Program Review and Assessment Committee
May 6, 2010, 1:30-3:00 p.m., UL 1126

~Minutes~

1. **Members Present:** K. Alfrey, P. Altenburger, D. Appleby, S. Baker, T. Banta, K. Black, D. Boland, C. Borgmann, P. Boruff-Jones, J. Defazio, Y. Fu, B. Gushrowski, M. Hansen, B. Hayes, S. Hundley, M. Irwin, J. Johnson, S. Kahn, L. Killian, J. Lee, H. Mzumara, J. Omachonu, J. Paine, J. Phillips, I. Ritchie, J. Smith, R. Stocker, M. Urtel, K. Wendeln, K. Wills

    Guest Present: E. Fernandez

2. **Approval of April Minutes**: unanimously approved.

3. **Department-level perspective on the PULs** – D. Appleby
Appleby reported on actions by the Department of Psychology to assess and strengthen incorporation of PULs in the undergraduate curriculum:
    *   After defining the major-, moderate-, and minor-emphasis PULs for each course, the department performed an assessment (count) of the total number of credit hours assigned to each PUL emphasis, with the purpose of reflecting on the following questions:
        o   How do the counts fall out for each PUL?
        o   Does the assessment reveal areas of weakness for which some emphasis should be added?
    Answers to these questions guide decisions on course and curriculum improvements.
    *   A presentation was developed: "How do IUPUI's PULs Provide Undergraduate Psychology Majors with Opportunities to Develop Skills Valued by Employers?"
        o   Presentation helps ensure students know the PULs and see their relevance to job skills.
        o   PULs and psychology-specific student learning outcomes (SLOs) are presented, together with an analysis of job skills employers want (Appleby 2009), organized by PUL.
        o   Desired job skills were determined by a literature search on what prospective employers of BA/BS Psychology grads seek in new hires.
        o   Presentation helps students see the PULs as an integral part of their education and job training.

4. **Subcommittee Reports**

- Advanced Practitioner: discussed the following items this year:
  - Statistical techniques for correcting for selection bias
  - How to assess critical thinking
  - Standardized testing vs authentic assessment
  - Assessment methods at IUPUI and at national level
- Course Evaluations: met monthly on Thursdays after PRAC and focused on the following (summarized in a handout provided to PRAC):
  - Web-based faculty survey on end-of-course evaluations
  - Joint poster (with Faculty Affairs subcommittee) on end-of-course evaluations, presented at the E.C. Moore Symposium on March 4
  - Workshops proposed for the 2010 Assessment Institute and for the IU South Bend campus
- ePort: this year's discussion focused on:
  - Moving the committee toward a role as an advisory committee for the campus ePort initiative
  - Integrative Department Grants, discussing in particular how to make them more effective in encouraging <u>sustainable</u> adoption of ePort (beyond the grant period)
  - New capabilities of ePort, including new tools for reporting aggregate assessment data
  - IUPUI's application (and acceptance, in early May) for inclusion in Cohort 6 of the Inter/National Coalition for Electronic Portfolio Research; this cohort will focus its research on e-portfolios, assessment, and accreditation
- Program Review: met twice in the spring to review the program review process and provided the following summary of activities/observations (summarized in a handout provided to PRAC):
  - The existing process is still fundamentally sound, but the language was updated to clarify the benefits of review and the primary audience
  - The committee focused on conceptualizing how the self-study document could be best aligned with other campus needs to make it easy to incorporate existing documentation and initiatives (e.g. Faculty Annual Summary Report, Unit Annual Performance Report, the campus emphasis on diversity)
- Graduate Affairs, Performance Indicators, and PRAC Grants subcommittees offered no summary reports
- ∗ Kahn suggested that subcommittees be formed early in the fall. Current subcommittee chairs might prepare brief descriptions of committee activities and a "fair" staged at the first meeting. That is, each subcommittee would have a

station and anyone interested in finding out more about that group's work could visit for a few minutes, then move on to learn about another subcommittee.

5. **Looking forward to Fall 2010**
   - PRAC members as departmental/unit experts (T. Banta)
     - o 100-150 faculty members have attended CTL PUL workshops; however, as this represents only a small fraction of the 2000 faculty at IUPUI, CTL foresees that they may soon be inundated with requests for such workshops or for individual consultations
     - o To alleviate this burden, it is suggested that the PRAC representatives for each school could serve as go-to people for assessment questions within each school
   - ANNUAL REPORTS ARE DUE ASAP
     - o For guidance in what information to include that might not yet be well-documented, review reports from the last ten years and ask, "Would I as an accreditor be satisfied with this information?"
     - o Report on graduate as well as undergraduate outcomes
     - o If this year's reports don't provide sufficient evidence of ongoing assessment and continuous improvement activities, planning meetings will be scheduled with assessment chairs and deans
   - Any issues for consideration for fall PRAC meetings should be submitted to M. Urtel.
   - Next year's meeting schedule forthcoming; will continue on Thursday afternoons.

6. **Adjournment** at 2:50 pm; minutes respectfully submitted by Karen Alfrey.