

Program Review and Assessment Committee (PRAC)

September 2, 2004

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

Joyce MacKinnon, Chair

Martel Plummer, Vice Chair and Recorder

AGENDA –

1. Welcome and introduction of new and old membersJ. Mac Kinnon
2. Approval of April minutesJ. Mac Kinnon
3. Mission of PRAC T. Banta
4. IUPUI Response to ICHE Goal #6 T. Banta
5. Year in review 2003-04J. Mac Kinnon
6. Thematic Learning Communities Carmon Hicks
7. Program review reports:
 - Computer and Information Technology..... Tom Ho
 - Sociology David Ford
8. PRAC grant opportunities.....J. Mac Kinnon
9. AdjournmentJ. MacKinnon

MINUTES –

Members Present: W. Agbor-Baiyee, D. Appleby, R. Applegate, S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, W. Crabtree, R. Dittmer, C. Dobbs, J. Everly, A. Helman, K. Janke, E. Jones, A. Klein, J. Kuczowski, J. Mac Kinnon, D. McSwane, S. Milosevich, K. Morrow, H. Mzumara, J. Orr, M. Plummer, I. Queiro-Tajalli, K. Rennels, I. Ritchie, J. Smith, J. Smith, C. Souch, R. Vertner, G. Whitchurch, D. Winikates, C. Yokomoto, and N. Young,

Joyce MacKinnon welcomed the members and introductions were made.

The minutes of April 22, 2004 were approved as written.

Orientation to PRAC

Trudy Banta distributed the PRAC mission statement and reviewed it for the committee.

Committees

The PRAC committees were listed and members were encouraged to email Trudy or Joyce if they wish to be added to or removed from a committee. The four PRAC committees include:

- Grants Review Committee
- E-Portfolio and PUL Committee
- Performance Indicators for Teaching and Learning Committee
- Program Review Committee

Carmon Hicks, Thematic Learning Communities

Carmon reported that seven thematic learning communities (TLCs) were piloted in 2003. The number increased to 14 in 2004. TLCs involve cohorts of first semester students in two to four courses and a First Year Seminar developed around a theme. The themes create a community for group work, active learning, reflective practices and cross-course linkages. Themes have included “Why Can’t We All Just Get Along” (diversity), “Exploring Science/Discovering Today’s Healthcare Culture,” and “For Love AND Money,” among others. Co-curricular linkages and “common ground” assignments, such as a Turkish dining experience and “Faces of America” theater production, have supplemented classroom activities.

A variety of assessment methods is employed. The feedback is generally positive and the TLCs are being improved for 2004 on the basis of this. The grade point average for TLC participants was 2.84 and for Non-TLC students was 2.58, with appropriate background variables controlled statistically.

Carmon encouraged PRAC members to send her ideas for additional topics for TLCs. Schools interested in creating a TLC may also contact Carmon. (Refer to PowerPoint handout)

Response to Goal 6, Indiana Commission on Higher Education (ICHE)

Trudy reminded PRAC that ICHE seeks a common way to measure student achievement in undergraduate education. She distributed IUPUI’s response to their request for information, including a summary of each school’s status. The campus e-portfolio will serve as a common measure of student achievement at IUPUI. Trudy has not yet seen a report from any other IU or state university campus.

Program Reviews

Tom Ho reported from Computer and Information Technology. Since the last campus review, the following has occurred:

- 20% of their courses are delivered through asynchronous learning;
- They are 1 course away from having an entire associate degree online;
- They are involved in a new Forensics program;
- An honors program is being developed and will require students to acquire experience through either an internship, international experience, or involvement in service activity;
- Accreditation is being developed in information technology nationally and they plan to seek it.

Tom indicated that their campus review helped affirm directions in which they wanted to go. The self-study was good practice for their eventual accreditation review.

David Ford reported for Sociology. The external review committee identified some basic problems (space, pay, number of faculty, etc.). Since the review, the following has occurred:

- Pay has improved but is still a problem;
- Many faculty members still feel the need to teach during summers, rather than conduct research as administration would prefer;
- Lack of research productivity is still a problem;

Lack of staff to support grant writing and research has been a problem, but using soft money from grants they now have someone dedicated to grants support;
Travel funding is still low and there are still no new offices;
They do have good computers, thanks to life cycle funding;
Library resources were a concern, but this is now much better;
Faculty members were involved in excessive service, and this continues;
The lack of administrative support was a problem, but this improved when Dean Saatkamp joined the school;
The graduate degree program was moved forward;
Indirect grant costs now come back (75%) to the home department;
They increased the number of student assistants for faculty members;
There is still no collective vision;
Technology has been incorporated into courses and the best student outcomes have been achieved in those courses;
A uniform process for student advising has been established;
A system of student mentoring was set up at the 100 level;
There are now research opportunities for undergraduates;
Formerly skewed faculty ranks have been evened out through promotions; and
Greater attention still needs to be paid to programs at IUPU-Columbus.

Both programs reported they had used the program review reports as leverage with administration. The well-documented evidence helped make the case in some instances.

Year In Review

The activity summary from last year (2003-04) was distributed. It demonstrated that PRAC had a productive year and achieved many of its planned outcomes.

PRAC members were asked to think about what sorts of things they want to focus on this year – what outcomes, how to measure them, etc. Come prepared to discuss this at the October meeting.

Principles of Undergraduate Learning (PUL) - Proposed Changes

Proposed changes/updates to the PULs were distributed. PRAC members are asked to share these with their colleagues in order to solicit feedback. PRAC will sponsor a campus-wide town hall meeting later this fall to generate additional feedback.

Action Items:

1. Think about what sorts of things we want to focus on this year – what outcomes, how to measure them, etc. Come prepared to discuss this at the October meeting.
2. Share the proposed PUL changes/updates with your colleagues in order to solicit feedback.

Respectfully submitted,

Martel K. Plummer
Vice-Chair

PRAC Annual Summary of Activity

Academic Year 2003-2004

The following report outlines and discusses major themes that resulted from the presentations, discussions, and achievements of the Program Review and Assessment Committee (PRAC) and its members during the 2003-2004 academic year. PRAC continued to meet monthly and provide guidance, feedback, and support as the schools at IUPUI worked to advance their assessment activities.

THEME ONE: Building on the work done for the 2003 Accreditation Review by continuing to involve faculty, staff, and students in assessment.

This goal grew out of our desire to keep up the momentum generated by the NCA accreditation review, and we fulfilled it in a number of ways.

- We had various reports for the committee itself about successes, challenges, and questions that have come up in specific schools and departments regarding assessment.
- We encouraged schools and departments to keep thinking about their program reviews by asking them to reflect and report on what has happened since their last reviews.
- We have helped to develop the ePortfolio as an effective and usable method for assessment that will involve all segments of the campus community as well as, in its usefulness, connecting the campus with the larger community.
- In our discussions of the Principles of Undergraduate Learning (PULs) and how and when they should be updated, we have contributed to ongoing discussions that are open to all segments of the community. This discussion is flowing in lots of channels around the campus.
- As a body, we form a group of experts in various areas of assessment, and we have made this expertise available in various ways. An excellent example is Charlie Yokomoto's work both in and outside his own school.

THEME TWO: By both direct and indirect advocacy, increasing the rewards and incentives for those who engage in assessment:

- The Grants subcommittee has worked to revise the PRAC grants structure to make it more accessible for applicants, and we now have a structure that is responsive to concerns of applicants, thanks to Erdogan Sener, chair of this subcommittee.
- Nancy Chism talked with us about faculty development for assessment and about rewards and recognition for faculty work on assessment. This was

followed by a productive discussion based on Chism's presentation and on information provided to the Executive Committee by Richard Turner.

- Through both of these activities, we have collected information about the rewards and incentives structure on campus and have begun to create a network of awareness not only of assessment in general but also of the work of PRAC in particular.

THEME THREE: Building a campus infrastructure to support assessment:

- We have formed closer connections between PRAC and the Faculty Council, specifically through the creation of a liaison position.
- Through presentations by IMIR and others, we have also fostered both awareness of the resources available to faculty and administrators and collaboration between academic and administrative units.
- We have established a productive connection with the Indiana Department of Education, through our hosting of Mary Wilhelmus, an aide to Superintendent of Instruction, Suellen Reed, and we have promoted coordination and collaboration that will help IUPUI take advantage of assessment work done in the K-12 sector.

THEME FOUR: Enhancement of Annual Reports

The school-wide annual reports provide an important tool for improving the assessment of student learning, and schools were given additional flexibility for providing this year's annual reports. Possible formats included completing the previously agreed upon matrix, adding a brief history of assessment to the report, or simply reporting on the impact of changes made on the basis of assessment, referring in the report to goals and strategies included in prior years' reports.

- The committee continued discussion of reporting of student learning outcomes.
- The PRAC Steering Committee reviewed the annual reports submitted and offered guidance to schools.

THEME FIVE: Identification and evaluation of performance Indicators:

- The Performance Indicators subcommittee continued the work of identifying performance indicators and using these to assess work on campus in a range of areas relating to teaching and learning. Susan Kahn provided leadership for this group.

THEME SIX: Grant Guidelines, Reports, and Awards

The Subcommittee on Grant Proposals reviews proposals and makes recommendations to the full committee and reviews the grant award process.

- The subcommittee undertook a major revision of the grant process.
- The subcommittee reviewed ten proposals.
- PRAC received two reports

Reports Received:

- Margaret Adamek (School of Social Work) “Examining the Role of Doctoral Students as Field Liaisons.”
- Kate Thedwell and Maureen Minielli (Department of Communication Studies, School of Liberal Arts) "Improving Student and Instructor assessment in the R110 Gateway Course.”

Grants Awarded:

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------|
| Elaine Cooney & Kenneth Reid, Department of Electrical and Computer Engineering Technology, School of Engineering and Technology | Assessing Student Civility | \$2,500 |
| Randi L. Stocker, Connie J. Rowles and Delores J. Hoyt, IUPUI Capstone Faculty Learning Community | Content Analysis of IUPUI Capstone Courses | \$2,500 |
| Pamela R. Jeffries, Donna Boland and Sharon McAdams, Adult Health Department, School of Nursing | The Use of Simulations to Provide Experiential Learning in Nursing Education | \$2,500 |
| Charlie Feldhaus, Department of Organizational Leadership and Supervision, School of Engineering and Technology | Assessment Guidelines for OLS Adjunct Faculty | \$2,500 |

THEME SEVEN: Disseminating Results of Assessment

- We identified and used a range of venues to disseminate information, many of which have been detailed above.

- In addition, we contributed to a series of (largely) web based reports, ranging from PRAC minutes to Institutional Portfolio reports.
- Through individual PRAC members working with their schools on Annual Reports, we have made our knowledge and skills available to the campus as a whole.



*Assessing the Effectiveness
of IUPUI's TLCs*



Program Review and Assessment Committee
September 2, 2004

What are TLCs?

- Faculty/schools propose a set of courses for first term students.
- Cohort of 25 first-term students enroll in 2-4 courses and a First Year Seminar developed around a theme.
- Themes create community for group work, active learning, reflective practices and cross-course linkages.
- Faculty communicate regularly and participate in professional development activities.

Participation by School Doubling the Numbers

■ FALL 2003

| | |
|----------------|---|
| ■ Business | 2 |
| ■ Liberal Arts | 1 |
| ■ Nursing | 1 |
| ■ SPEA | 1 |
| ■ UCOL | 2 |

■ **TOTAL** **7**

■ FALL 2004

| | |
|----------------|---|
| ■ Business | 2 |
| ■ Education | 3 |
| ■ Liberal Arts | - |
| ■ Nursing | 2 |
| ■ SPEA | 2 |
| ■ UCOL | 5 |

■ **TOTAL** **14**

2004 Themes

- **University College**
 - For Love AND for Money!
 - Why Can't We All Just Get Along?
 - Challenges, Resources, Changes and Identity: Student Athletes
 - Exploring Science / Discovering Today's Healthcare Culture
- **Public and Environmental Affairs**
 - Criminals and Professionals: Which Job is Right for You?
- **Nursing**
 - The Growing of a Professional
- **Education**
 - So You Want to be a Teacher?
- **Business**
 - Endurance / Discovery

Co-Curricular Linkages and “Common Ground” Assignments

- Attended “Faces of America” theater production
- Interviewed restaurant servers/cleaning staff - “Nickel and Dimed” in Indy
- Attended International Festival
- Participated in 12 hours of service learning at community agencies
- Experienced culture/dinner at a Turkish Restaurant
- Toured Indianapolis Museum of Art’s Ancient Greek and Egyptian, Pre-Columbia, South American, Japanese and African collections
- Built relationships during scheduled pizza lunches

Assessment of TLCs

- *Students*
 - Focus groups during the semester
 - End of semester questionnaire
 - Reflective focus groups in the spring
- *Faculty*
 - Action research
 - Assessment stories
 - Reflective focus groups
- *IMIR*
 - Academic data – end of term/1st year/2nd year
 - NSSE

Assessment Stories

TLC or individual course

- ***Your question***

- Reflect on what students are doing/not doing. Identify what you know/don't know about the issue and the variables that affect it. Focus on student learning.

- ***Your data***

- Use “mixed methods” - test scores, attendance, student behavior, assignments, presentations, etc. Look for patterns and categorize the information. The pattern may tell the story.

- ***Lessons learned***

- What does the information tell you? What actions are needed?

- ***Suggestions for fall 2005***

- Your ideas can improve the TLCs. What do you need? What can COIL do to help?

Strengthening Students

Fall 2003

■ Average GPA by TLC

| | |
|----------------|------|
| ■ Business | 2.88 |
| ■ Liberal Arts | 3.11 |
| ■ Nursing | 2.88 |
| ■ SPEA | 2.25 |
| ■ U College | 2.66 |

■ Overall 2.75

■ GPA for TLC and Non-TLC Participants

| | |
|-----------|------|
| ■ TLC | 2.84 |
| ■ Non-TLC | 2.58 |

■ (p<.007)

■ Adjusted controlling for demographic, enrollment, academic preparation, and CI participation

Students Connect and Reflect

PULs and Co-Curricular

- By having the freedom to choose how to present the info, we used our intellectual adaptiveness to execute the required tasks
- We each had our own values and ethics. I learned the value of Unity Day.
- This presentation will move me to action by getting me more involved in my community and at IUPUI. I want to learn more about the struggles that other races go through.
- At first, I thought that the American identity was a narrow subject. After the play, I realized that it is many things and made up of countless nationalities.
- This play has helped me realize that I shouldn't take everything I hear, read or see so literal. I should dig deeper to find the truth for myself.

TLC Faculty

Lessons Learned

- I learned to appreciate the difficulties inherent to connecting classes thematically and the students' difficulties in making connections between disciplines.
- We needed a scholarship of teaching and learning approach i.e., a collective mind bent on defining clear goals (which we did), preparing a driving question to find an answer to by the end of the semester (which we didn't), defining methods for measuring the results, analyzing the results and sharing them, and finally critically reflecting on the experience (which I am doing now).

More Faculty Reflections

- We needed more faculty meetings to allowed us to discover some of the kinks along the way. All of our courses pushed cultural relativism but the students were a bit tired of hearing about it. They started to cringe and some made it a joke. Redundancy was a problem. A mid-term evaluation would have helped.
- We believe our TLC was modestly successful – lower DFW rates but similar mastery levels. With structural refinements to make faculty collaboration/coordination easier, TLCs will have an impact on student learning.

We are planning the 2005 TLCs...

- For more information, contact:

- ***Sharon Hamilton***
 - Associate Dean of the Faculties
 - shamilto@iupui.edu

- ***Carmon Weaver Hicks***
 - Asst. Director, Center on Integrating Learning
 - cwhicks@iupui.edu

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