

Program Review and Assessment Committee
April 21, 2011, 1:30 – 3: 00 p.m., UL 1116
Minutes

Present: K. Alfrey (Chair), W. Agbor-Baiyee, P. Altenburger, D. Appleby, E. Ardemagni, T. Banta, D. Bell, R. Bennett, K. Black, M. Brown, J. Defazio, C. Fitzpatrick, B. Gushrowski, M. Hansen, B. Hayes, S. Hundley, M. Irwin, S. Kahn, J. Lee, A. Martin, L. McGuire, H. Mzumara, J. Orr, J. Paine, J. Phillips, G. Pike, I. Queiro-Tajalli, S. Rice, S. Scott, J. Smith, R. Stocker, R. Vertner, K. Wendeln, K. Wills

1. March Meeting Minutes: approved as circulated

2. Using SLO assessment data to guide course improvements

- D. Appleby described his approach to assessing student learning, analyzing results, and using data to guide and verify course improvements in his sections of B103 Introduction to a Major in Psychology. (See appended presentation slides.)

3. Principles of Graduate Learning

- B. Gushrowski reported on work of the PRAC Graduate Issues Subcommittee in determining how the subcommittee might further awareness and implementation of the PGLs. Subcommittee members met with Dr. Queener and with the Graduate Affairs Committee in February, with the possibility left open of jointly sponsoring a gathering of graduate program directors regarding the PGLs. The subcommittee might also assist by assembling a sample rubric to help illustrate how programs might incorporate the PGLs.
- Dr. Queener received IUPUI Faculty Council endorsement of the PGLs at the April 5, 2011, Council meeting.
- Discussion following the subcommittee report centered on graduate programs with specialized accreditations, most of which seem already to incorporate the principles in some way. In addition to long-standing processes in law, education, nursing, social work, and others, the AACSB and ABET now also call for learning outcomes in graduate programs. K. Wendeln noted that Bloomington and Indianapolis faculty have articulated such learning outcomes. K. Alfrey observed that engineering faculty remain uncertain about how to incorporate some of the ABET requirements.
- M. Irwin asked whether the Higher Learning Commission will expect the same specificity of assessment data for PGLs as for PULs. T. Banta and S. Kahn responded that for regional accreditation, it is more important that there be graduate learning outcomes and that they be assessed. The PGLs are likely to be most helpful for programs without specialized accreditation.

4. Updates

- 2012 Committee
 - o T. Banta thanked committee members for their assistance in coming very close to achieving the target of having learning outcomes for every program in place by

- March 31. Only a few units have not yet submitted their outcomes statements for the *Bulletin*.
- o She noted that the first set of Town Hall Meetings had been completed and that the Criterion Team chairs were pleased with the sources of additional evidence suggested. Teams will now be working on strengths, challenges, and future plans. More Town Hall Meetings will be scheduled next winter to obtain comments on the draft self-study report.
 - Annual Reports
 - o K. Alfrey reminded members that the subcommittee reviewing last year's PRAC reports will conclude that work by the end of the semester, with comment sheets distributed to PRAC members in time to help with preparation of the 2010-11 reports.

5. PRAC Annual Report

- Small groups discussed how programs have used assessment data to guide program improvements over the past year.
- Responding to a question about alumni surveys, G. Pike reported that IMIR will conduct a new survey in September of alumni who have graduated in the past three years from graduate and undergraduate programs. The survey will include questions about the PULs, employment and how well graduates feel their IUPUI education prepared them for their work, and general satisfaction questions. Members noted the difficulty of keeping up with graduates and their email addresses.

6. Adjournment at 3:00 p.m.

Minutes recorded by S. Scott and respectfully submitted by M. Yard, Vice Chair