Program Review and Assessment Committee
Thursday, August 21, 2014 – 1:30-3:00pm – UL 1126
Meeting Minutes

Attendance: K. Alfrey; P. Altenburger; E. Ardemagni; T.Banta; K. Black; W. Crabtree; P. Ebright; C. Gentle-Genitty; S. Graunke; L. Houser; S. Hundley; K. Johnson; S. Kahn; M. Kolb; J. Lee; K. MacDorman; M. Meadows; A. Mitchell; H. Mzumara; B. Neal-Beliveau; C. Neilsen; K. Norris; B. Orme; J. Orr; M. Price; I. Queiro-Tajalli; T. Ribera; S. Rice; L. Ruch; S. Scott; C. Toledo; and W. Worley

Minutes: approved as circulated.

Peter Altenburger:

- Peter opened the meeting, welcomed attendees to the first fall meeting of PRAC, asked colleagues to make introductions, and thanked Carlota Toledo for providing cookies (noting that she is the informal 'social chair' of PRAC).

- Peter further reminded PRAC members to review the dates on which PRAC reports will be submitted and the person responsible for submission, and to inform him of any changes.

Stephen Hundley and Kathy Johnson:

- Stephen and Kathy provided an update on the Multistate Collaborative, in which Indiana is joining 9 states to pilot a project designed to provide meaningful evidence about how well students are achieving important learning outcomes. The focus is on written communication and quantitative reasoning, and artifacts of student work in senior-level courses will be collected this fall. Information about a webinar explaining the project and inviting further participation was shared; the webinar date is Wednesday, September 3, 12:30-2:30pm.

- More information about the entire project is available here: http://www.sheeo.org/projects/msc-multi-state-collaborative-advance-learning-outcomes-assessment

Kristy Sheeler:

- Kristy presented a summary of work undertaken by the IUPUI team attending the AAC&U Summer Institute on General Education. The team was composed of Kristy Sheeler, Bill Orme, Wanda Worley, Kathy Johnson, Melissa Lavitt, and Bethany Neal-Beliveau. Each person on the team contributed to the development of the plan. Highlights of the presentation included the following:

    - How might PRAC be involved in the leadership and implementation?

- In addition to developing a plan to assess/enhance student learning at IUPUI, there is a great opportunity to reenergize faculty around the PULs

- Goal to conceptualize flexible means to assess student learning
  - In order to do this (next steps):
    - Reenergize faculty around general education and PULs
    - Must 'bubble up' from faculty
    - Reaffirm major PUL for each course; an assignment that best reflects PUL in the course

- Faculty development for
  - Writing learning outcomes/course objectives
  - Developing key assignments
  - Using new technologies

- Incorporate evidence
  - In continued approval of courses
  - As part of the general education core (PRAC and UAC develop guidelines)
    - One of the challenges is that faculty evaluate student performance on a PUL
    - What happens to that information?
    - Goal is to collect information and return to faculty for ongoing improvement
    - PRAC/UAC can serve as bodies for ongoing approval for General Education courses in Core
    - General Education Core courses should demonstrate assessment of student learning

- P&T standards should reflect work that is being advocated re: assessment

- Options for assessing student learning
  - Department develops/uses own rubrics
  - Department uses VALUE rubrics
  - Department shares sampling of artifacts with Learning Enhancement and Assessment Fellows (LEAFs), who are trained in reliable/valid use of VALUE rubrics

- Key Constituencies:
  - CTL
  - Gateway to graduation faculty
  - RISE leadership
  - Academic Advisors
  - Career Development
  - Associate Faculty
  - Students
  - Other

- PRAC Roles
  - Develop guidelines for continued approval of courses
  - Support rubric development and assignment design
  - Endorsement of sampling parameters for student work
  - Recommendations for how data on student learning should be shared
  - Other?

- Comments/discussion
  - Add something about Program Review to this effort
  - Expand scope of LEAFs to include staff (e.g., Center for Service and Learning)
  - Each year, every academic and most administrative units submit assessment reports to PAII; peer reviews are undertaken by PRAC subcommittees; one thing this group examines is assessment of PULs; Institutional Effectiveness produces a summary report: Annual Report on Assessment at IUPUI
  - Faculty/staff development is a good professional development opportunity, but some 'power dynamics' potentially exist (feedback from lecturers/associate faculty/staff):
    - How is the feedback managed?
    - How do you build support/nurture engagement?
    - Goal is NOT to remove a course from the Core, but to provide feedback/development
    - Individual instructors are not unit of analysis; instead the course is where assessment of PULs would occur
  - Vetting/communication are important points to consider
  - This process should strengthen the PULs and the feedback to faculty re: PUL effectiveness in their courses; process will also help demonstrate PUL learning as differentiated from course grade and/or discipline-specific learning
  - Should facilitate the examination of practice in a collective manner
  - Could this be related to the development of a signature or key assignment?
    - Common outcomes would be the goal
  - Concern re: PUL integration with accreditation standards; most disciplinary accreditors have their own standards
    - Seamless integration/alignment needs to occur, as outside accreditors may not value or understand PULs as much
  - Faculty development/education about PULs still needs to occur

- Peter will distribute the full report to PRAC members after the meeting

Trudy Banta:

- Trudy reminded PRAC colleagues about Competence Based Assessment efforts at IUPUI:
  - Started last spring
  - IUPUI one of several institutions selected by Council for Adult and Experiential Learning (CAEL) to be part of a cohort, which includes the following:

        - Workshops
        - Webinars
        - Consultation
    - First workshop on June 12 – 35 people attended
    - How do we convince faculty colleagues that Competency-based learning/assessment is a good thing?
        - If we award credit for learning, what are the implications for cost?
    - Trudy is on national listserv related to this topic; she is receiving several reports/items and is happy to share with PRAC representatives

- Assessment Institute Brochure distributed
    - October 19-21, 2014
    - Each unit may send 1 representative free of charge
    - This year we have more tracks than ever
    - Pre-Institute workshops on Sunday (for a fee)
    - Conference begins on Monday and concludes on Tuesday afternoon
    - 1,050 attendees from 47 states and 7 countries last year

PRAC Subcommittee overview, formation, and initial meetings:

- Function of PRAC is accomplished, in part, by subcommittee work

- Following are the PRAC subcommittees and the chairs/conveners of each subcommittee:
    - Advanced Practitioner—Steve Graunke
    - Program Review—Karen Black
    - Grant Review—Linda Houser
    - PRAC Annual Report Review—Susan Kahn
    - Performance Indicators for Teaching and Learning—Stephen Hundley

- After a brief overview about the purpose of each subcommittee, PRAC members were invited to join subcommittee(s) for initial discussions and planning
    - This work took place for the balance of the August PRAC meeting

Announcement for September PRAC meeting:

- An ad hoc subcommittee has been created to develop and facilitate workshops of interest to PRAC members

- First workshop will be held during September PRAC meeting and will focus on Outcomes