

Program Review and Assessment Committee
April 13, 2012, 1:30 – 3:00 p.m., UL 1126
Minutes

Present: M. Yard (Chair), R. Aaron, K. Alfrey, P. Altenburger, S. Baker, T. Banta, K. Cranfill, J. Defazio, M. Ferguson, Y. Fu, B. Gushrowski, M. Hansen, M. Irwin, J. Johnson, S. Kahn, M. Mukhopadhyay, T. Loghmani, B. Orme, J. Paine, G. Pike, J. Plaskoff, S. Scott, J. Singh, R. Stocker, A. Teemant, D. Winikates, Kathleen Wills

1. March Meeting Minutes: approved unanimously as circulated.

2. Updates

- T. Banta reported on conclusion of the self-study Town Hall meetings, with good turnout and subsequent comments provided via the Web. Writers are now incorporating the various updates, and the team hopes to have a draft report to our Higher Learning Commission staff liaison in early June.
- T. Banta also reported for Steve Graunke that NSSE response rates averaged approximately 27 percent, below our target but still slightly above rates for comparable large institutions.

3. General Education Overview

- S. Baker provided an overview of progress by the Steering Committee on Transferrable Core Curriculum, whose work began in December 2011 when it became clear that the General Assembly would approve legislation requiring a commonly transferrable general-education core for all Indiana public postsecondary institutions. Since the law will take effect July 1, 2012, the committee has worked quickly.
- The first major committee action was to review development and context of the Principles of Undergraduate Learning and how the PULs would relate to the new mandate. Legislative intent is to create some common learning experiences, simplify transfer, reduce time to graduation (especially for transfer students), and reduce student debt by avoiding requirements that students repeat similar courses when they transfer. Companion legislation setting a cap on required credits for baccalaureate graduation at 120 hours was necessarily included in discussion.
- In the interest of transparency, the Steering Committee created a web site (<http://gened.iupui.edu>) as a repository of all committee work, including resources, minutes, and a video of the March 30 Town Hall meeting for open discussion of recommendations under consideration. The committee has identified a 30-credit core but has not yet taken a vote to confirm. There remains some interest in adopting the Common Ground model IU Bloomington has developed, and the committee has also studied models from Purdue West Lafayette and Ivy Tech. The next step will be a Faculty Council vote to approve or amend the IUPUI recommendation.
- PRAC members discussed how a distribution system such as those being developed by the institutions can co-exist with a competency system such as the PULs represent. S.

Baker also noted that IUPUI has never had a campus-level curriculum committee and will need to create one to work out details for implementation of whatever system emerges.

4. PRAC Grant Reports

- Snehasis Mukhopadhyay of the Department of Computer and Information Science described use of a PRAC grant to explore summative assessment of undergraduate students' learning through a Major Field Test (developed and administered by the Educational Testing Service). Faculty members were attracted to the idea of an external, non-biased means of assessment. For the past four years, the department has required taking the MFT as part of the capstone course, with the department paying examination costs. IUPUI seniors have out-performed both the national groups and selected peer institutions. Results of three sections of the test are reported in addition to the total scores, providing useful data for identifying areas for improvement. Scores vary somewhat from year to year; with a graduating class of some 25 students per year, a few students can contribute to variations in percentages. Generally, the results have verified that programming is a strength of IUPUI graduates. On the other hand, there were some areas where even though percentile rankings were high, the actual scores were lower than expected. The CIS undergraduate curriculum committee added a new required course in theory to target one such area of disappointing results; since the course has only been offered for two years to date, its impact is not yet clear, but data from next year's exam may show evidence of improvement. The department has benefitted by having solid data for use in its program review process.
- Terry Loghmani of the Physical Therapy program, School of Health and Rehabilitation Sciences, reported on successes and lessons learned from its 2010 PRAC grant to develop an instrument to support Integrated Longitudinal Case-Based Learning. A second grant has been launched in 2012 for evolution to a model across the Physical Therapy curriculum. The "IU DPT Case Family Tree" was developed initially to help individual faculty facilitate students' problem-solving and clinical decision-making skills, cultural and ethical competence, and preparation for entry-level clinical practice. Two interconnected family trees, across four generations, led to 45 individual case studies supporting a "whole person" philosophy of teaching and learning. The innovative structure of inter-related cases and learning outcomes is described in detail in the PowerPoint presentation slides attached to these minutes. An article by the DPT faculty leaders in the *Journal of Physical Therapy Education* received the Feitelberg Journal Founders' Award, and at least nine other universities are planning to adopt this approach. Student response to date has been very positive, and faculty members have noted high student learning outcomes. The next challenges include determining how to directly assess the model, assure consistent application, and provide a clear, explicit introduction to the approach for students.

5. Old Business

- T. Banta noted that her reading of last year's unit PRAC Reports suggests a good deal of work remaining to achieve an acceptable review for reaffirmation of accreditation by

next fall. As PRAC members begin work on next year's reports, she recommended giving special attention to identifying situations where schools have taken action based on previous assessments and identifying specific results of those actions.

- S. Kahn added that since time was short for this meeting, the reports and the review process will be a major discussion item on the May PRAC meeting agenda.
- In response to a question, T. Banta indicated that reports are requested by the end of May where possible. Because of the reaffirmation visit schedule, all reports must be submitted not later than the end of September.

6. New Business

- K. Cranfill reported that all four proposals for new PRAC grants received positive reviews by the Grants Subcommittee. T. Banta indicated that extra money would be made available to fund all four. There being no objection, all four proposals were approved for funding.

7. Adjournment at 3:10 p.m.

Minutes recorded by S. Scott and respectfully submitted by K. Wills, 2012 Vice Chair