Importance from IUPUI Recent Undergraduate Degree Recipients

	Ability						Importance					
	98-99	99-00	00-01	01-02	(rank)	Trend*	98-99	99-00	00-01	01-02	(rank)	Trend*
Core Communication and Quantitative Skills												
a. express ideas and facts to others effectively in a variety of written formats												
Writing clearly and effectively	4.30	4.26	4.29	4.31	(7)		4.49	4.48	4.48	4.51	(7)	
Writing a final report on a project	4.00	4.04	4.06	4.04	(24)		3.77	3.87	3.82	3.83	(29)	
b. comprehend, interpret, and analyze texts												
Reading and understanding books	4.56	4.54	4.53	4.53	(2)		4.52	4.45	4.44	4.51	(6)	
c. communicate orally in one-on-one and group settings												
Speaking clearly and effectively	4.22	4.18	4.25	4.24	(9)		4.61	4.59	4.61	4.61	(2)	(++)
Preparing a presentation to deliver to a group	3.86	3.86	3.95	3.93	(28)		3.87	3.89	3.90	3.95	(27)	
d. solve problems that are quantitative in nature												
Solving mathematical problems	3.85	3.85	3.77	3.82	(30)		3.54	3.53	3.40	3.51	(31)	
Understanding a statistical report	3.50	3.52	3.51	3.49	(31)		3.47	3.52	3.49	3.53	(30)	
e. make efficient use of information resources and technology...												
Using the computer applications that are most common to my field of work or study	4.08	4.16	4.21	4.20	(11)		4.30	4.33	4.30	4.36	(16)	
Finding useful information on the Internet	4.02	4.17	4.27	4.33	(5)	(++)	3.84	3.92	4.00	4.10	(26)	
Critical Thinking												
Thinking critically and analytically	4.27	4.28	4.29	4.26	(8)		4.54	4.53	4.53	4.53	(4)	
Creatively thinking about new ideas	4.06	4.05	4.07	4.14	(15)		4.45	4.45	4.45	4.49	(8)	
Doing research on an issue or topic before acting	4.02	4.03	4.02	4.05	(23)		4.10	4.20	4.09	4.10	(25)	
Evaluating other people's ideas and solutions	4.10	4.12	4.13	4.15	(12)	(+)	4.27	4.28	4.25	4.30	(20)	
Gathering information from sources when deciding actions	4.17	4.14	4.16	4.21	(10)		4.29	4.31	4.26	4.32	(19)	

Note. The Ability scale is presented as a five point scale with the following anchors:

- 1 (Low) = My ability level is not at all adequate to meet even my current goals and responsibilities.
- 3 (Medium) = My ability level is adequate for my current responsibilities but falls short of what I will need to pursue my long-term...goals
- 5 (High) = I believe I currently have the level of ability that I need in this area to pursue my long-term personal and career goals

The Importance scale is also a five point scale with the following anchors:

- 1 (Low) = My ability level in this area is not at all important for meeting my current responsibilities or achieving my long-term personal and career goals
- 3 (Medium) = My ability level in this area is moderately important for pursuing my long-term personal and career goals
- 5 (High) = My ability level in this area is extremely important to attaining my long-term personal and career goals

*A modest positive trend (+) is indicated if the annual results increase consistently through the four years of results. A notable positive trend (++) is indicated if, in addition, the increase from the first to the last year is greater than 0.20.

**Rank is based on results for the most recent year (Students who graduated in 2001-02).

Average Ratings of Ability (continued)

	Ability						Importance					
	98-99	99-00	00-01	01-02	(rank)	Trend*	98-99	99-00	00-01	01-02	(rank)	Trend*
Integration and Application of Knowledge												
Applying what learned in college to issues faced	4.01	3.95	3.98	4.06	(21)		4.06	3.98	4.01	4.11	(23)	
Learning independently	4.34	4.34	4.34	4.39	(3)		4.41	4.44	4.43	4.48	(9)	
Putting ideas together in new ways	3.90	3.91	3.93	3.97	(27)	(+)	4.14	4.20	4.15	4.19	(22)	
Intellectual Depth, Breadth, and Adaptiveness												
Finding new ways to use my skills and knowledge	4.07	4.08	4.10	4.15	(13)	(+)	4.38	4.42	4.36	4.44	(13)	
Having a general understanding of subjects other than major	3.96	4.02	4.00	4.03	(25)		4.07	4.08	4.03	4.11	(24)	
Having an in-depth understanding of my major field	3.98	3.95	3.98	4.05	(22)		4.24	4.28	4.31	4.34	(18)	
Learning new approaches to my work or to advanced studies	4.02	4.03	3.99	4.07	(20)		4.24	4.30	4.26	4.35	(17)	
Managing many different tasks and obligations at the same time	4.29	4.27	4.28	4.33	(6)		4.65	4.67	4.66	4.67	(1)	(+)
Systematically reviewing and improving own ideas	3.99	3.96	4.01	4.11	(18)		4.39	4.45	4.41	4.45	(12)	
Trying different approaches to solving a problem	4.03	4.03	4.02	4.08	(19)		4.36	4.36	4.34	4.38	(15)	
Working as part of a team	4.38	4.38	4.42	4.38	(4)		4.46	4.48	4.46	4.46	(11)	
Understanding Society and Culture												
Discussing complex problems with co-workers	4.09	4.08	4.10	4.14	(14)		4.35	4.41	4.35	4.42	(14)	
Working effectively with people of different races	4.44	4.49	4.47	4.53	(1)		4.43	4.52	4.43	4.47	(10)	
Values and Ethics												
Communicating effectively with people who see things differently	4.03	4.02	4.04	4.13	(16)		4.50	4.52	4.50	4.52	(5)	(+)
Dealing with conflict among co-workers and friends	3.89	3.88	3.86	3.97	(26)		4.21	4.22	4.15	4.22	(21)	
Exercising my responsibilities as a citizen	3.78	3.89	3.82	3.83	(29)		3.87	3.97	3.83	3.85	(28)	
Keeping my composure in difficult situations	4.02	4.03	4.09	4.12	(17)	(+)	4.59	4.58	4.60	4.56	(3)	

Note. The Ability scale is presented as a five point scale with the following anchors:

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The Importance scale is also a five point scale with the following anchors:

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**Rank is based on results for the most recent year (Students who graduated in 2001-02).

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	Ability						Importance					
	98-99	99-00	00-01	01-02	Rank**	Trend*	98-99	99-00	00-01	01-02	Rank**	Trend*
Working effectively with people of different races	4.44	4.49	4.47	4.53	(1)		4.43	4.52	4.43	4.47	(10)	
Reading and understanding books	4.56	4.54	4.53	4.53	(2)		4.52	4.45	4.44	4.51	(6)	
Learning independently	4.34	4.34	4.34	4.39	(3)		4.41	4.44	4.43	4.48	(9)	
Working as part of a team	4.38	4.38	4.42	4.38	(4)		4.46	4.48	4.46	4.46	(11)	
Finding useful information on the Internet	4.02	4.17	4.27	4.33	(5)	(++)	3.84	3.92	4.00	4.10	(26)	(++)
Managing many different tasks and obligations at the same time	4.29	4.27	4.28	4.33	(6)		4.65	4.67	4.66	4.67	(1)	
Writing clearly and effectively	4.30	4.26	4.29	4.31	(7)		4.49	4.48	4.48	4.51	(7)	
Thinking critically and analytically	4.27	4.28	4.29	4.26	(8)		4.54	4.53	4.53	4.53	(4)	
Speaking clearly and effectively	4.22	4.18	4.25	4.24	(9)		4.61	4.59	4.61	4.61	(2)	
Gathering information from sources when deciding actions	4.17	4.14	4.16	4.21	(10)		4.29	4.31	4.26	4.32	(19)	
Using the computer applications that are most common to my field of work or study	4.08	4.16	4.21	4.20	(11)		4.30	4.33	4.30	4.36	(16)	
Evaluating other people's ideas and solutions	4.10	4.12	4.13	4.15	(12)	(+)	4.27	4.28	4.25	4.30	(20)	
Finding new ways to use my skills and knowledge	4.07	4.08	4.10	4.15	(13)	(+)	4.38	4.42	4.36	4.44	(13)	
Discussing complex problems with co-workers	4.09	4.08	4.10	4.14	(14)		4.35	4.41	4.35	4.42	(14)	
Creatively thinking about new ideas	4.06	4.05	4.07	4.14	(15)		4.45	4.45	4.45	4.49	(8)	
Communicating effectively with people who see things differently	4.03	4.02	4.04	4.13	(16)		4.50	4.52	4.50	4.52	(5)	
Keeping my composure in difficult situations	4.02	4.03	4.09	4.12	(17)	(+)	4.59	4.58	4.60	4.56	(3)	
Systematically reviewing and improving own ideas	3.99	3.96	4.01	4.11	(18)		4.39	4.45	4.41	4.45	(12)	
Trying different approaches to solving a problem	4.03	4.03	4.02	4.08	(19)		4.36	4.36	4.34	4.38	(15)	
Learning new approaches to my work or to advanced studies	4.02	4.03	3.99	4.07	(20)		4.24	4.30	4.26	4.35	(17)	
Applying what learned in college to issues faced	4.01	3.95	3.98	4.06	(21)		4.06	3.98	4.01	4.11	(23)	
Having an in-depth understanding of my major field	3.98	3.95	3.98	4.05	(22)		4.24	4.28	4.31	4.34	(18)	(+)
Doing research on an issue or topic before acting	4.02	4.03	4.02	4.05	(23)		4.10	4.20	4.09	4.10	(25)	
Writing a final report on a project	4.00	4.04	4.06	4.04	(24)		3.77	3.87	3.82	3.83	(29)	
Having a general understanding of subjects other than major	3.96	4.02	4.00	4.03	(25)		4.07	4.08	4.03	4.11	(24)	
Dealing with conflict among co-workers and friends	3.89	3.88	3.86	3.97	(26)		4.21	4.22	4.15	4.22	(21)	
Putting ideas together in new ways	3.90	3.91	3.93	3.97	(27)	(+)	4.14	4.20	4.15	4.19	(22)	
Preparing a presentation to deliver to a group	3.86	3.86	3.95	3.93	(28)		3.87	3.89	3.90	3.95	(27)	(+)
Exercising my responsibilities as a citizen	3.78	3.89	3.82	3.83	(29)		3.87	3.97	3.83	3.85	(28)	
Solving mathematical problems	3.85	3.85	3.77	3.82	(30)		3.54	3.53	3.40	3.51	(31)	
Understanding a statistical report	3.50	3.52	3.51	3.49	(31)		3.47	3.52	3.49	3.53	(30)	

*A modest positive trend (+) is indicated if the annual results increase consistently through the four years of results. A notable positive trend (++) is indicated if, in addition, the increase from the first to the last year is greater than 0.20.

**Rank is based on results for the most recent year (Students who graduated in 2001-02).

NSSE Responses to Items Related to the PULs

To what extent have your experiences at this institution contributed to your development in the following areas: (1=very little, 2=some, 3=quite a bit, 4=very much)		IUPUI compared with									
		IUPUI		Urban			Doc-Int			NSSE 2002	
		Class	Mean	Urban Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2002 Mean	Sig ^a
Core Communication and Quantitative Skills											
a. express ideas and facts to others effectively in a variety of written formats											
Writing clearly and effectively	FY	2.90	2.81			2.73	***	.18	2.87		
	SR	3.03	2.92	***	.13	2.87	***	.18	3.06		
c. communicate orally in one-on-one and group settings											
Speaking clearly and effectively	FY	2.66	2.56	*	.11	2.57	*	.10	2.61		
	SR	2.89	2.77	***	.13	2.80	**	.10	2.96	*	-.08
e. make efficient use of information resources and technology...											
Using computer and information technology	FY	2.79	2.63	**	.16	2.74			2.70		
	SR	3.18	2.93	***	.27	3.03	***	.17	3.00	***	.20
Critical Thinking											
Thinking critically and analytically	FY	3.05	3.01			3.04			3.12		
	SR	3.32	3.18	***	.17	3.22	***	.13	3.33		
Integration and Application of Knowledge											
Solving complex real-world problems	FY	2.29	2.39	*	-.11	2.46	***	-.19	2.48	***	-.21
	SR	2.61	2.54			2.65			2.70	**	-.10
Understanding Society and Culture											
Working effectively with others	FY	2.80	2.68	*	.12	2.75			2.81		
	SR	3.02	2.93	**	.11	3.02			3.13	***	-.13
Understanding people of other racial and ethnic back	FY	2.55	2.62			2.60			2.61		
	SR	2.60	2.59			2.59			2.67	*	-.07
Understanding yourself	FY	2.63	2.69			2.76	**	-.13	2.87	***	-.25
	SR	2.81	2.75			2.82			3.01	***	-.21
Values and Ethics											
Voting in local, state, or national elections	FY	1.39	1.54	***	-.18	1.51	**	-.15	1.55	***	-.19
	SR	1.58	1.67	*	-.10	1.67	**	-.10	1.76	***	-.20
Developing a personal code of values and ethics	FY	2.33	2.41			2.50	**	-.16	2.63	***	-.30
	SR	2.47	2.43			2.55	*	-.08	2.73	***	-.26
Contributing to the welfare of your community	FY	1.85	1.94	*	-.10	2.03	***	-.19	2.16	***	-.32
	SR	2.14	2.08			2.19			2.35	***	-.20

^a This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^b Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.

Ideas for Using Survey Results

- Cite results related to specific learning outcomes in program reviews, accreditation self-studies, and similar documents.
- Compare survey results with findings from direct assessments of learning.
- Examine responses that may shed light on the effectiveness of specific improvement initiatives—e.g., through comparison of expected impact on survey responses with actual impact.
- Consult with student groups to explore the reasons that students responded as they did.
- Consider subgroups within your school (e.g., ethnic minorities and majorities, different majors, older and younger students) whose responses or differences on certain items you're curious about (e.g., learning outcomes, satisfaction with advising). Ask IMIR for a custom analysis of those groups on those items.
- Compare your school's results with other schools that represent appropriate benchmarks. Consider seeking out schools that have the highest levels of attainment or satisfaction in areas of importance to your school. Ask appropriate people from those schools why they think they do well in those areas.
- Critique the questions asked on these surveys. Think of more appropriate questions or other sources of evidence that would better reflect the impact of your programs on students. Use that critique to inform your own assessments and send your suggestions for improving the surveys to IMIR.
- Consider adding school-specific items to the Alumni Survey to provide information relevant to school learning goals. Several schools currently do this routinely for a modest charge.
- As a way to jump-start faculty discussion, school/department assessment coordinators can array survey items, ask faculty what results they would expect from the items, then show them actual results.

PRAC Subcommittee to Revisit the PULs
Report to PRAC 2/19/04
Prepared by Betty Jones, Physical Education

1/22/04

Joyce MacKinnon, PRAC Chair, established a subcommittee to “revisit the PULs”. Members included Sarah Baker, Betty Jones, Catherine Souch, Howard Mzumara, William Agbor-Baiyee, Sharon Hamilton, and Joe Kuczkowski. Betty Jones agreed to convene the subcommittee.

2/11/04

Topics: The subcommittee met and discussed a wide range of topics:

- changing the title from PULs to Principles of Lifelong Learning
- expanding the PULs to include graduate as well as undergraduate learning
- Adding in new topics, whether as new PULs or as topics infused into existing PULs. Topics Sharon Hamilton had collected to date from various sources: health/wellness; international studies; graphical/visual communication; civic engagement and civic responsibility
- Defining a process whereby modifications to the PULs could take place
- Discussing where revisiting the PULs fits in to IUPUI’s ongoing and comprehensive review of desired student outcomes
- Identifying next steps for the subcommittee

Discussion

- Wiser to modify PULs rather than attempt to revise the huge existing structural and procedural features of the PULs
- Look for ways to revise existing PULs to incorporate the topics listed above, and potential future topics that develop as important to student learning at IUPUI School of Physical Education. Options include rewording the PULs, adding and/or tweaking the substatements associated with each PUL. We noted that there are multiple modes through which the campus could be intentional and explicit about the importance of topics, such as hosting a wellness week, marketing IUPUI as a “healthful campus”, putting new spins on Gateway courses, (e.g., RFP for proposals related to international issues), and focusing on certain topics in Thematic Learning Communities. It might be useful to prepare a preamble to the existing PULs in which promotion of the principles through a variety of means would be stressed (e.g., classes, communities, collaboration, co-curricular activities) rather than focusing primarily on classes/curriculum as the change agent.
- Establish and circulate a formal standardized procedure whereby interested parties may submit ideas for PUL revisions

Action Items

- Sharon Hamilton will collect ideas from today’s meeting for editing the existing PULs and present them for consideration at the February 2004 PRAC meeting
- Betty Jones to submit a proposal to PRAC in February outlining the route by which changes to the PULs may be handled:

- TOIL (The Office for Integrated Learning) gather ideas and recommendations for changes/updates to existing PULs, and present these to PRAC
- PRAC to receive the recommendations from TOIL, discuss them at PRAC meetings, fine tune the recommendations (e.g. through discussions at the committee, through hosting campus town meetings), prepare a draft proposal for changes, and present this to the Faculty Council Executive Committee
- Faculty Council Executive Committee to review the proposal, send it out for review and revision (potentially to the Academic Affairs Committee and APPC), receive recommendations, and allow the proposal to be presented at Faculty Council for discussion and action

BJ

PRINCIPLES OF UNDERGRADUATE LEARNING

(Approved by the IUPUI Faculty Council March 1998)

PRINCIPLES OF LIFELONG LEARNING

1. CORE COMMUNICATION AND QUANTITATIVE SKILLS

The foundational areas of writing, reading, speaking, listening, quantitative reasoning and information literacy – the core skills for IUPUI students – are demonstrated, respectively, by the ability to:

- a) express ideas, opinions, beliefs, and facts to others effectively in a variety of written and visual formats
- b) comprehend, interpret, and analyze written and visual texts
- c) communicate effectively (speak *and* listen) one-on-one and in small and large group settings, as well as identify factors that facilitate and impede communication;
- d) perform quantitative functions and analyses;
- e) use information technology for academic, personal, and professional needs.

These foundational skills are introduced in specific courses and developed and extended throughout the disciplines.

2. CRITICAL THINKING is a sophisticated cognitive process which involves the careful examination of ideas and information from multiple perspectives in order to clarify and improve our understanding and to develop ideas that are unique, useful, and worthy of further elaboration. Critical thinking is demonstrated by

- a) solving challenging problems;
- b) analyzing complex issues and making informed decisions;
- c) synthesizing information to arrive at reasoned conclusions;
- d) evaluating the logic, relevance, and validity of data
- e) using knowledge and understanding to raise and explore new questions.

3. INTELLECTUAL DEPTH, BREADTH, AND ADAPTIVENESS is the ability to examine, organize, and apply disciplinary ways of knowing to specific issues. Intellectual depth is demonstrated by substantial knowledge in one area, usually the major, but, where applicable, in a minor or other concentration of study. Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines and by the ability to define what counts as evidence in each disciplines. Adaptiveness is demonstrated by modifying one's approach to a problem or question based on the requirements of a particular situation.

4. INTEGRATION AND APPLICATION OF KNOWLEDGE

Integration of knowledge is demonstrated when students articulate and apply concepts or constructs from two or more disciplinary areas to personal, academic, professional, or community activities. Application of knowledge occurs when students participate in experiences that enable them to link their knowledge to their own intellectual development, to their professional goals, and to the goals of society, [leading to the development of civic responsibility](#).

5. UNDERSTANDING DIVERSE SOCIETIES AND CULTURES involves the ability to place one's own cultural traditions in a broader human context. This ability is demonstrated by, writing, actions, creative works, and speech which indicate knowledge of the range of diversity in traditions, history, international perspectives, values, and contemporary issues

6. VALUES AND ETHICS

An undergraduate education fosters the development of a sense of aesthetics, values, ethical standards, stewardship of the self in relation to health, wellness, and the environment, and moral responsibility. The enactment of values and ethics occurs when students make informed and ethical decisions in their personal, academic, and professional endeavors.

For more information, please call The Office for Integrating Learning at 278-1846