

# Program Review and Assessment Committee (PRAC)

**January 13, 2005**

1:30 – 3:00 p.m., UL1126

Martel Plummer, Vice Chair and Recorder

## AGENDA –

1. Approval of December 9, 2004 minutes ..... Mac Kinnon
2. Update on PULs' progress (see attached preliminary draft)..... Hamilton
3. Review of assessment-related programs and services  
of Planning and Institutional Improvement ..... Banta and associates
4. Adjournment ..... Mac Kinnon

## MINUTES –

**Members present:** A. Gavrin (new School of Science representative), W. Agbor-Baiyee, D. Appleby, K. Baird, T. Banta, K. Black, D. Boland, C. Dobbs, S. Hamilton, M. Hansen, L. Houser, S. Kahn, J. Mac Kinnon, M. Meadows, K. Morrow, H. Mzumara, J. Orr, M. Plummer, K. Rennels, I. Ritchie, J. Smith, C. Souch, R. Vertner, D. Winikates, C. Yokomoto, and N. Young

**Minutes** of the December 9, 2004 meeting were approved.

**Update on PULs** – Sharon Hamilton distributed an updated draft of the PULs. Revisions were suggested during the meeting by representatives from the Schools of Science and Engineering and Technology, as well as others. Based on comments from PRAC members at prior meetings, Hamilton has kept the PULs general, simple and concise. The second tier of explanation of the PULs recommended by PRAC members will be prepared by faculty in Communities of Practice in every area except Intellectual Breadth, Depth and Adaptiveness, which doesn't yet have a Community of Practice. After PRAC approval via the email review of further modifications, the updated PULs will go next to the Faculty Council Academic Affairs Committee, then on to the full Faculty Council.

Specific suggestions offered during the meeting included the following:

Appleby suggested that in the Critical Thinking PUL, the outcomes be re-ordered in accordance with Bloom's Taxonomy. Thus, (e) becomes A, (d) becomes B, (a) becomes C, (b) becomes D, and (c) becomes E. PRAC members agreed. He also suggested rewording the definition a bit in order to reflect the outcomes more clearly. He will draft some new wording and email it to Hamilton.

Rennels and Yokomoto suggested the following:

- 1.e. Remove "for personal and professional needs."
- 6.a. Remove "in personal and private lives."
- 5.b. Change "concerns" to "domains."
- 5.c. Change "world" to "settings" or "environment."
3. Delete A and C (they are hard to measure and could apply to all the PULs).

Add something about comprehensive projects, capstone projects, experiential learning opportunities, or something similar. Kahn is on the Community of Practice for this PUL; she said the members believe A and C are measurable and in fact they have already begun to develop assignments that would assess PUL 3. She suggested waiting on this change.

From now on, PRAC and COIL should review the PULs every 5-6 years.

### **Planning and Institutional Improvement Review**

Banta explained that she and her staff have reviewed the activities of her office—Planning and Institutional Improvement (PAII)—and tried to identify ways in which they could reduce costs, just as the schools have done, in light of level or reduced state funding. She asked for advice and counsel from members of PRAC. She reviewed a handout showing the planning, evaluation and improvement cycle and indicated that PRAC could play a role in the “evaluation” and “improvement” phases.

PAII staff surveyed some of their constituents (deans, associate/assistant deans, department chairs) regarding services and reports they provide. They found that there is a constituency for everything they provide, so it would be very difficult to eliminate some of their activities. (See handouts of results.) However, only about 2/3 of the respondents knew about many of the services available through PAII. It was suggested that some of the terms on the surveys may not have been clearly understood by the deans, resulting in the low response in some areas of the survey. Banta also distributed a list of all the services and reports developed through PAII, and how to access them. All materials distributed at the meeting are being sent in campus mail to members who were not present.

PRAC members were asked to respond to the following questions, either at the meeting or in the next few days.

1. How can PAII staff assist you in making more use of the information and services we provide?
2. How can PAII staff improve our information resources and services to meet your needs?

Representatives of each PAII department described their departmental services. (Refer to handouts.)

- Howard Mzumara, Director of the Testing Center
- Susan Kahn, Director of Institutional Effectiveness
- Karen Black, Program Review and the Self-Study

One PRAC member noted that the PULs are not listed on the program review/self-study form. They need to be included.

Banta reported that two issues have already been addressed: The 2004 IUPUI Performance Report has been improved by adding more summary sections and was distributed to PRAC members at the meeting. In addition, Ann Zanzig from the University of Wisconsin-Madison has been scheduled to come to IUPUI on February 7, 8, and 9 to conduct training on the Accelerated Improvement Process (AIP). She will provide additional information and tools similar to those introduced by Trudy Banta, Nancy Chism, Betty Jones, and Ellen Poffenberger at a 2-hour workshop before the holidays.

PAll staff will do a better job in the future of publicizing their services and products. Banta asked PRAC members to send her examples of how units have used PAll services and reports for self-studies or other purposes.

The **next PRAC meeting** will be on Thursday, February 10, 2005 in UL1126.

Respectfully submitted,  
Martel Plummer, Vice Chair, PRAC

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**Preliminary Draft of PRAC Discussion of Town Hall  
Suggestions:**

(The following is based on the principle articulated at the Town Hall and affirmed at PRAC on December 9 2004 that we keep the Principles as general as possible, in anticipation of a second tier of specific examples and expectations for learning coming from the Communities of Practice and other faculty groups. It also includes suggestions developed by committees in IUPUI Schools and forwarded to PRAC. I may have made some errors, and may not have noted all the comments. What is drafted below represents my notes on any apparent consensus that seemed to be reached on any of the Principles. This document is for discussion among PRAC members and for any further modification needed before going forward). SH

**ACADEMIC AFFAIRS COMMITTEE OF THE IUPUI FACULTY COUNCIL:**

**IUPUI PRINCIPLES OF UNDERGRADUATE LEARNING: May 7, 1998  
(Approved FC980507)**

AAC recommends that the IUPUI Faculty Council adopt the following descriptions of the Principles of Undergraduate Learning. These descriptions include brief definitions and the general ways in which the principles can be demonstrated.

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

## **Core Communication and Quantitative Skills**

**[Definition:]** The ability of students to write, read, view, visualize, speak and listen, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

**[Outcomes:]** This set of skills is demonstrated, respectively, by the ability to

- (a) express ideas and facts to others effectively in a variety of written and visual formats;
- (b) comprehend, interpret, and analyze texts;
- (c) communicate effectively in all settings;
- (d) solve problems using quantitative tools and reasoning;
- (e) make effective use of information resources and technology for personal and professional needs.

## **Critical Thinking**

**[Definition:]** The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

**[Outcomes:]** This skill is demonstrated by the ability of students to

- (a) analyze complex issues and make informed decisions;
- (b) synthesize information in order to arrive at reasoned conclusions;
- (c) evaluate the logic, validity, and relevance of data;
- (d) solve challenging problems;
- (e) use knowledge and understanding in order to generate and explore new questions.

## **Integration and Application of Knowledge**

**[Definition:]** The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

**[Outcomes:]** This skill is demonstrated by the ability of students to integrate and apply knowledge to

- (a) enhance their personal lives;
- (b) meet professional standards and competencies;
- (c) further the goals of society.

### **Intellectual Depth, Breadth, and Adaptiveness**

**[Definition:]** The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

**[Outcomes:]**

- (a) Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study;
- (b) intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines;
- (c) adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

### **Understanding the Diversity of Societies and Cultures**

**[Definition:]** The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

**[Outcomes:]** This skill is demonstrated by the ability to

- (a) compare and contrast the range of diversity and universality in human history, societies, and ways of life;

(b) analyze and understand the interconnectedness of global and local concerns;

(c) operate with civility in a complex social world.

### **Values and Ethics**

**[Definition:]** The ability of students to make decisions with respect to individual conduct and citizenship.

**[Outcomes:]** A sense of values and ethics is demonstrated by the ability of students to

(a) make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices;

(b) explore, appreciate, and understand the importance of aesthetic and ethical principles and their application to diverse cultural, social, and personal settings.