

Program Review and Assessment Committee (PRAC)

April 14, 2005

1:30 – 3:00 p.m., UL1126

Joyce Mac Kinnon, Chair

AGENDA –

1. Approval of March 10, 2005 Minutes (attached) Mac Kinnon
2. PRAC Grants Erdogan Sener
3. Capstone Presentation Kathy Johnson and Randi Stocker
4. Communities of Practice:
 - Integration and Application of Knowledge..... Kahn
 - Understanding Society and Culture Jones
5. IU General Education Proposal..... Jones
6. Adjournment..... Mac Kinnon

MINUTES –

Members present: William Agbor-Baiyee, Rachel Applegate, Kate Baird, Karen Black, Donna Boland, Polly Boruff-Jones, Cynthia Dobbs, Andrew Gavrin, Sharon Hamilton, Linda Houser, Karen Janke, Betty Jones, Susan Kahn, Joyce Mac Kinnon, Katie Morrow, Howard Mzumara, Ingrid Ritchie, Catherine Souch, Russell Vertner, Gail Whitchurch, Debra Winikates, Charles Yokomoto, Nancy Young.

Minutes of the March 10 meeting were approved.

PRAC Grants

Erdogan Sener explained the process by which the proposals were ranked. Upon approval of this process by the membership, Sener reported that twelve grant proposals had been received and that seven members of PRAC had responded to the call to rank proposals. The three proposals recommended for funding are: *Content Analysis of Course Syllabi and Assignments for IU ePort Pilot*, David J. Sabol and Janet DeWester; *Assessing Student Academic Indicators Between Traditional and Distance Education Course Offerings*, Mark Urtel and Alan Mikesky; and *Integrating Departmental Programmatic Assessment Needs with Pedagogical Objectives in Select Communication Studies Courses*, Elizabeth Goering and Ronald Sandwina. PRAC approved the recommendation to fund these proposals and the three teams were notified.

Capstone Presentation

Karen Johnson and Randi Stocker reported on their PRAC-funded project entitled *Analysis of IUPUI Capstone Courses* (see handout).

The purpose of this project was to evaluate the present state of the capstone courses, to compile an inventory of capstone courses, and to perform a content analysis of the courses. Eighty-four course syllabi were submitted and the team reviewed them in light of the Key Principles of IUPUI Capstone Courses to determine the extent to which the principles are

reflected in the courses as evidenced by which principles ones are mentioned in the syllabi and how often. See the handout for graphic representations of the results.

The final report of this project will be available in late April or early May. Although the syllabi are not available in digital format, they could be converted so that others might review them. Issues raised included: Should a summary of the project be posted with contact information for individual faculty? Should permission be pursued to post individual syllabi? Should the posting be on a secure website?

S. Hamilton pointed out that the Office for Professional Development (OPD) discontinued support for the capstone initiative nearly a year ago and that the faculty community had been dissolved. However, the group continued working on this project and did superb work, for which they should be applauded. Hamilton will report back to OPD and advocate for additional funding. In the meantime the website dedicated to capstones will remain up.

C. Souch suggested that it is important to send a message to faculty that syllabi need to be explicit about the PULs . We should make an effort to poll the faculty to ask if they actually carry out activities in the class that focus on the principles or merely list them on their syllabi. A. Gavrin echoed Souch's comments and added that the results should be sent to faculty, who might be surprised with the results, and might decide to revise their syllabi and/or courses.

W. Agbor-Baiyee would like to see these results aggregated by school.

R. Applegate asked who was responsible for the capstone process. Hamilton replied that it was her understanding that it was a mandate. However, when she queried Dean Plater and others, she was told that there was no mandate and that like several other initiatives underway currently, the capstone project should be put on a back burner.

T. Banta suggested that with the demise of the Council on Undergraduate Learning and the PULs at a crossroads, PRAC might consider supporting a group that would issue a document explaining good practice in capstone courses.

J. Mac Kinnon suggested that the remaining funds from the PRAC grant could be used to present these findings nationally.

Communities of Practice

S. Kahn reported on the PUL Community of Practice addressing Integration and Application of Knowledge (see handout). This group has been developing a set of expectations and examples of assignments for the introductory and intermediate levels of this PUL. Bloom's Taxonomy served as a framework for the group's work on distinguishing between different levels of achievement of the PUL. A draft will be completed at the April 26 meeting of this group, and will be sent to representatives of each school for feedback.

B. Jones reported on the PUL Community of Practice related to Understanding Society and Culture (see handout). This group presented its findings at the 2005 Edward C. Moore Symposium. The group has identified four introductory and four intermediate expectations for students. Each of these is listed with examples of assignments on the handout.

IU General Education Proposal

Jones reported that the University Faculty Council (UFC) approved the release of the draft of the proposal for consideration. The April 4 draft will be distributed and the UFC will consider the new proposal at its September meeting. Jones will send the proposal to Banta for distribution to PRAC. Agbor-Baiyee asked what the implications of this new proposal will be for the PULs. Jones indicated that most campuses are in favor of a general education document that is principle-based, allowing campuses to determine more specific requirements. This has not been settled yet, but it is our hope that the document is not prescriptive.

PUL Update

A lengthy discussion about the PULs ensued. Jones reported that the Academic Affairs committee of Faculty Council reviewed and revised the proposed PUL document and forwarded it to the Executive Committee requesting that it be taken to the full Council in April. Members of the committee questioned the process by which the proposed document was developed and pulled the item from the agenda. PRAC members wondered what the next steps would be and by what process university documents are revised and presented to Faculty Council for action. Members asked: Who owns the PULs? Who decides when they should be revised? What is the process for suggesting changes to the PULs?

It was suggested that PRAC is viewed as less a faculty committee than an administrative one because it is not constituted by Faculty Council. Possibly, resistance to the PUL revisions was influenced by this perception. Many expressed disappointment in this interpretation and noted that the development of the current revisions to the PULs was started by faculty at the grassroots level who were interested in updating the PULs. Hamilton noted that her office, the Center on Integrating Learning, was specifically charged by Dean Plater with responsibility for the PULs.

The next PRAC **meeting** will be on Thursday, May 12, 2005 at 1:30 to 3:00 p.m. in UL1126.

The meeting adjourned at 3:00 p.m.

Analysis of IUPUI Capstone Courses

Randi L. Stocker

Connie J. Rowles

Kathy E. Johnson

Capstone Learning Community



PRAC Meeting

Thursday, April 14, 2005

Capstone Learning Community

- Created 4 years ago
- Stimulate discussion about senior level Capstone experiences
- Prior Moore Symposium presentations
- Capstone Assessment Project
- PRAC grant



Capstone PRAC Grant

- What is the present status of Capstone courses at IUPUI?
 - Baseline assessment
- Compile inventory of IUPUI Capstone courses
- Content analysis of courses
 - based on syllabus content only



PRAC grant – early Fall, 2004

- Course faculty contacted
- Course faculty submitted course syllabi

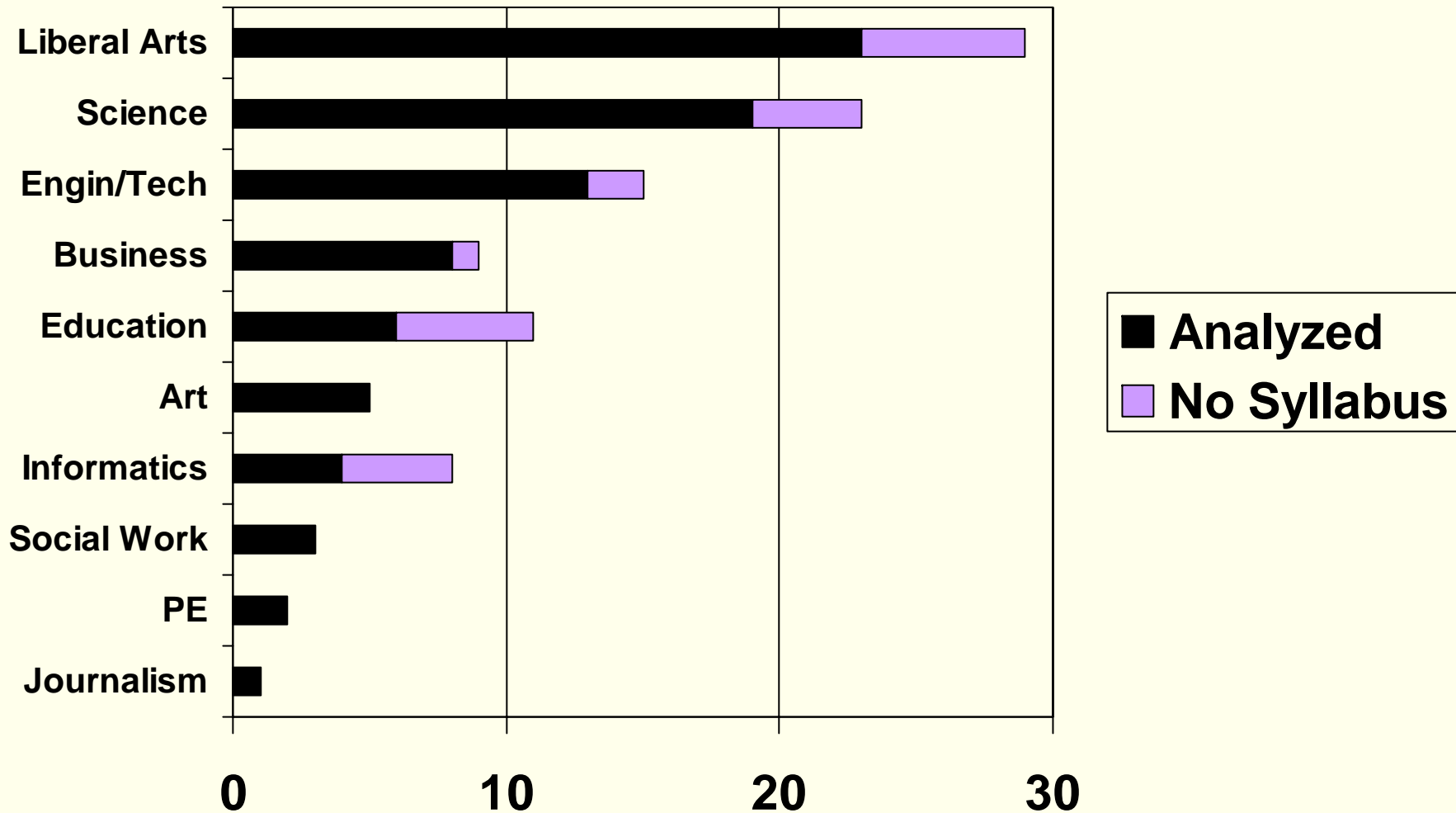


PRAC Grant – late Fall, 2004

- Continue to recruit participation
- Coding of syllabi
- Two dimensions
 - Key principles of student experiences for Capstone courses at IUPUI
 - IUPUI Principles of Undergraduate Learning
- 84 Syllabi as of 1/05 (thank you!)

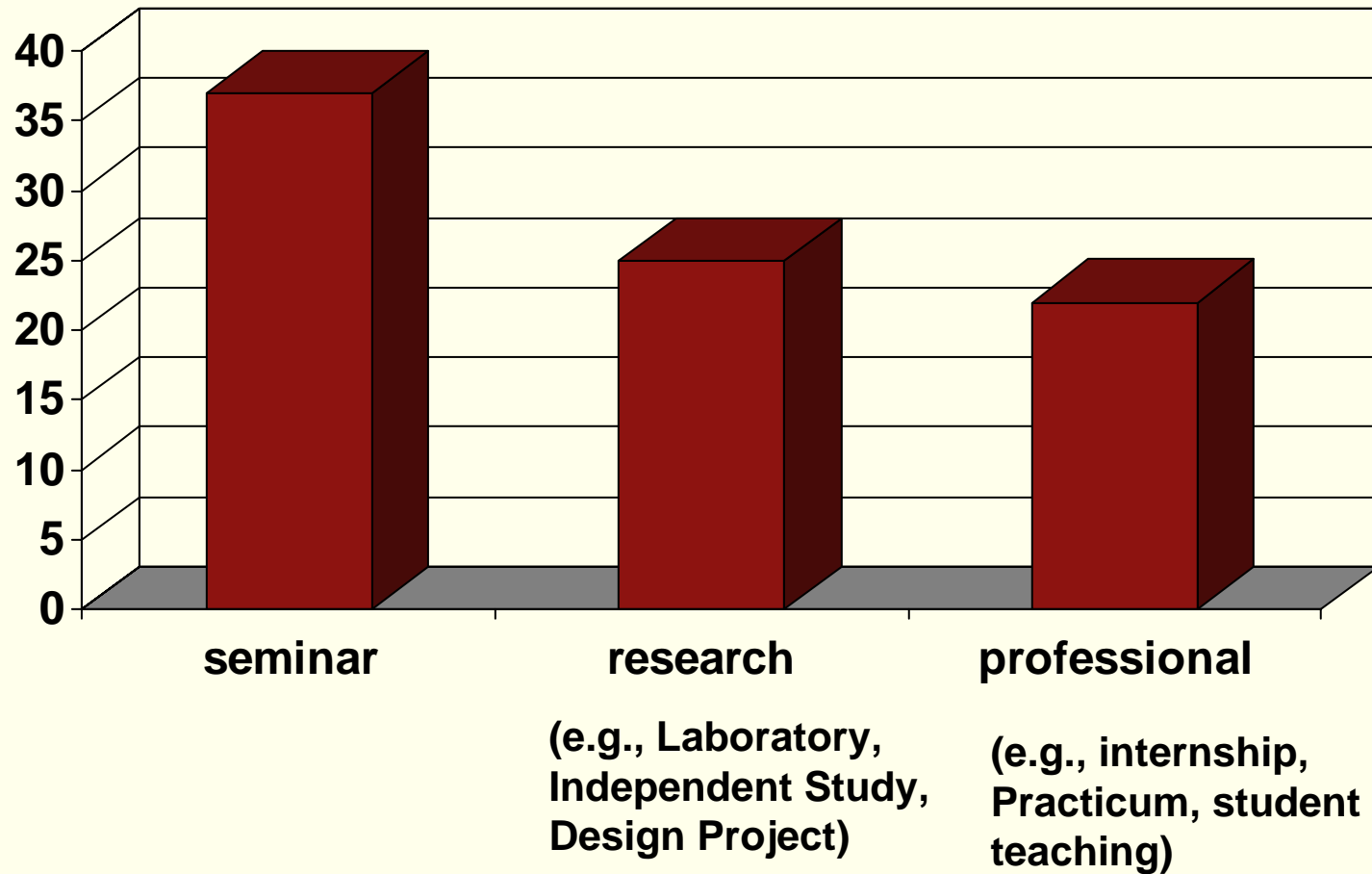


PRAC Grant Results: 84 courses analyzed (22 capstone experiences without syllabi)



Types of Experiences

(based on title content analysis)

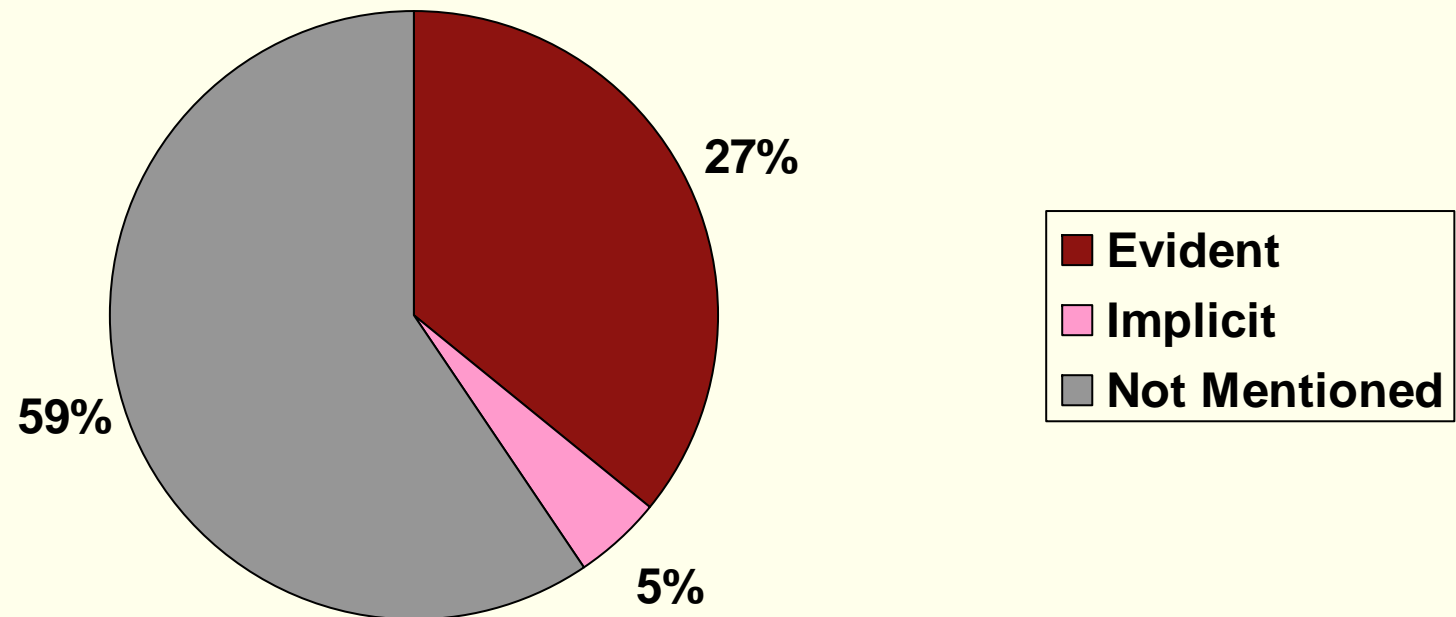


Key Principles of IUPUI Capstone Courses

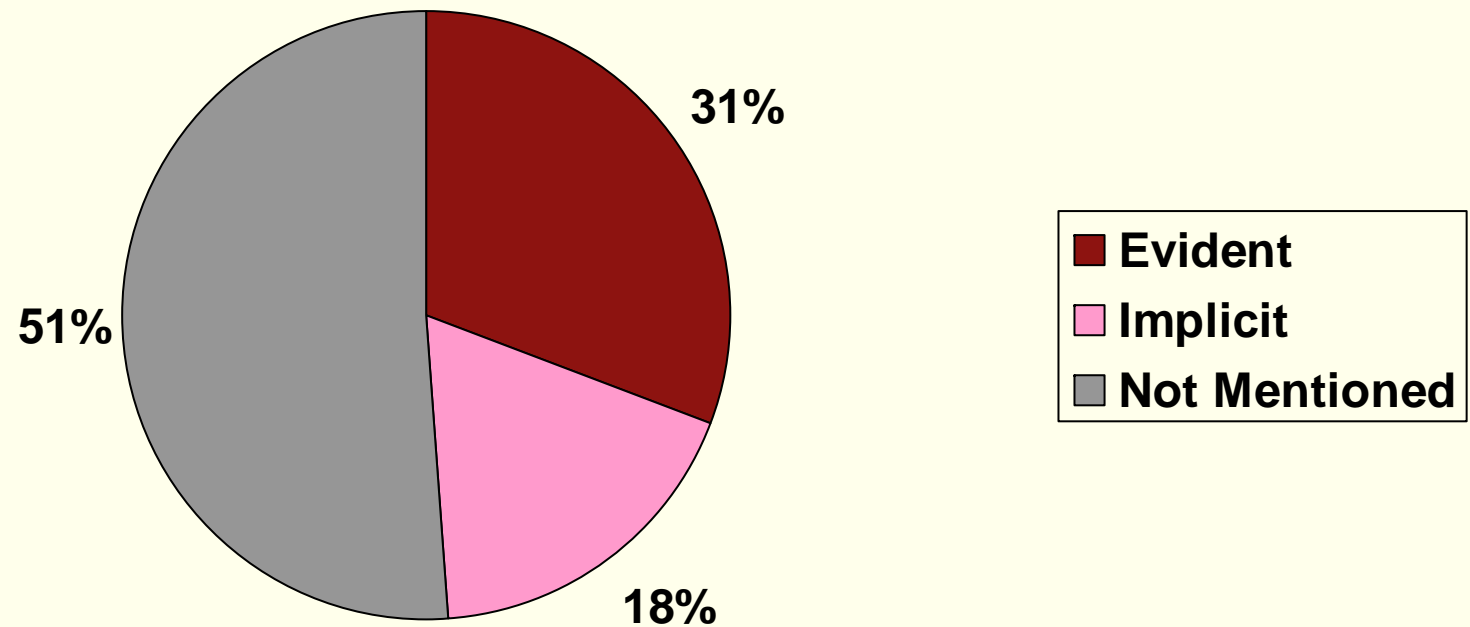
1. PULs should be evident in Capstone course
2. Focus on synthesis and application
3. Culminating personal, academic, professional experience
4. Rationale based on needs of discipline
5. Need not be thought of as a single course
6. Near the end of the program of study
7. Required for graduation
8. Full time faculty
9. Student ownership and engagement central to course experiences



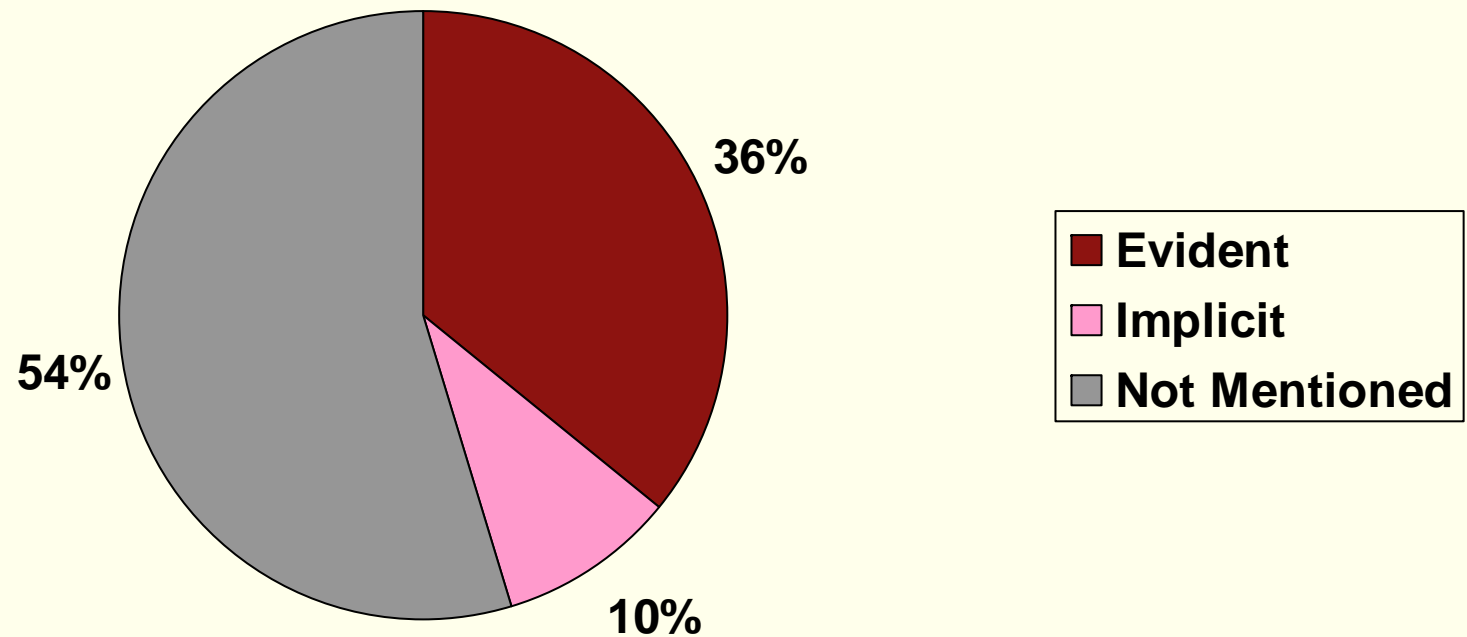
Key 1: Principles of Undergraduate Learning should be evident in capstone course syllabi



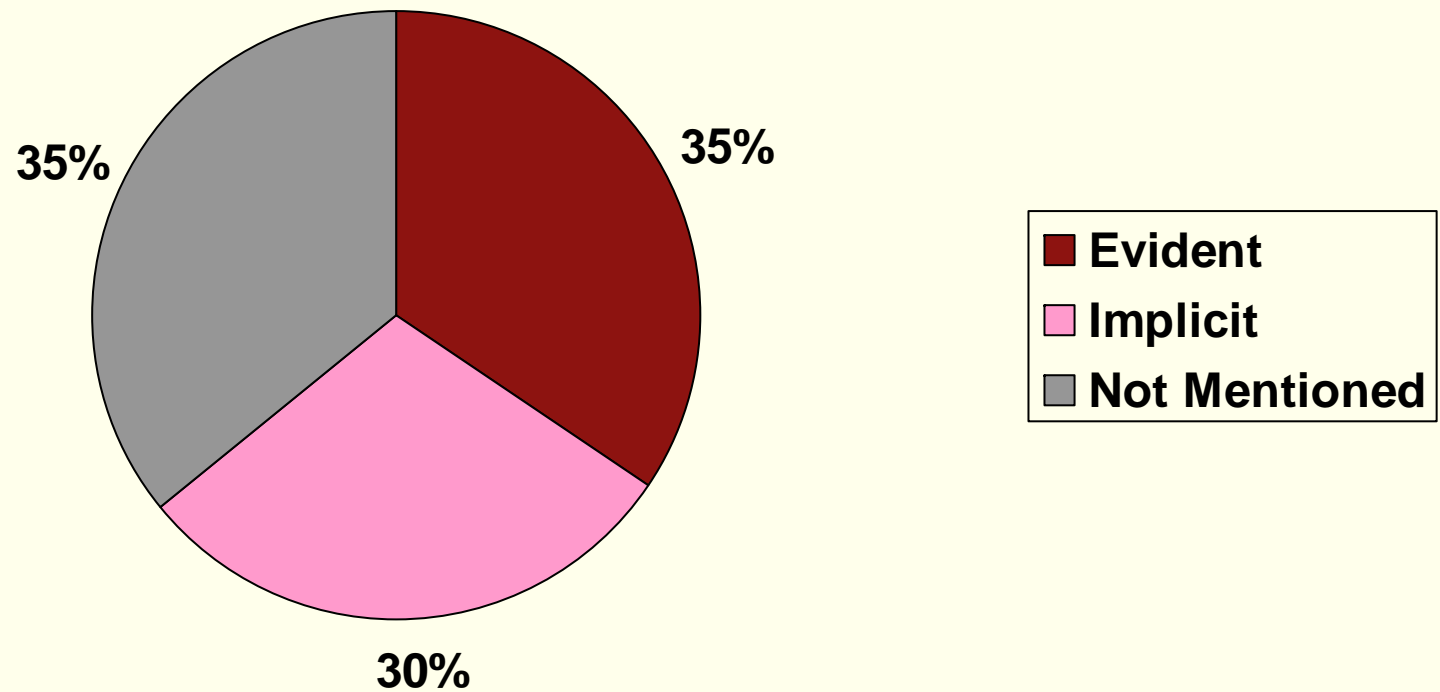
Key 2: Focus on synthesis and application



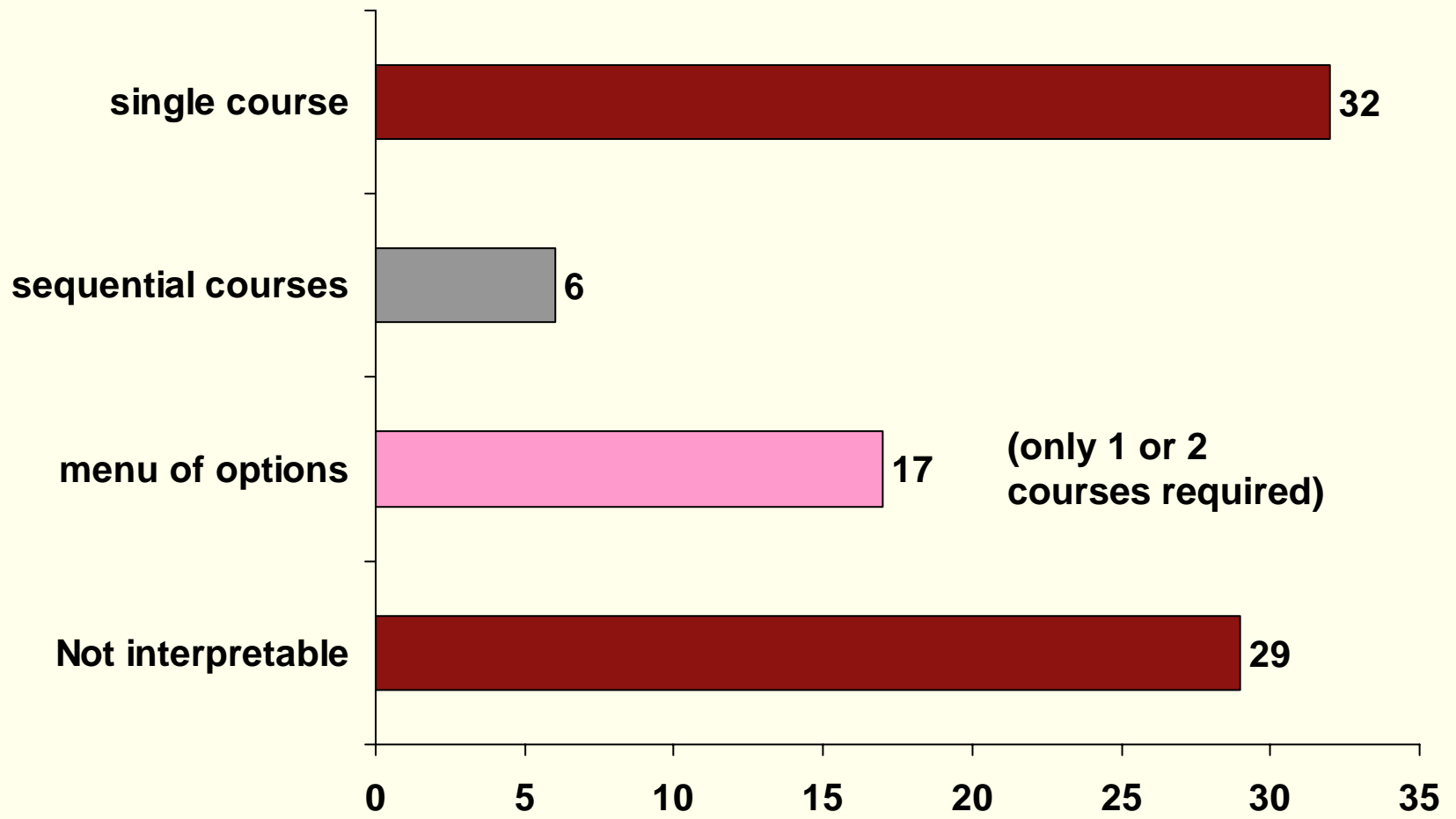
Key 3: Culminating personal, academic, professional experience



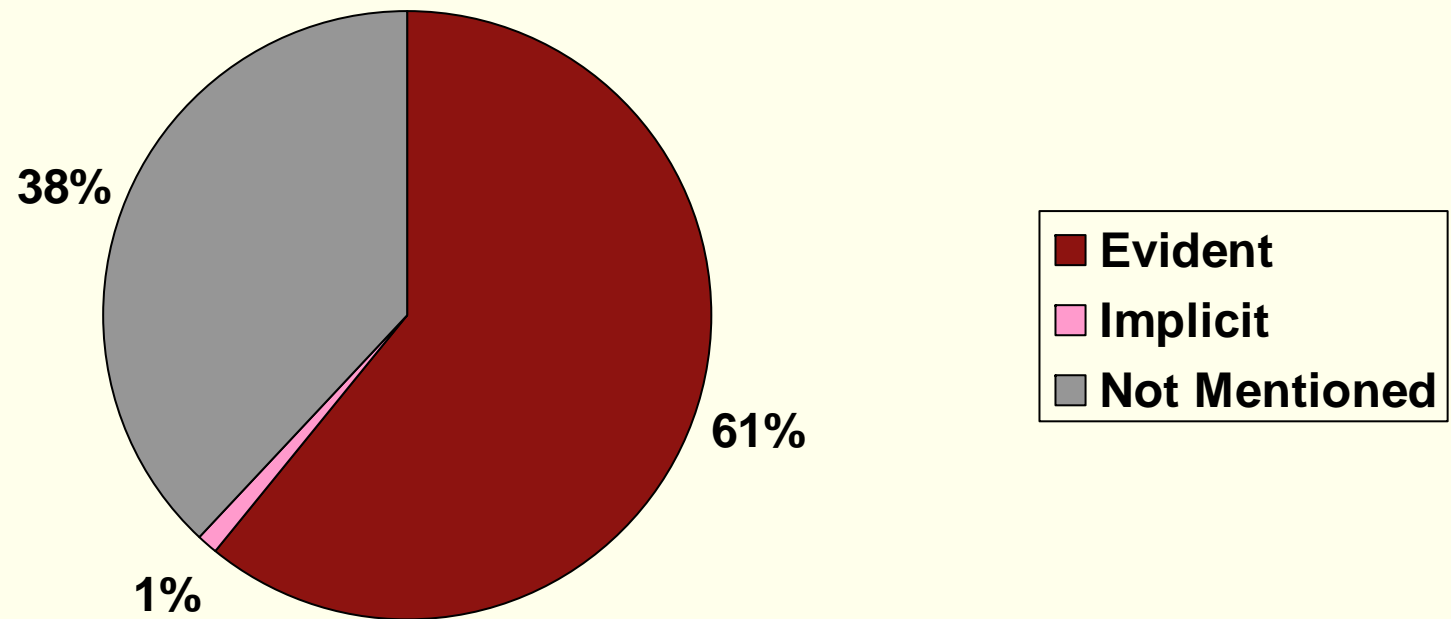
Key 4: Rationale based on needs of discipline



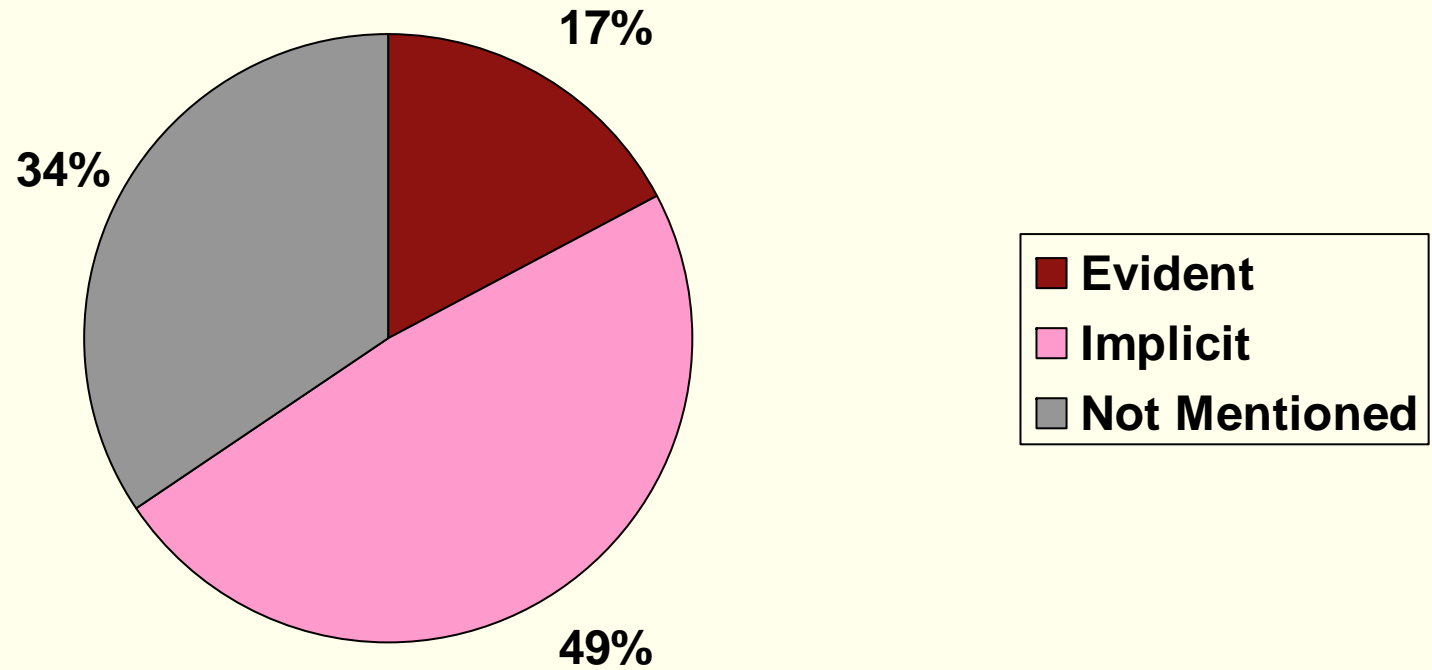
Key 5: Need not be thought of as a single course



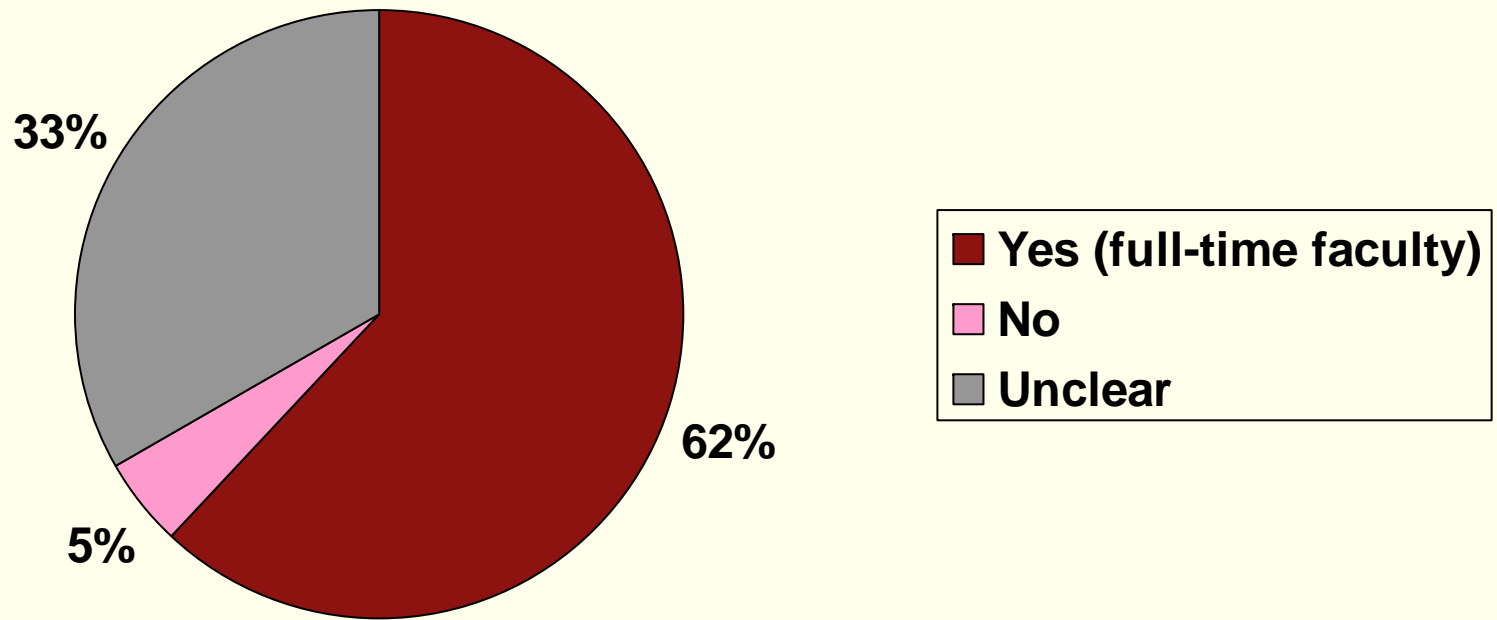
Key 6: Near the end of the program of study



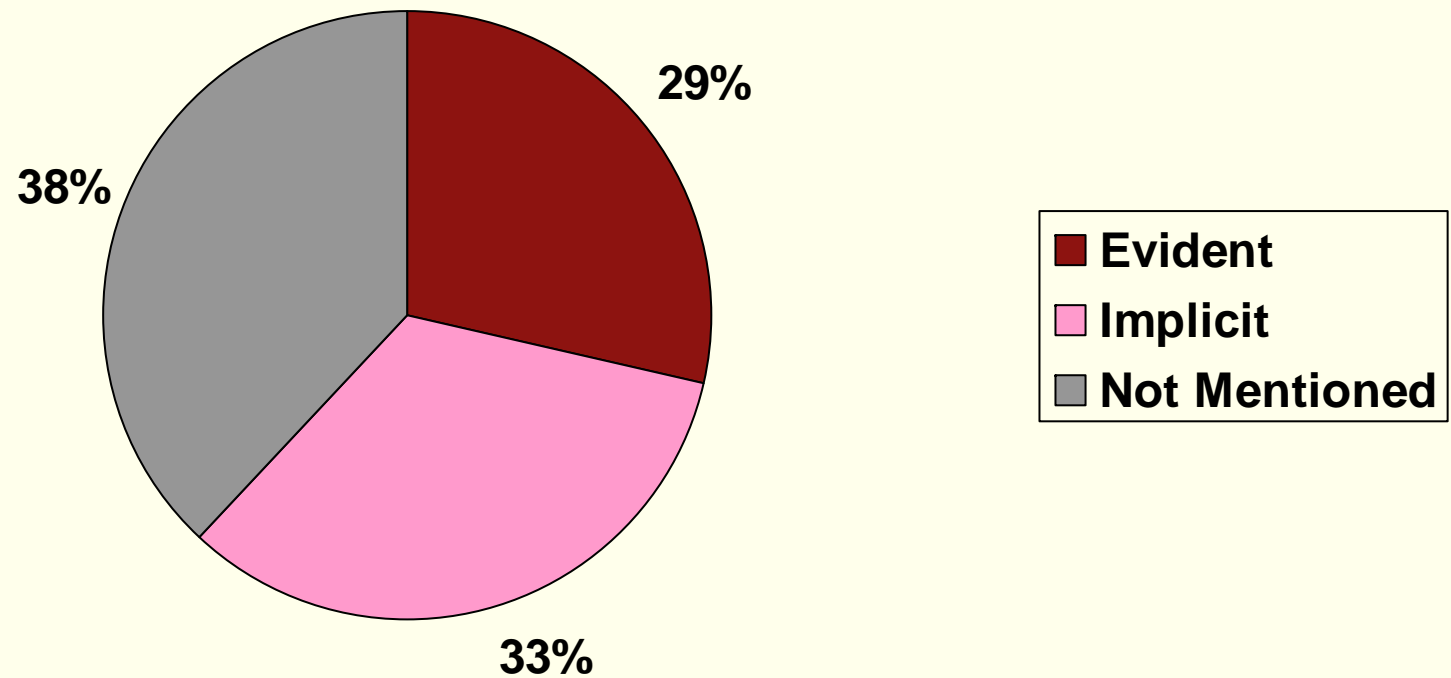
Key 7: Required for graduation



Key 8: Taught by full-time faculty



Key 9: Student ownership and engagement central

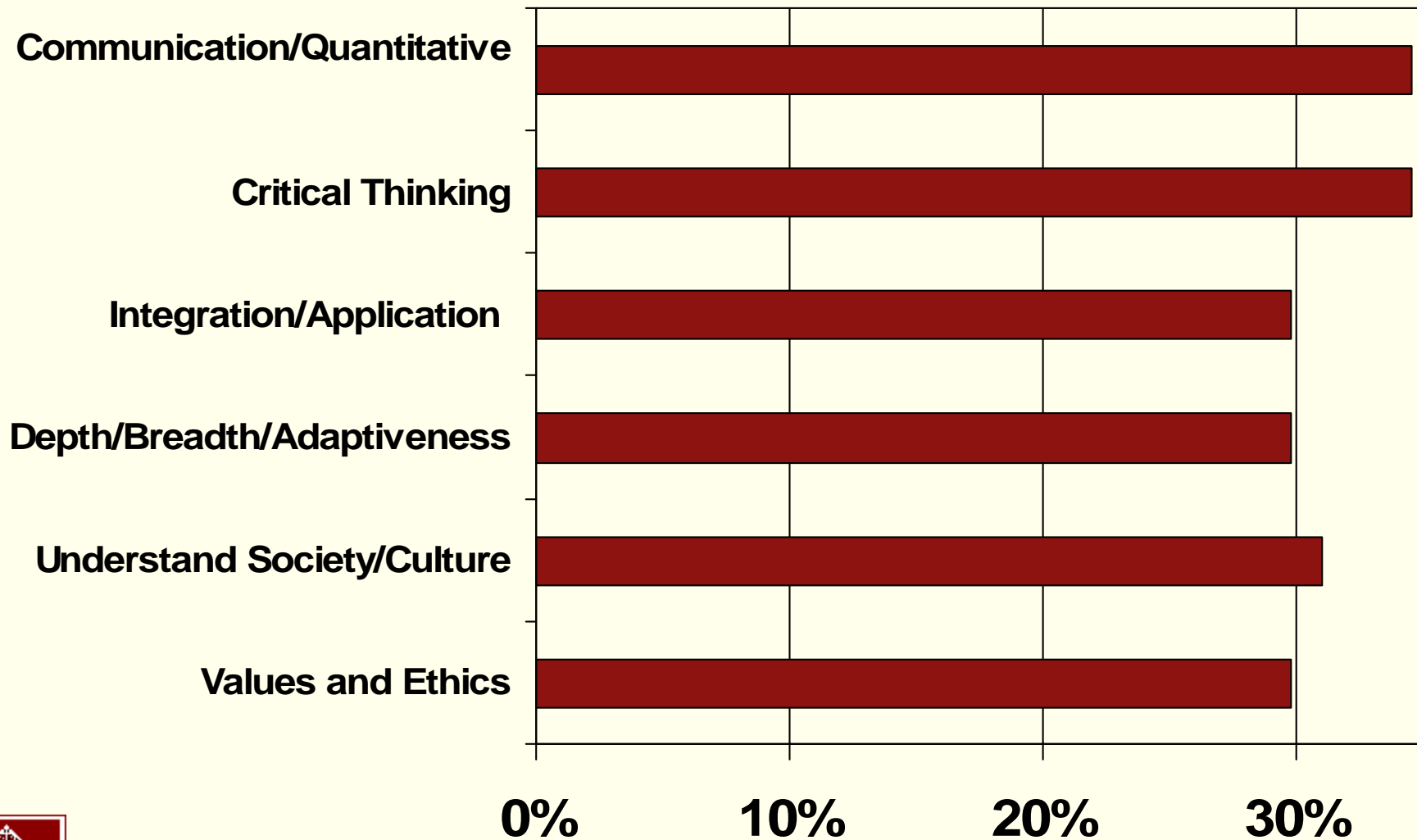


IUPUI Principles of Undergraduate Learning

- Core Communication and Quantitative Skills
- Critical Thinking
- Integration and Application of Knowledge
- Intellectual Depth, Breadth, and Adaptiveness
- Understanding Society and Culture
- Values and Ethics



PUL's Explicitly Mentioned in the Syllabus



Significant Changes from the Proposal

- Capstone Faculty Learning Community was basically dissolved over the summer
- Kathy Johnson replaced Dolores Hoyt on the project team
- Unable to obtain most of the syllabi in digital format
- Did not end up requesting permission to post each of the syllabi to a public website
- Syllabi were extremely diverse—making the content analysis more difficult
- Project account has a positive balance: \$1312.42

The project team did all the syllabus coding, saving much clerical labor.)

Expectation Rubric for PUL #3

Integration and Application of Knowledge

(as of 4/26/05)

Introductory Level Expectations

1. You have recognized connections between knowledge or ideas or objectives in at least two different courses or disciplines, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- For a writing course, have students write a reflection on how courses from at least two disciplines address the same issue or concept.
- For a communications course, ask students to read an article from another field and summarize how the article describes communication principles. [Is “describe” what we mean here?]
- “Take a walk in my shoes”: Have students role play professionals from other disciplines to better understand the differences among disciplinary perspectives (e.g., in a construction class, have students role play different professionals who would be involved in a job construction meeting).
- Assign art students to copy a cubist painting. [Need to clarify how this relates to the expectation]

2. You have recognized connections between course knowledge, ideas, or objectives and your own personal experience and perspectives, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- Ask students to identify and report observations of their neighborhood or workplace from a disciplinary perspective (e.g., for an interior design course, have them describe their homes according to principles discussed in class).
- Assign students to attend a local play, exhibit, museum, community event, or trade show and to make connections to a course they are taking.
- In a freshman seminar course, ask students to identify student support services available on campus and describe how they could use the service.

3. You have recognized how course knowledge, ideas, or objectives can be applied from one course to another course and to your own personal life, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- In a personal finance course, have students develop a budget and a budget narrative (combining learning from personal finance, math and writing courses).
- In a public speaking course, have students deliver an “impact speech” that describes an experience from another course that affected the student’s life (combining public speaking concepts, concepts from another course, and personal life experiences).
- Ask students to apply historical principles to analyzing a painting, piece of music, or poem.

4. You recognize that your academic learning has relevance to activities in your personal, professional, and community life, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- Design a scavenger hunt asking students to look for course concepts in their personal experiences (e.g., in a nursing course, have students complete a scavenger hunt locating specific areas on a hospital nursing unit).
- Ask students to review a text from another course from a health care perspective.
- Incorporate service learning into a course and ask students to reflect on how course concepts were relevant to their experiences.
- Have students reflect on an experience such as job shopping.

Intermediate Level Expectations

1. You have demonstrated connections between knowledge or ideas or objectives in at least two different courses or disciplines, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- Have interior design students consider the environmental or sociological impact of the spaces they create.
- Ask visual arts majors to create a new drawing using cubist principles.
- Assign students to use information from anatomy and physiology courses as it applies to the care of a patient.
- In an English course, have students apply concepts from a philosophy course to a piece of literature.
- Ask students to apply social or economic or historical concepts and trends to a course in another discipline.
- For a writing or a communication course, have students compare and contrast how two disciplines view the same issue (e.g., how social scientists or economists would view the growth of unions in the US).

2. You have demonstrated connections between course knowledge, ideas, or objectives and your own personal experience and perspectives, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- Ask students to analyze their neighborhoods or workplaces from a disciplinary perspective (e.g., for an interior design course, have students analyze the sustainability, historical styles, or color palettes of a building).
- Assign students to attend a local play, exhibit, museum, community event, or trade show and critique the event using concepts from another discipline.
- In a sophomore-level course, ask students to analyze data on student services and make recommendations for improvement.

3. You have applied knowledge, ideas, or objectives from one course to another and to your own personal life, as demonstrated in a paper, presentation or other formats.

Possible assignments:

- Ask students to create a presentation in which they analyze how concepts from another course apply to an issue in their own lives.
- Have students design a home improvement project, using knowledge from math and construction classes.
- Ask students to apply human behavior principles from a social science course to an architectural design.

4. You recognize that your academic learning has relevance to activities in your personal, professional, and community life, as demonstrated in a paper presentation, or other formats.

Possible assignments:

- Ask students to use information/principles learned in courses to develop a product, program, or activity that addresses a community issue (e.g., as part of a service learning activity).
- Have students interview, observe, or analyze someone who has a job/position that they are interested in. Ask them to use concepts from courses in their major to construct the interview questions, observation protocol, and/or written report.
- Assign students to assess a person, organization, or group using concepts/principles from a psychology, anthropology, or sociology course.
- Have students apply peer review skills learned in the classroom to a professional setting.

Expectations for graduation level for our notes and help

Expectation 1

- visual arts major – create own style of painting and explain it within the context of the historic and society’s view of painting
- use anatomy and physiology in the care of multiple or complex patients

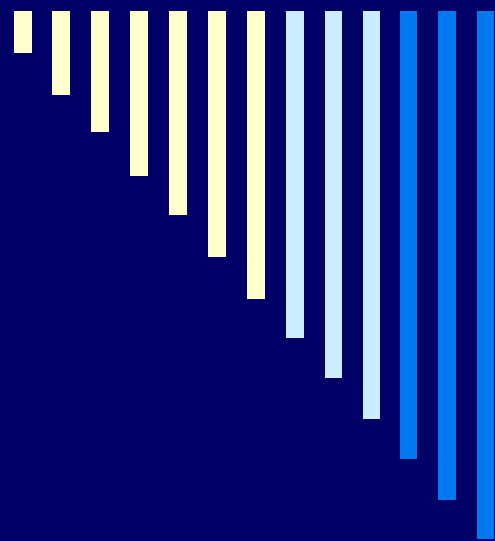
Expectation 2

- develop their own survey instrument and present recommendations

Expectation 4

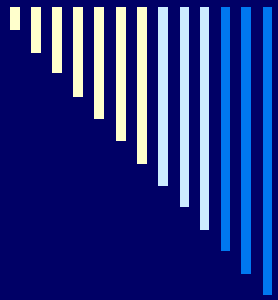
- evaluate community service projects for effectiveness or cost effectiveness...or the project looks at more complex/

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PUL 5 UNDERSTANDING DIVERSE SOCIETIES AND CULTURES

**2005 E. C. Moore Symposium
Community of Practice**



IUPUI Community of Practice – Understanding Diverse Societies and Cultures

PRESENTERS

Lisa Angermeier

Dept of Physical Education

Suzanne DeBall

Dept of Oral Facial Development

Gina Sanchez Gibau

Dept of Anthropology

Hilary Kahn

Office of International Affairs

Daphene Cyr Koch

Dept of Construction Technology

Betty Jones

Dept of Physical Education

Stephen Jones

Center for Service and Learning

E. Angeles Martinez Mier

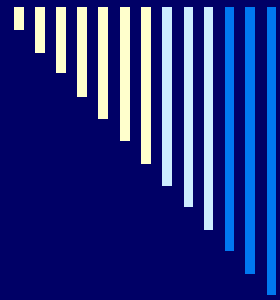
Dept of Preventive & Community Dentistry

Jack Price

Dept of Communication Studies

Jeremy Shellhorn

Dept of Visual Communication Design



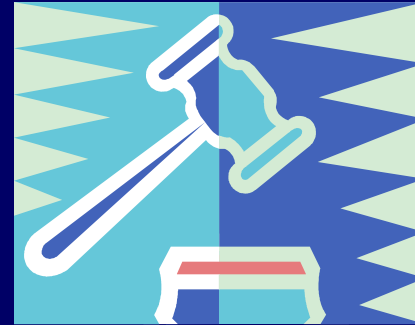
IUPUI

Principles of Undergraduate Learning (PUL's)

1. **Core Communication and Quantitative Skills**
2. **Critical Thinking**
3. **Integration and Application of Knowledge**
4. **Intellectual Depth, Breadth, and Adaptiveness**
5. **Understanding Society and Culture**
6. **Values and Ethics**



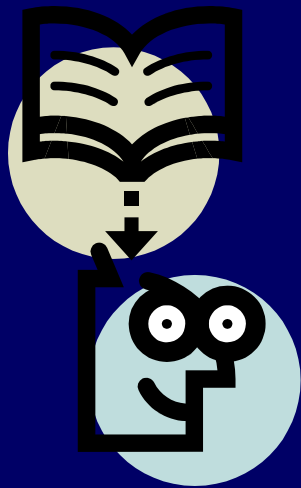
Agenda



1. Definitions
 - Community of Practice, Society and Culture
 2. Explain Introductory Expectations and sample assignments
 3. Explain Intermediate Expectations and sample assignments
 4. Summary including Questions and Comments
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Your Definition



- To get in the mind set of our presentation...
 - We would like you to take a minute to write down your definitions of
 - Society
 - Culture
 - We will collect these to add to the community's definition
-

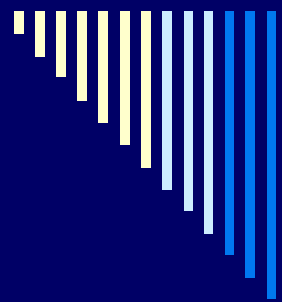


Definitions

□ Communities of Practice

- a cross-disciplinary community engaged in an active, collaborative curriculum focused on enhancing and assessing undergraduate learning with frequent activities that promote learning, development, scholarship of teaching, and community

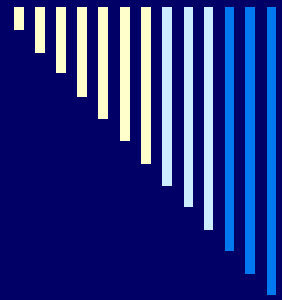




Definitions

□ Society

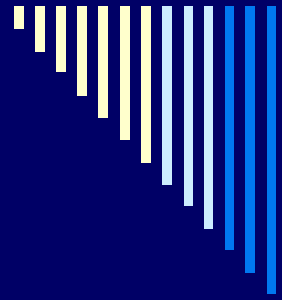
- relationships among the people / groups sharing beliefs
 - an organized group working together or periodically meeting because of common interests, beliefs, or profession
-



Definitions

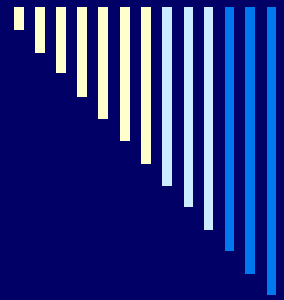
□ Culture

- the beliefs, values and norms
- the set of shared attitudes, values, goals, material items and practices that characterizes a group



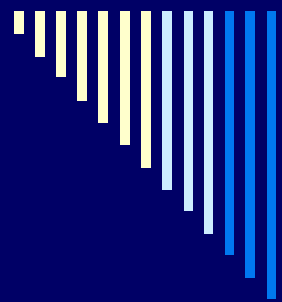
Introductory level expectations and sample assignments





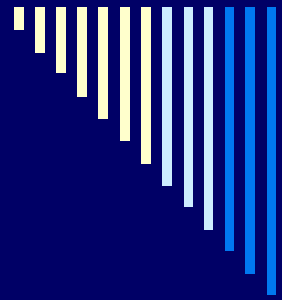
Introductory Expectations

1. You have identified and explored some aspects of the range of diversity and universality in human history, society, and culture.
-



Example Intro 1

- T205 Introduction to Oral Interpretation
 - The 4th performance (3 -5 minutes) will be the presentation of poetry.
 - Select a poem, or poems, written by someone whose cultural background is different than you own.
 - Analyze the poem/s; include thoughts about the cultural differences and influences present in the piece.
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Introductory Expectations

2. You have recognized some aspects of interconnectedness between local and global concerns.

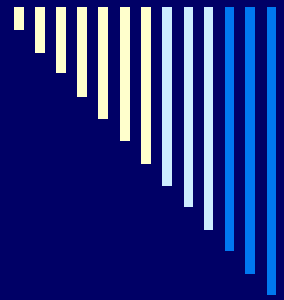


Example Intro 2

□ F258 Marriage and Family

The students describe themselves in terms of their culture.





Introductory Expectations

3. You have experienced working towards a shared goal with mutual respect within a safe environment at the university.

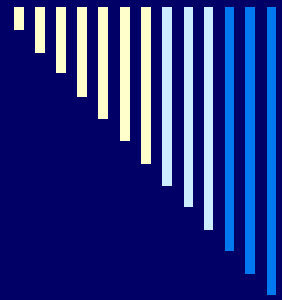


Example Intro 3



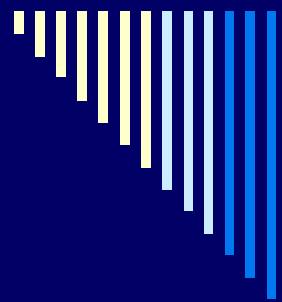
□ CNT105 Introduction to Construction Technology

As a group, students from different majors do a role play to act like people within the real world.



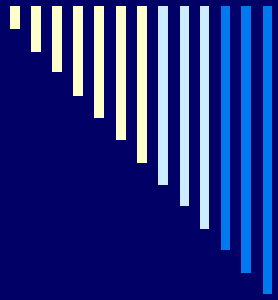
Introductory Expectations

4. You have interacted, in person, in literature or film, or through academic reading, with people and ideas in a culture different from yours.

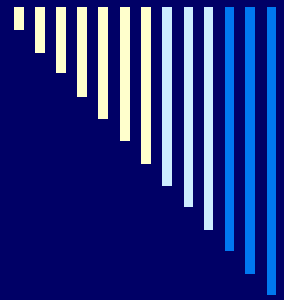


Example Intro 4

- A104: Introduction to Cultural Anthropology
- Simulating the experience of interacting with other cultures through “anthropology-in-action” essay projects. E.g., the Ethnographic Interview essay: interviewing someone from a different cultural background



Explain Intermediate Expectations and Sample Assignments



Intermediate Expectations

1. You have investigated in-depth an area of diversity or universality in the human experience.

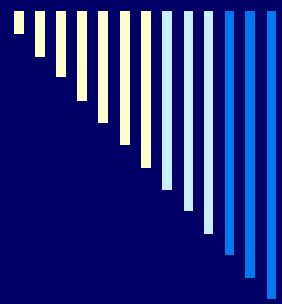




Example Intermediate 1

- EDUC M322 - Diversity/Reaching Adolescent
 - 1st "block" for IUPUI Teacher Education students
 - Combines Diversity Education, Intro to Special Education, Educational Psychology
 - Field Placement at IPS George Washington Community School (urban, just west of campus)
 - Topic for Symposium: Asset Based Community Assessment (ABC)

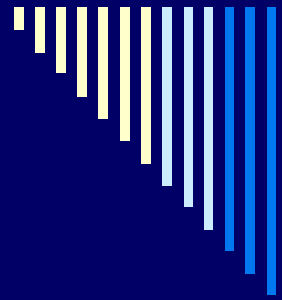




Example Intermediate 1

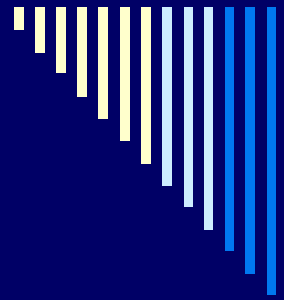
EDUC M322 (continued)

- driving ("windshield") survey within the school boundaries
 - write a reflection paper on survey, demographics
- in-depth analysis and presentation on a specific topic about the community in groups of 3-6
 - e.g., health care, economy, transportation, city services, history
- observation/analysis of one student who is marginalized or disadvantaged in the classroom
 - e.g. language, SES, learning disability
 - prepare a reflective paper identifying ways to promote inclusion and success of this student



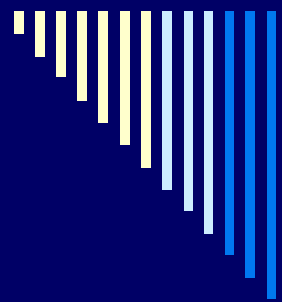
Intermediate Expectations

2. You have analyzed and understood the correlation between community affairs and globalization.



Example Intermediate 2

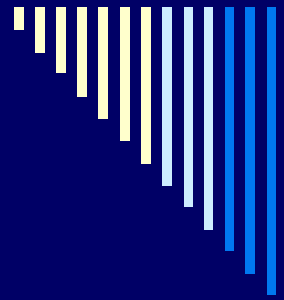
- T840/E292 Enhancing Health Care to Diverse Communities
- Students learn about
 - established models in cross cultural health care
 - traditional health beliefs in the Hispanic community
 - working effectively with interpreters
 - the latest data on disparities in health and how to eliminate them.



Example Intermediate 2

T840/E292 (continued)

- to integrate a global view of health, students participate in a one-week international service-learning experience providing health services in a developing Spanish-speaking country that allows them.
- to put this practical knowledge to use, students visit community-based organizations and provide direct health care in sites that serve a large Hispanic population



Intermediate Expectations

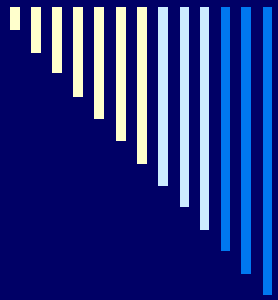
3. You have learned to appreciate and practice civility within an academic context



Example Intermediate 3

□ A202, Visual Communication Design II

- Students reported on articles from the NY Times throughout the semester
- Based on these "current event briefs" students
 - identified an issue about which they could communicate both advocacy and dissent viewpoints
 - researched the issue and determined multiple "sides" of the story.

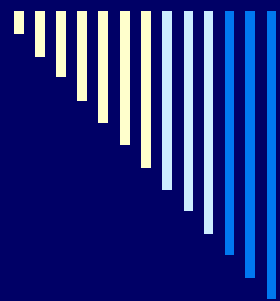


Example Intermediate 3

A202, Visual Communication Design II (cont.)

■ Students

- Identified specific messages they would communicate
- Identified specific audiences these messages would target
- prototyped and tested posters in their intended context
- evaluated visual and message impact



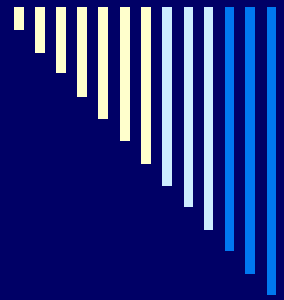
Intermediate Expectations

4. You have engaged in Intercultural Communication (Face to face, through technology, performance, etc.) on a level that shows appreciation and knowledge of diverse societies and cultures.



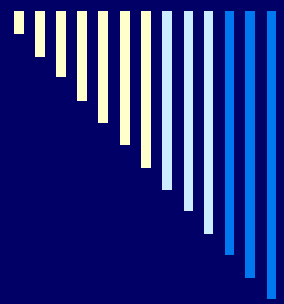
Example Intermediate 4

- A104: Introduction to Cultural Anthropology
 - Cultural Immersion Essay:
 - make at least 2 visits to a place or event where you would be in the cultural minority
 - reflect upon your attempts to gain a sense of how it feels to “walk in another’s shoes”
-



Example Intermediate 4. Service Learning

- Service learning is a course-based, credit-bearing educational experience in which students
 - participate in an organized service activity that meets identified community needs, and
 - reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (Bringle and Hatcher, 1995)



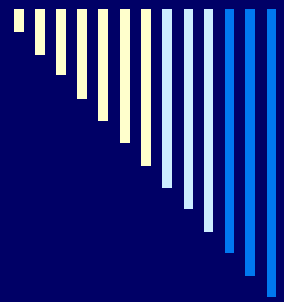
Service-learning assignments help meet A104-Society and Culture expectations

- ❑ Students, either individually or in a group, work with members of a minority community.
- ❑ Service is discipline appropriate.
- ❑ Students go through an orientation at the community service site prior to the service learning experience
- ❑ Students take a pre-test that solicits attitudes and preconceptions about ethnic minorities



Service-learning helps meet A104- Society and Culture expectations

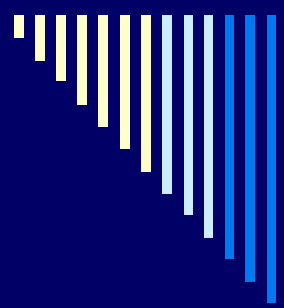
- identify cultural and social differences between themselves and the population served in reflection papers
 - 4 expectations
 - use the issue central to the service activity, e.g., poverty, homelessness, illiteracy, as a basis for comparative research
 - identify potential “solutions” to the issue being studied
 - connect community experience to literature, art, music, academic literature reflective of the target community
 - complete post-test survey near end of semester to measure change in attitudes/conceptions
-



PUL 5 Summary

Introductory Expectations

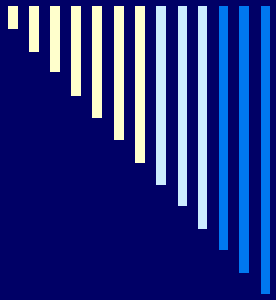
1. You have identified and explored some aspects of the range of diversity and universality in human history, society, and culture.
 2. You have recognized some aspects of interconnectedness of local and global concerns.
 3. You have experienced working towards a shared goal with mutual respect within a safe environment at the university.
 4. You have interacted, in person, in literature or film, or through academic reading, with people and ideas in a culture different from yours
-



PUL 5 Summary

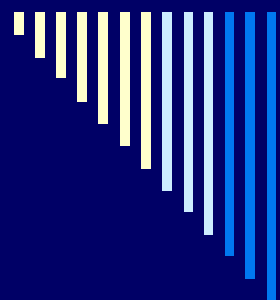
Intermediate Expectations

1. You have investigated in depth an area of diversity or universality in the human experience
 2. You have analyzed and understood the correlation between community affairs and globalization
 3. You have learned to appreciate and practice civility within an academic context
 4. You have engaged in intercultural communication (face to face, through technology, performance, etc.) on a level that shows appreciation and knowledge of diverse societies and cultures
-



Questions or comments?





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