

Program Review and Assessment Committee

April 8, 2010
1:30-3:00 p.m.
UL 1126

~ Minutes ~

1. **Members Present:** K. Alfrey, P. Altenburger, T. Banta, D. Bell, D. Boland, P. Boruff-Jones, M. Hansen, K. Hart, B. Hayes, S. Hundley, M. Irwin, S. Kahn, L. Killian, J. Orr, J. Paine, J. Phillips, G. Pike, J. Singh, J. Smith, R. Stocker, M. Urtel, R. Vertner, K. Wendeln, K. Wills, M. Wokeck, and N. Young

2. **Approval of March Minutes:** unanimously approved.

3. **PRAC-Grant Report Update:** *The Assessment of a Clinical Preceptor Course for Psychiatric Nursing Programs* – S. Horton-Deutsch & A. McNelis

The psychiatric nursing program utilizes preceptors to enhance the clinical training of nursing students. These preceptors are experienced clinicians, but are novice educators. Historically, the training available to these preceptors has been available only on campus. This PRAC grant facilitated the development and assessment of a distance-ed online module for preceptor training, offering:

- Clinical practicum “nuts & bolts”
- Adult learning theory, and training in a reflective-centered framework
- Clinical and course resources, teaching strategies, and cultural competence training

The results of this initial PRAC-funded work led to a larger grant (\$750,000) that has resulted in many improvements not only to the training module, but to the overall program:

- Online module resources originally developed to aid preceptors have been expanded to meet student needs as well, providing clear expectations for course outcomes and clinical evaluations; introducing an electronic information system used in clinical practice; and using ePortfolio to provide an archive of student work
- Educating students where they live (through distance-ed access) helps ensure they stay and work where they live, thus improving mental health services across the state
- Training emphasis on cultural competence leads to improved, person-centered care.

The initial success of the PRAC-funded evaluation has led to much bigger improvements as well as to additional funded research.

4. **PRAC Annual Report follow-up** – T. Banta and S. Kahn

- T. Banta provided handouts (to be distributed electronically) including:
 - Example of a departmental PUL matrix
 - Instructions for PUL evaluation
 - Links to online resources
 - Example rubrics
 - Overview and example of PUL data to be compiled by IMIR
 - Description of NCA-HLC Criterion Three
 - Questions to guide planning for learning and assessment, and writing the annual report
 - Guidelines for Dean's summary reports to be included in the IUPUI self-study for reaccreditation
- <http://planning.iupui.edu> includes links to school PRAC reports for the last ten years. To guide thinking on how we report on assessment, review these reports and ask: does this provide credible evidence that we are assessing our programs and using the results for improvement?
- Three examples from last year's PRAC reports – in Engineering & Technology, in Education, and in Business – were presented. Although all examples differed in format, they all emphasized program improvements made or proposed as a result of findings from data on learning outcomes or other performance measures.
 - Education provides findings from longitudinal data collected over ten years.
 - E&T examples summarize major findings or program changes made in the last year, supported by data from a variety of measures.
 - Business asks instructors to evaluate the effectiveness of their courses and their teaching based on self-defined criteria and then use those evaluations to enhance course content; to aid faculty compliance, the department emphasizes that course accreditation reports will not be used to evaluate the faculty member, only to improve the program.
- For future PRAC reports, each program should use whatever format helps them clearly communicate this story: What data are being collected? What are the major findings from the data? What improvements are being made as a result? What are the results of prior years' improvements?

5. **Graduate Learning Outcomes Update** – M. Urtel, as informed by Queener and Riolo:

- Graduate Affairs has passed (last February) the Principles of Graduate Learning
- Guidelines for using these Principles have not been set; programs may use them as a basis for program review and assessment as they see fit.

6. **PRAC and IDG Grant Proposals** – L. Houser, S. Kahn

- L. Houser recommended two PRAC grant proposals (“Assessment of an Integrative Longitudinal Case-Based Learning Model as a Curriculum Strategy to Enhance Teaching and Learning”, Dept. of Physical Therapy; “Evaluation of the Effects of Student Participation in the Externship Plus Program and Relationship to IUPUI’s Principles of Undergraduate Learning”, UCOL) for funding in the current cycle; funding for these grants was unanimously approved.
- S. Kahn distributed the Integrative Department Grants RFP; proposals due 30 April.

7. **Adjournment** at 2:58 pm; minutes respectfully submitted by Karen Alfrey.