# Program Review and Assessment Committee Meeting Minutes

**January 15, 2009**
UL 1126
1:30-3:00

**MINUTES –**

Members Present:   W. Agbor-Baiyee, H. Akay, P. Altenburger, D. Appleby, S. Baker, J. Banks, T. Banta, D. Bell, K. Black, D. Boland, P. Boruff-Jones, E. Cooney, D. Dunn, B. Hayes, K. Hoffmann-Longtin, L. Houser, J. Johnson, K. Johnson, S. Kahn, A. Martin, C. McDaniel, H. Mzumara, G. Pike, I. Ritchie, E. Rubens, K. Schilling, K. Shea, J. Singh, J. Smith, K. Steinberg, R. Stocker, M. Urtel, R. Vertner, K. Wendeln, K. Wills, M. Wokeck.

The meeting was called to order at 1:38 pm.

1.   *Approval of the December Minutes*
     *a.* The minutes required two additions to the list of members present.  Let the records show that K. Johnson and B. Hayes were in attendance at the December meeting.

2.   *Announcements*
     *a.* Please keep friend, colleague, and PRAC member Nancy Young in your thoughts.  Nancy's husband passed away unexpectedly earlier in the month.

     *b.* G. Pike announced the next administration of the National Survey of Student Engagement at IUPUI and asked members to encourage their students to complete the survey.

3.   *Subcommittee work for the Spring*
     *a.* Chair J. Smith outlined the following:
          *i.* Please define goals of your committee for the spring and send to M. Urtel (with members' names).  Urtel will use the information to compile a master list of subcommittees for the February meeting.
          *ii.* Committees may need time outside PRAC meetings to complete their goals.
          *iii.* Guidelines for reporting and reviewing progress.

4.   *Format of PRAC meetings and topics for spring*
     *a.* Re-emphasis was placed on findings from survey of PRAC membership on topics of interest with a renewed call for discussion or revision of those findings.  Discussable points were:
          *i.* Assessment of PULs
          *ii.* Understanding of assessment
          *iii.* Course Evaluation

***iv.*** Various tools, techniques, and instruments for assessment.

   ***b.*** Specific discussion items included:
       ***i.*** Evaluating Ivy Tech credits with attention to the PULs
       ***ii.*** Exit surveys; home-grown versus externally created
           ***1.*** What is done with data?
           ***2.*** What types of data?
           ***3.*** Should academic units consider exit surveys for all academic years (not only senior)?
           ***4.*** Should we develop a way to evaluate RISE using exit surveys?

5.    ***Graduate Issues***
   ***a.*** K. Schilling reported on behalf of L. Riolo. The document titled "Principles of Graduate and Professional Learning" was reviewed and explained (from genesis to current iteration).
       *i.* Ensuing comments included:
           *1.* Reference the source from which this document was adapted (i.e., the Purdue document on graduate outcomes)
           *2.* The principles should clearly reflect course work, not other works produced for advanced degrees (dissertation, for instance), as they already have clearly defined outcome expectations.
       *ii.* Other comments/edits were offered.
           *1.* Should service and civic engagement be included more explicitly?
           *2.* Should independent research be included?
           *3.* Should leadership be included?
       *iii.* H. Akay clarified the organization of the document, which includes one main section with three subsections.
           *1.* Also emphasized was the need for this document to reinforce the idea that graduate programs should produce independent learners and professionals.

6.    ***Curriculum mapping and coordination of PULs from UCOL to the major***
   ***a.*** Smith provided an overview of how programs might approach incorporating the PULs. For example, they might be embedded in all courses; students might be required to choose a certain number of courses that include particular PULs; students might choose among sets of courses that, together, provide experiences in all the PULs.
   ***b.*** Discussion points included:
       i. IUPUI needs ways to more broadly disseminate  expectations that students "accomplish" the PULs and the various models for ensuring this.

      ii.  PRAC could help assemble and publish this information for schools to use.

     iii.  Would it be feasible for schools to identify the percentage of particular courses devoted to each PUL?  Or, should they simply list what PULs are addressed in the course?

     iv.  Should each course description include "…this course meets the following PUL(s)…" and list the PULs?

*c.* The general feeling was that we should discuss this now and try to develop a consensus, especially in light of 2012.

7.    ***Next steps on ICHE issue from the last meeting***
   *a.* Update – no time available.
   *b.* Status of letter – tabled until February meeting
   *c.* Stan Jones is attending the upcoming UCOL retreat.  He plans to step down from his ICHE position in April 2009.

\*\*    The meeting was adjourned at 3:00 pm.
Respectfully submitted by M. Urtel, Vice-Chair PRAC.