

Program Review and Assessment Committee (PRAC)

November 11, 2004

1:30 – 2:55 p.m., UL 1126

Joyce MacKinnon, Chair

Martel Plummer, Vice Chair and Recorder

AGENDA –

1. Approval of October 7, 2004 Minutes Mac Kinnon
2. Second Look-Herron School of Art..... Vice
3. Discussion Regarding PRAC Goals for 2004-05..... Mac Kinnon
PRAC to be involved in discussions concerning meeting ICHE Goal #6
PRAC to be involved in discussions concerning revisiting of the PULs
Increase faculty development and involvement in assessment
Increase student involvement in assessment
Engage academic deans more fully in assessment
4. Ad Hoc Subcommittee to Summarize Program Review Commentary..... Boland
5. Update on PUL Town Hall Meeting..... Hamilton
6. Web-based Course Evaluations Mzumara
7. Adjournment Mac Kinnon

MINUTES –

Members present: W. Agbor-Baiyee, R. Applegate, T. Banta, K. Black, D. Boland, P. Boruff-Jones, J. Chen, C. Dobbs, J. Everly, S. Hamilton, M. Hansen, K. Janke, E. Jones, J. Kuczkowski, J. Mac Kinnon, S. Milosevich, K. Morrow, H. Mzumara, M. Plummer, I. Ritchie, J. Smith, C. Souch, R. Vertner, D. Winikates, N. Young

Minutes from the October 7, 2004 meeting were approved.

Second Looks – Christopher Vice, Visual Communication Design Department Chair at Herron, gave a presentation on how his department has used “second looks” assessment and found it to be very successful and helpful. Initially, he asked his faculty to develop syllabi that incorporated learning outcomes. That failed. He realized that it was necessary to establish a baseline by looking evidence and asking questions among the faculty.

For the past 3 semesters, his faculty has met for one full day to share student work; look at relationships and patterns; identify strengths, weaknesses and needs; share project ideas; etc. They ask questions about whether 200-level courses prepare students for the 300-level courses, etc. As a result of this process, they have developed a set of rubrics for the sophomore advancement review that are meaningful and consistent.

Other positive outcomes of this process have included a formalized program framework, a shared sense of commitment, greater community within the department, a new sense of collegiality, and enhanced enthusiasm. The program and courses are now outcomes driven. The department has developed 18 new course descriptions.

Christopher pointed out that “assessment” can sound scary. But through a grassroots effort at Herron in the Visual Communication Design Department, they have made it successful.

Christopher will be asked to provide a copy of his presentation for the PRAC website.

Trudy asked whether it would be helpful to the PRAC membership to have future presentations about particular assessment methods that have been successful. There was unanimous support for the idea.

Goals for the year – Joyce lead a discussion regarding what goals PRAC wanted to address during this academic year.

- The PULs are being revisited.
- Goal 6 for ICHE will continue to be discussed.
- There has been some discussion in the past of assessment of graduate program learning outcomes.
- In the promotion and tenure process, as well as annual reviews, it will be important that faculty members describe their use of student learning outcomes for planning and assessment. Deans need to ask how what they are doing will advance the level of student learning in their classes. Over time, if faculty members don't report anything in this area, faculty should be marked down.
- Is there a basic group of indicators that all schools and programs should be assessing? We could solicit others around the country.
- What is done with the information collected through faculty annual reviews?
- Do we want to look at developing a principled common core (undergraduate) for the campus? Schools could add whatever they feel is critical to several basic campus principles/courses.

It was mentioned that some faculty and deans may be confused about the difference between student evaluation and assessment.

Common Themes Across Program Reviews - Donna Boland reported that her committee has completed a study of approximately 35-40 program reviews, looking for commonalities. They reviewed the categories of: campus, facilities, programs, curriculum, students, student services, and faculty. Results were summarized on a handout (matrix). It was suggested that the handout be shared with deans and department chairs. If they have particular questions or issues, Trudy could bring these up at the regular deans meeting.

Town Hall Meeting Update – Sharon Hamilton distributed a compilation of all of the comments turned in after the town hall meeting (see slides and notes attached). PRAC members are asked to take the information to their faculty and gather feedback. This information should be brought back to the December PRAC meeting. One group at the meeting suggested that the PULs should be kept concise, simple, lean, and open to interpretation. Another group suggested the need for examples. Perhaps the result will be to have two levels, with the second level providing examples. The various Communities of Practice are currently developing examples.

Sharon will collect our suggestions and ideas and compile it after the first of the year. Catherine S. asked people to be realistic in the amount of feedback to expect over the next month. Faculty

members are extremely busy for the remainder of this semester. Sharon stated that it is a work in progress. We should share as we can and gather input, but there's not a big rush on it.

Web-based Course Evaluations – Howard distributed a handout summarizing the Online Student Evaluation of Teaching, its benefits and features, as well as who is currently using it. The results can be reviewed online almost immediately. Mid-term evaluations can also be done online. He can develop more meaningful reports as needed. Let him know if programs or schools are interested. He can track who has completed an online evaluation, but not their answers.

Next meeting: Thursday, December 9, 2004 at 1:30 p.m. in UL 1126

Respectfully submitted,

Martel Plummer, Vice Chair



Revisiting the IUPUI Principles of Undergraduate Learning

A Town Hall Meeting

November 8, 2004

Co-Sponsored by PRAC and COIL



Principles of Undergraduate Learning

- **Principles of Lifelong Learning (PLLs)**
- **Principles of Undergraduate and Lifelong Learning (PULLS)**
- **Principles of Learning (PLs or POLs)**



Core Communication and Quantitative Skills

- **Core Communication and
Quantitative Reasoning Skills**



Core Communication and Quantitative Skills: Definition

- The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information and technology – the foundation skills necessary for all students at IUPUI to succeed.
- **The ability of students to write, read, view, visualize, speak and listen, perform quantitative reasoning and analysis, and use information resources and technology – the foundational skills necessary for all IUPUI students to succeed.**



Written Communication

- a) to express ideas and facts to others effectively in a variety of written formats
- **a) to express ideas, opinions, beliefs, and facts to others effectively in a variety of written and visual formats**



Understanding text

- o b) to comprehend, interpret, and analyze texts
- o **b) to comprehend, interpret, and analyze written and audio texts and visual representations**



Oral Communication

- (c) to communicate orally in one-on-one and group settings,
- to 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



Quantitative Reasoning

- (d) to solve problems that are quantitative in nature,
- **d) to perform quantitative functions and analyses**



Information Resources and Technology

- (e) to make efficient use of information resources and technology for personal and professional needs.
- **to make efficient use of information resources and technology for academic, personal, and/or professional needs**



Integration and Application of Knowledge

- This skill is demonstrated by the ability of students to apply knowledge...
- This skill is demonstrated by the ability of students to integrate and apply knowledge...



Integration and Application of Knowledge

- (c) to further the goals of society
- c) to further the goals of society through civic participation OR
- c) to further the goals of society, for example through civic participation OR
- c) to further the goals of society, for example through community participation and/or internships.



Understanding Society and Culture

- Understanding Diverse Societies and Cultures



Understanding Society and Culture

- (b) to analyze and understand the interconnectedness of global and local concerns;
- **b) to analyze and understand the interconnectedness of global and local concerns through international study or travel OR**
- **b) to analyze and understand the interconnectedness of global and local concerns, for example through courses in international perspectives or study abroad.**



Definition of Values and Ethics

- The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.
- The ability of students to make informed and ethical judgments with respect to themselves and others, their families and communities, as well as the world around them and to help foster an environment of mutual respect where each person is important and encouraged to succeed. OR
- The ability of students to make informed and ethical judgments with respect to themselves and others, their families and communities, as well as the world around them and to help foster an environment of mutual respect.



Outcomes for Values & Ethics

- A sense of values and ethics is demonstrated by the ability of students (a) to make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and (b) to recognize the importance of aesthetics in their personal lives and to society.



Outcomes for Values & Ethics

- A sense of values and ethics is demonstrated by the students' ability to:
- Make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices
- Explore, understand, and recognize important ethical and aesthetic principles in marginalized and dominant cultures OR
- Explore, understand, and recognize important ethical and aesthetic principles in any culture



Outcomes for Values & Ethics cont.

- Maintain a climate of civility and mutual respect regardless of race, ethnicity national origin or religion; gender or sexual orientation; disability; or socio-economic, marital or military status OR
- Maintain a climate of civility and mutual respect toward people in all situations
- Encourage and participate in an honest and open exchange of ideas and opinions
- Understand and practice principles promoting health and wellness
- Appreciate, respect, and promote stewardship of the environment as a public value