Program Review and Assessment Committee
March 21, 2013, 1:30 – 3:00 p.m., UL 1126
Minutes

Present: K. Wills (Chair), R. Aaron, K. Alfrey, P. Altenburger, W. Babler, S. Baker, T. Banta, K. Black, J. Defazio, D. Drew, P. Ebright, B. Gushrowski, M. Hansen, L. Houser, S. Hundley, S. Kahn, J. Lee, S. Lupton, J. Plaskoff, S. Scott, C. Toledo, S. Weeden, K. Wendeln

1. **February meeting minutes:** approved unanimously as circulated

2. **PRAC Report Review Subcommittee Report**
   - K. Alfrey summarized overall impressions of the subcommittee members as they reviewed PRAC reports for 2011-12 (see slides circulated with these minutes). She noted an overall improvement in reports over the past three years of this peer review, especially in defining learning outcomes and providing at least some assessment data. She and subcommittee members called out reports from Business and Public Health/SPEA as being especially strong, encouraging PRAC members to look through those reports before preparing their 2012-13 reports. Alfrey reported continuing challenges with regard to:
     o readability
     o continuity from year to year
     o lack of clarity regarding audience for the report
     o limited use of benchmarking that could provide context for outcomes reported
     o unclear relationship between reported improvements and data described.
   - S. Kahn then reported the subcommittee's suggestions for improving the reports and the reporting process. The subcommittee recommends revising the guidelines to emphasize items noted by Alfrey; identifying authors in spring so they can be fully informed in advance; sending the review rubric along with guidelines to all concerned; and specifying clear and realistic deadlines.
   - In the following discussion, K. Black added that units often overlook these assessment reports when undertaking self study for program review. She encouraged PRAC members to be in touch with departmental review committees to help them incorporate assessment results and improvements in the self-study reports, even if only by reference to the PRAC reports posted online.
   - S. Scott reminded members that the PRAC reports serve as the basis for the annual campus report on assessment of student learning. The report for 2011-12 has recently been posted on the PAII web site at http://www.planning.iupui.edu/accountability/. She added that reviews of the unit PRAC reports will be ready for circulation within the next day or so, with each unit receiving completed rubrics from two different subcommittee members. PRAC members from Herron and the School of Liberal Arts will receive a composite rubric since all members reviewed those reports for purposes of norming.

3. **PRAC Questionnaire on Annual Reporting**

- K. Alfrey reviewed a draft questionnaire intended to secure up-to-date information about how each unit approaches assessment and preparation of the annual assessment report. She asked members for advice about how to improve the design to produce information the committee and PAII staff can use to enhance guidelines and processes for the PRAC reports. Members divided into five groups for discussion.
- In reporting back to the committee, groups sought confirmation about the purpose of the questionnaire, the perceived value of additional information requested (for instance, about professional development practices), and the implications of word choice (e.g., if PRAC begins offering professional development, does that change a member's work on PRAC from Service to Teaching?).
- T. Banta thanked members for their feedback and indicated she and PAII staff would revise the questionnaire accordingly before circulating it to deans with copies to PRAC members.

4. **Physical Therapy PRAC Grant Report**
- P. Altenburger reported on the Department of Physical Therapy's second PRAC grant, "Assessment of Instructional Collaboration Using the Integrated Longitudinal Case-based Learning Model to Enhance Teaching and Learning" (see presentation circulated with these minutes). He described the purpose of this grant in the context of a previous grant to develop the case "family tree" of some 40 cases; the second grant was to develop learning outcomes and an assessment plan for this innovative methodology.
- The three-year Doctor of Physical Therapy program allows multiple exposures over time to the same cases in different contexts, with longitudinal case progressions. Faculty created a matrix mapping how the case families could be integrated across the curriculum, then defined year-by-year learning objectives. The assessment plan identifies six tools to be applied at various times to create a solid combination of indirect and direct measures. To date, student perceptions of the benefits have been very positive.
- DPT faculty have presented their work at national, state, and local conferences, generating substantial interest among other physical therapy programs. So far, eleven other programs have adopted the case three model.

5. **Adjournment at 3:00 p.m.**

Minutes recorded by S. Scott and respectfully submitted by P. Altenburger, 2013 Vice Chair