

Program Review and Assessment Committee
November 21, 2013, 1:30 – 3:00 p.m., CE 309
Minutes

Present: K. Wills (Chair), R. Aaron, K. Alfrey, P. Altenburger, E. Ardemagni, T. Banta, K. Bentrem, K. Black, W. Crabtree, T. Davis, Pat Ebright, C. Gentle-Genitty, S. Graunke, C. Guba, L. Houser, S. Johnson, J. Lee, K. MacDorman, K. Marrs, A. Martin, L. Maxwell, M. Meadows, H. Mzumara, C. Nielsen, K. Norris, W. Orme, S. Rice, T. Roberson, L. Ruch, C. Schuck, S. Scott, T. Tarr, A. Teemant, C. Toledo, C. Walcott, D. Zahl

1. October meeting minutes: approved unanimously as circulated

2. Agenda introduction

- T. Banta introduced the theme for meeting presentations—Assessment Planning and Sustainability—as continuation of discussions begun in September and October. In addition, questions about how to merge general education into established learning outcomes for programs and the PULs and how to assess general education underscore the continuing importance of the topic. She, Wills, and Altenburger hope these discussions will help PRAC members assist faculty in their schools to write good learning outcomes and develop solid assessment plans.

3. Expertise in Developing Student Learning Outcomes

- Terri Tarr, Associate Director of the Center for Teaching and Learning, shared several handouts used in the CTL to help instructors develop useful learning outcomes; these are available in the Resources section of the CTL web site (<http://ctl.iupui.edu>). She began by sharing solid principles based on the work of Peggy Maki, describing how to think specifically according to Bloom’s learning domains at unit, course, program, and institutional levels. She emphasized the importance of using key “action verbs” that define what students will (be able to) do or demonstrate in order to facilitate assessment of whether and how well students have learned the skills and attitudes desired.
- Kathy Marrs, Associate Dean for Academic Affairs in the School of Science, described the process used by the school’s Curriculum and Undergraduate Education Committees to review and revise school-level learning outcomes in preparation for reaffirmation of IUPUI’s regional accreditation in 2012.
- Pat Ebright, Associate Dean of Graduate Programs, School of Nursing, focused on logical progression of curricula based on standards of professional accreditation bodies. The emphasis for the BS in Nursing program was flow from one year to the next; for the MSN she emphasized how course outcomes derive from program outcomes with examples across the nine master’s specializations.
- Annela Teemant, Associate Professor of Second Language Education in the School of Education, presented one student learning outcome in the context of ESL program improvement. She described a core goal to help all undergraduate teacher education students understand the ESL Framework for Inclusive Learning Communities, especially

as related to overall standards for effective pedagogy and grounded in theories of Vygotsky and Friere. She included the rich analytic rubric used for observing classroom enactment of these standards.

4. Assessment Planning in the Education Program at IUPUC

- Crystal Walcott, Associate Professor of Mathematics Education in the IUPUC Division of Education, described the Education Division's approach to assessment planning. The small faculty works as a committee of the whole to plan curriculum and student learning outcomes as well as assessment. The Division is working toward the goal of becoming independent of the Core Campus arrangement with IUB and IUPUI. In addition to shifting the basis for its divisional learning outcomes, the faculty are working on a thorough curriculum-mapping project and helping other divisions at IUPUC with such planning as well. The campus has licensed Chalk and Wire for assessment management, and the division anticipates having its students take advantage of the platform's ePortfolio for career-development.

5. PRAC Grant Subcommittee report

- L. Houser reported that the subcommittee has received five proposals for PRAC Grants in the next cycle. These have been circulated to PRAC members for feedback, and she asked that responses be directed to her. The subcommittee will bring forward its recommendations for funding at the December PRAC meeting.

6. PRAC Grant Report, School of Dentistry

- David Zahl and Christine Guba of the School of Dentistry reported on its recent PRAC Grant: Assessing the Humanistic Culture and Learning Environment of the Indiana University School of Dentistry. Accredited by the Commission on Dental Accreditation of the American Dental Association, the school prepared for its Fall 2013 reaffirmation of accreditation visit to be based on five new standards among the CODA standards, one of which was Standard 1.3 on Humanistic Culture and Learning Environment.
- The PRAC grant supported a survey of students, faculty, and staff to determine their perceptions of the current environment. Zahl and Guba used an existing survey for students, which allowed for comparison of changes over time, and modified that survey for faculty and staff. Responses were generally positive across stakeholder groups, but several opportunities for improvement were flagged for attention. Both project directors expressed appreciation for the PRAC support.

7. Adjournment at 3:05 p.m.

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