Program Review and Assessment Committee (PRAC)

September 2, 2004
1:30 to 3:00 p.m., UL 1126
Joyce MacKinnon, Chair
Martel Plummer, Vice Chair and Recorder

AGENDA –

MINUTES –

Members Present: W. Agbor-Baiyee, D. Appleby, R. Applegate, S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, W. Crabtree, R. Dittmer, C. Dobbs, J. Everly, A. Helman, K. Janke, E. Jones, A. Klein, J. Kuczkowski, J. Mac Kinnon, D. McSwane, S. Milosevich, K. Morrow, H. Mzumara, J. Orr, M. Plummer, I. Queiro-Tajalli, K. Rennels, I. Ritchie, J. Smith, J. Smith, C. Souch, R. Vertner, G. Whitchurch, D. Winikates, C. Yokomoto, and N. Young,

Joyce MacKinnon welcomed the members and introductions were made.

The minutes of April 22, 2004 were approved as written.

Orientation to PRAC
Trudy Banta distributed the PRAC mission statement and reviewed it for the committee.

Committees
The PRAC committees were listed and members were encouraged to email Trudy or Joyce if they wish to be added to or removed from a committee. The four PRAC committees include:
    Grants Review Committee
    E-Portfolio and PUL Committee
    Performance Indicators for Teaching and Learning Committee
    Program Review Committee

Carmon Hicks, Thematic Learning Communities
Carmon reported that seven thematic learning communities (TLCs) were piloted in 2003. The number increased to 14 in 2004. TLCs involve cohorts of first semester students in two to four courses and a First Year Seminar developed around a theme. The themes create a community for group work, active learning, reflective practices and cross-course linkages. Themes have included "Why Can't We All Just Get Along" (diversity), "Exploring Science/Discovering Today's Healthcare Culture," and "For Love AND Money," among others. Co-curricular linkages and "common ground" assignments, such as a Turkish dining experience and "Faces of America" theater production, have supplemented classroom activities.

A variety of assessment methods is employed. The feedback is generally positive and the TLCs are being improved for 2004 on the basis of this. The grade point average for TLC participants was 2.84 and for Non-TLC students was 2.58, with appropriate background variables controlled statistically.

Carmon encouraged PRAC members to send her ideas for additional topics for TLCs. Schools interested in creating a TLC may also contact Carmon. (Refer to PowerPoint handout)

Response to Goal 6, Indiana Commission on Higher Education (ICHE)
Trudy reminded PRAC that ICHE seeks a common way to measure student achievement in undergraduate education. She distributed IUPUI's response to their request for information, including a summary of each school's status. The campus e-portfolio will serve as a common measure of student achievement at IUPUI. Trudy has not yet seen a report from any other IU or state university campus.

Program Reviews
Tom Ho reported from Computer and Information Technology. Since the last campus review, the following has occurred:
> 20% of their courses are delivered through asynchronous learning;
> They are 1 course away from having an entire associate degree online;
> They are involved in a new Forensics program;
> An honors program is being developed and will require students to acquire
>> experience through either an internship, international experience, or involvement in service activity;
> Accreditation is being developed in information technology nationally and they plan to
>> seek it.

Tom indicated that their campus review helped affirm directions in which they wanted to go. The self-study was good practice for their eventual accreditation review.

David Ford reported for Sociology. The external review committee identified some basic problems (space, pay, number of faculty, etc.). Since the review, the following has occurred:
> Pay has improved but is still a problem;
> Many faculty members still feel the need to teach during summers, rather than
>> conduct research as administration would prefer;
> Lack of research productivity is still a problem;

Lack of staff to support grant writing and research has been a problem, but using soft money from grants they now have someone dedicated to grants support;

Travel funding is still low and there are still no new offices;

They do have good computers, thanks to life cycle funding;

Library resources were a concern, but this is now much better;

Faculty members were involved in excessive service, and this continues;

The lack of administrative support was a problem, but this improved when Dean Saatkamp joined the school;

The graduate degree program was moved forward;

Indirect grant costs now come back (75%) to the home department;

They increased the number of student assistants for faculty members;

There is still no collective vision;

Technology has been incorporated into courses and the best student outcomes have been achieved in those courses;

A uniform process for student advising has been established;

A system of student mentoring was set up at the 100 level;

There are now research opportunities for undergraduates;

Formerly skewed faculty ranks have been evened out through promotions; and

Greater attention still needs to be paid to programs at IUPU-Columbus.

Both programs reported they had used the program review reports as leverage with administration. The well-documented evidence helped make the case in some instances.

Year In Review

The activity summary from last year (2003-04) was distributed. It demonstrated that PRAC had a productive year and achieved many of its planned outcomes.

PRAC members were asked to think about what sorts of things they want to focus on this year – what outcomes, how to measure them, etc. Come prepared to discuss this at the October meeting.

Principles of Undergraduate Learning (PUL) - Proposed Changes

Proposed changes/updates to the PULs were distributed. PRAC members are asked to share these with their colleagues in order to solicit feedback. PRAC will sponsor a campus-wide town hall meeting later this fall to generate additional feedback.

Action Items:
1. Think about what sorts of things we want to focus on this year – what outcomes, how to measure them, etc. Come prepared to discuss this at the October meeting.
2. Share the proposed PUL changes/updates with your colleagues in order to solicit feedback.

Respectfully submitted,

Martel K. Plummer
Vice-Chair

PRAC Annual Summary of Activity
Academic Year 2003-2004

 The following report outlines and discusses major themes that resulted from the presentations, discussions, and achievements of the Program Review and Assessment Committee (PRAC) and its members during the 2003-2004 academic year. PRAC continued to meet monthly and provide guidance, feedback, and support as the schools at IUPUI worked to advance their assessment activities.

THEME ONE: Building on the work done for the 2003 Accreditation Review by continuing to involve faculty, staff, and students in assessment.

This goal grew out of our desire to keep up the momentum generated by the NCA accreditation review, and we fulfilled it in a number of ways.

- We had various reports for the committee itself about successes, challenges, and questions that have come up in specific schools and departments regarding assessment.

- We encouraged schools and departments to keep thinking about their program reviews by asking them to reflect and report on what has happened since their last reviews.

- We have helped to develop the ePortfolio as an effective and usable method for assessment that will involve all segments of the campus community as well as, in its usefulness, connecting the campus with the larger community.

- In our discussions of the Principles of Undergraduate Learning (PULs) and how and when they should be updated, we have contributed to ongoing discussions that are open to all segments of the community. This discussion is flowing in lots of channels around the campus.

- As a body, we form a group of experts in various areas of assessment, and we have made this expertise available in various ways. An excellent example is Charlie Yokomoto's work both in and outside his own school.

THEME TWO: By both direct and indirect advocacy, increasing the rewards and incentives for those who engage in assessment:

- The Grants subcommittee has worked to revise the PRAC grants structure to make it more accessible for applicants, and we now have a structure that is responsive to concerns of applicants, thanks to Erdogan Sener, chair of this subcommittee.

- Nancy Chism talked with us about faculty development for assessment and about rewards and recognition for faculty work on assessment. This was

followed by a productive discussion based on Chism's presentation and on information provided to the Executive Committee by Richard Turner.

- Through both of these activities, we have collected information about the rewards and incentives structure on campus and have begun to create a network of awareness not only of assessment in general but also of the work of PRAC in particular.

THEME THREE: Building a campus infrastructure to support assessment:

- We have formed closer connections between PRAC and the Faculty Council, specifically through the creation of a liaison position.

- Through presentations by IMIR and others, we have also fostered both awareness of the resources available to faculty and administrators and collaboration between academic and administrative units.

- We have established a productive connection with the Indiana Department of Education, through our hosting of Mary Wilhelmus, an aide to Superintendent of Instruction, Suellen Reed, and we have promoted coordination and collaboration that will help IUPUI take advantage of assessment work done in the K-12 sector.

THEME FOUR: Enhancement of Annual Reports

The school-wide annual reports provide an important tool for improving the assessment of student learning, and schools were given additional flexibility for providing this year's annual reports. Possible formats included completing the previously agreed upon matrix, adding a brief history of assessment to the report, or simply reporting on the impact of changes made on the basis of assessment, referring in the report to goals and strategies included in prior years' reports.

- The committee continued discussion of reporting of student learning outcomes.

- The PRAC Steering Committee reviewed the annual reports submitted and offered guidance to schools.

THEME FIVE: Identification and evaluation of performance Indicators:

- The Performance Indicators subcommittee continued the work of identifying performance indicators and using these to assess work on campus in a range of areas relating to teaching and learning. Susan Kahn provided leadership for this group.

THEME SIX: Grant Guidelines, Reports, and Awards

The Subcommittee on Grant Proposals reviews proposals and makes recommendations to the full committee and reviews the grant award process.

- The subcommittee undertook a major revision of the grant process.

- The subcommittee reviewed ten proposals.

- PRAC received two reports

Reports Received*:*

- Margaret Adamek (School of Social Work) "Examining the Role of Doctoral Students as Field Liaisons."

- Kate Thedwell and Maureen Minielli (Department of Communication Studies, School of Liberal Arts) "Improving Student and Instructor assessment in the R110 Gateway Course."

Grants Awarded*:*

Elaine Cooney & Kenneth Reid, Department of Electrical and Computer Engineering Technology, School of Engineering and Technology	Assessing Student Civility	$2,500
Randi L. Stocker, Connie J. Rowles and Delores J. Hoyt, IUPUI Capstone Faculty Learning Community	Content Analysis of IUPUI Capstone Courses	$2,500
Pamela R. Jeffries, Donna Boland and Sharon McAdams, Adult Health Department, School of Nursing	The Use of Simulations to Provide Experiential Learning in Nursing Education	$2,500
Charlie Feldhaus, Department of Organizational Leadership and Supervision, School of Engineering and Technology	Assessment Guidelines for OLS Adjunct Faculty	$2,500

THEME SEVEN: Disseminating Results of Assessment

- We identified and used a range of venues to disseminate information, many of which have been detailed above.

- In addition, we contributed to a series of (largely) web based reports, ranging from PRAC minutes to Institutional Portfolio reports.

- Through individual PRAC members working with their schools on Annual Reports, we have made our knowledge and skills available to the campus as a whole.

Assessing the Effectiveness of IUPUI's TLCs

Program Review and Assessment Committee

September 2, 2004

What are TLCs?

- Faculty/schools propose a set of courses for first term students.
- Cohort of 25 first-term students enroll in 2-4 courses and a First Year Seminar developed around a theme.
- Themes create community for group work, active learning, reflective practices and cross-course linkages.
- Faculty communicate regularly and participate in professional development activities.

Participation by School
Doubling the Numbers

- FALL 2003
  - Business   2
  - Liberal Arts   1
  - Nursing   1
  - SPEA   1
  - UCOL   2

- **TOTAL**   **7**

- FALL 2004
  - Business   2
  - Education   3
  - Liberal Arts   -
  - Nursing   2
  - SPEA   2
  - UCOL   5

- **TOTAL**   **14**

2004 Themes

- ***University College***
  - For Love AND for Money!
  - Why Can't We All Just Get Along?
  - Challenges, Resources, Changes and Identity: Student Athletes
  - Exploring Science / Discovering Today's Healthcare Culture
- ***Public and Environmental Affairs***
  - Criminals and Professionals: Which Job is Right for You?
- ***Nursing***
  - The Growing of a Professional
- ***Education***
  - So You Want to be a Teacher?
- ***Business***
  - Endurance / Discovery

Co-Curricular Linkages and "Common Ground" Assignments

- Attended "Faces of America" theater production
- Interviewed restaurant servers/cleaning staff - "Nickel and Dimed" in Indy
- Attended International Festival
- Participated in 12 hours of service learning at community agencies
- Experienced culture/dinner at a Turkish Restaurant
- Toured Indianapolis Museum of Art's Ancient Greek and Egyptian, Pre-Columbia, South American, Japanese and African collections
- Built relationships during scheduled pizza lunches

Assessment of TLCs

- *Students*
  - Focus groups during the semester
  - End of semester questionnaire
  - Reflective focus groups in the spring
- *Faculty*
  - Action research
  - Assessment stories
  - Reflective focus groups
- *IMIR*
  - Academic data – end of term/1st year/2nd year
  - NSSE

Assessment Stories
TLC or individual course

- **_Your question_**
  - Reflect on what students are doing/not doing. Identify what you know/don't know about the issue and the variables that affect it. Focus on student learning.
- **_Your data_**
  - Use "mixed methods" - test scores, attendance, student behavior, assignments, presentations, etc. Look for patterns and categorize the information. The pattern may tell the story.
- **_Lessons learned_**
  - What does the information tell you? What actions are needed?
- **_Suggestions for fall 2005_**
  - Your ideas can improve the TLCs. What do you need? What can COIL do to help?

Strengthening Students
Fall 2003

- Average GPA by TLC

  - Business   2.88
  - Liberal Arts   3.11
  - Nursing   2.88
  - SPEA   2.25
  - U College   2.66

- Overall   2.75

- GPA for TLC and Non-TLC Participants
- TLC   2.84
- Non-TLC   2.58
  - (p<.007)
  - Adjusted controlling for demographic, enrollment, academic preparation, and CI participation

Students Connect and Reflect
PULs and Co-Curricular

- By having the freedom to choose how to present the info, we used our intellectual adaptiveness to execute the required tasks

- We each had our own values and ethics. I learned the value of Unity Day.

- This presentation will move me to action by getting me more involved in my community and at IUPUI. I want to learn more about the struggles that other races go through.

- At first, I thought that the American identity was a narrow subject. After the play, I realized that it is many things and made up of countless nationalities.

- This play has helped me realize that I shouldn't take everything I hear, read or see so literal. I should dig deeper to find the truth for myself.

TLC Faculty
Lessons Learned

- I learned to appreciate the difficulties inherent to connecting classes thematically and the students' difficulties in making connections between disciplines.

- We needed a scholarship of teaching and learning approach i.e., a collective mind bent on defining clear goals (which we did), preparing a driving question to find an answer to by the end of the semester (which we didn't), defining methods for measuring the results, analyzing the results and sharing them, and finally critically reflecting on the experience (which I am doing now).

More Faculty Reflections

- We needed more faculty meetings to allowed us to discover some of the kinks along the way. All of our courses pushed cultural relativism but the students were a bit tired of hearing about it. They started to cringe and some made it a joke. Redundancy was a problem. A mid-term evaluation would have helped.

- We believe our TLC was modestly successful – lower DFW rates but similar mastery levels. With structural refinements to make faculty collaboration/coordination easier, TLCs will have an impact on student learning.

We are planning the 2005 TLCs...

- For more information, contact:

- **Sharon Hamilton**
  - Associate Dean of the Faculties
  - shamilto@iupui.edu

- **Carmon Weaver Hicks**
  - Asst. Director, Center on Integrating Learning
  - cwhicks@iupui.edu

- *Supported by the Office for Professional Development and University College*

Program Review and Assessment Committee (PRAC)

October 7, 2004
1:00 – 2:30 p.m., UL 1126
Joyce MacKinnon, Chair
Martel Plummer, Vice Chair and Recorder

AGENDA –

MINUTES –

Members Present: D. Appleby, R. Applegate, S. Baker, T. Banta, K. Black, P. Boruff-Jones, J. Chen, W. Crabreee, C. Dobbs, J. Everly, S. Hamilton, M. Hansen, A. Helman, L. Houser, K. Janke, E. Jones, S. Kahn, J. Kuczkowski, J. Mac Kinnon, M. Meadows, K. Morrow, H. Mzumara, J. Orr, M. Plummer, K. Rennels. I. Ritchie, J. Smith, C. Souch, E. Udry, R. Vertner, G. Whitchurch, D. Winikates, C. Yokomoto, and N. Young

Minutes from the September 2, 2004 meeting were approved.

The **Subcommittees list** was distributed. Joyce MacKinnon requested that those members who are interested in working with a particular group contact Trudy Banta, Martel Plummer, or her.

PROGRAM REVIEW
A **Program Review Update** was given by Andy Barth from Geology. The Geology program review occurred in 1997. Barth observed that the department's situation is complicated by the fact that they are in the School of Science (a Purdue school), but they are an IU academic program. Suggestions made by the review committee included:

- Be able to assess academic learning outcomes
- Increase staff, space, new degree programs
- Enhance existing degree programs

- Maintain the Center for Earth and Environmental Science (and retain it in the School of Science)

Geology faculty have made progress in a number of the areas listed above. They have:
- Developed a system of assessment
- Created a capstone course (3 rounds of students have now gone through it, they've conducted assessment, and the school has fed the information back into the program in order to improve it
  - Added 3 new staff, one of them in service learning
  - Increased external funding approx. 10-fold
  - Created a BS in Environmental Science
  - Expanded the masters program, adding teaching assistantships
  - Retained and expanded the research center, the Center for Earth and Environmental Science, made it self-supporting
  - Increased space, including lab space

The process of program review was useful. It provided helpful feedback and the opportunity to step back and look critically at programs – especially at student learning outcomes. The reviewers were great people, helpful and encouraging.

The Geology capstone experience and assessment are conducted through a month of fieldwork, often in Montana. Students are assigned a square mile area and are to discover all they can about the history of the earth in that area, map it, integrate and relate the information from various courses, and prepare both written and oral reports.

The question was raised about how the department increased departmental revenue. Andy indicated they were very conscious about how they attracted new colleagues and spent time working with existing faculty helping them understand the importance of establishing an external reputation (changing the culture).

The space issue may be improved through partnering with the U.S. Geological Survey, which has a significant presence in Indianapolis.

TOWN HALL MEETING ON PULs
A **Town Hall Meeting** about the PULs will be held on November 8th at 10:30 a.m. in the University Library auditorium. All interested students, faculty and staff are encouraged to attend. A member of each Community of Practice will lead the discussion of each PUL and recommended updates to that PUL. Persons who have recommended possible name changes for the Principles are asked to give the reasons for supporting that particular name. These include: Principles of Learning, Principles of Lifelong Learning, Principles of Undergraduate and Lifelong Learning. Other IU campuses are now looking at our PULs, however, one campus is favoring a course model. (A handout of suggested updates to the PULs was distributed.) Sharon Hamilton distributed a handout inviting people to join a Community of Practice.

ePORT UPDATE
Sharon Hamilton discussed the **ePortfolio**. (See PowerPoint handout.) We can expect full release of the software by fall 2005. It will have a customizable matrix. The default will be to

the PULs, and it will be password protected. The campus will begin to use it with incoming freshmen. Students will "own" their ePortfolio and will provide access to those they want to see it. There will be a repository in which to archive their work, by course, by month, alphabetically, etc. They will be the ones to upload their finished work. Students will be able to access it from any computer, anywhere. Later they will be able to assign each piece of work to a specific PUL.

Expectation rubrics will be developed for each PUL and will have to go through an approval process similar to the one the original PULs went through. Currently the ePort is being piloted. A student taskforce is refining it.

Students can do a reflection in a Word document and paste it in later after tweaking it and/or consulting a faculty member. Written assignments will be reviewed by emeritus faculty members.

PRAC members are asked to think about what would make the most sense for their school. Some schools have decided that transfer students who are admitted with a certain number of credits will start at the intermediate level. Many schools will require the completed ePortfolio for graduation. They are finding ways to integrate it into their courses (capstone, separate courses designed to work on the ePort, etc.). Some schools are requiring students to demonstrate a basic skill set before being admitted to or transferring into the school or major. Transfer students in some schools are using examples from work, internships, civic engagement, etc. to demonstrate to the school that they are ready for more advanced work and admission to the major.

A final comment made from a PRAC member was to make the ePort as simple and user friendly to students and faculty as possible so it will be used. (A draft handout: *Expectation Rubrics for each PUL* was distributed.)

ASSESSMENT INSTITUTE
Trudy reminded PRAC members that the **Assessment Institute** will be held on November 1-2, 2004 at IUPUI. Each campus unit is invited to send one person at no cost. Few PRAC members have registered and are encouraged to do so as soon as possible, if they plan to attend.

NEXT MEETING
The next PRAC meeting will be on **Thursday, November 11** from **1:30 – 3:00 p.m**. in **UL 1126**.

Respectfully submitted,

Martel Plummer, Vice Chair

Program Review and Assessment Committee (PRAC)

November 11, 2004
1:30 – 2:55 p.m., UL 1126
Joyce MacKinnon, Chair
Martel Plummer, Vice Chair and Recorder

AGENDA –

1. Approval of October 7, 2004 Minutes .... Mac Kinnon
2. Second Look-Herron School of Art... Vice
3. Discussion Regarding PRAC Goals for 2004-05... Mac Kinnon
    PRAC to be involved in discussions concerning meeting ICHE Goal #6
    PRAC to be involved in discussions concerning revisiting of the PULs
    Increase faculty development and involvement in assessment
    Increase student involvement in assessment
    Engage academic deans more fully in assessment
4. Ad Hoc Subcommittee to Summarize Program Review Commentary...................... Boland
5. Update on PUL Town Hall Meeting.. Hamilton
6. Web-based Course Evaluations .... Mzumara
7. Adjournment .... Mac Kinnon

MINUTES –

Members present: W. Agbor-Baiyee, R. Applegate, T. Banta, K. Black, D. Boland,
P. Boruff-Jones, J. Chen, C. Dobbs, J. Everly, S. Hamilton, M. Hansen, K. Janke, E. Jones,
J. Kuczkowski, J. Mac Kinnon, S. Milosevich, K. Morrow, H. Mzumara, M. Plummer, I. Ritchie,
J. Smith, C. Souch, R. Vertner, D. Winikates, N. Young

Minutes from the October 7, 2004 meeting were approved.

Second Looks – Christopher Vice, Visual Communication Design Department Chair at Herron,
gave a presentation on how his department has used "second looks" assessment and found it to
be very successful and helpful. Initially, he asked his faculty to develop syllabi that incorporated
learning outcomes. That failed. He realized that it was necessary to establish a baseline by
looking evidence and asking questions among the faculty.

For the past 3 semesters, his faculty has met for one full day to share student work; look at
relationships and patterns; identify strengths, weaknesses and needs; share project ideas; etc.
They ask questions about whether 200-level courses prepare students for the 300-level courses,
etc. As a result of this process, they have developed a set of rubrics for the sophomore
advancement review that are meaningful and consistent.

Other positive outcomes of this process have included a formalized program framework, a shared
sense of commitment, greater community within the department, a new sense of collegiality, and
enhanced enthusiasm. The program and courses are now outcomes driven. The department has
developed 18 new course descriptions.

Christopher pointed out that "assessment" can sound scary. But through a grassroots effort at Herron in the Visual Communication Design Department, they have made it successful.

Christopher will be asked to provide a copy of his presentation for the PRAC website.

Trudy asked whether it would be helpful to the PRAC membership to have future presentations about particular assessment methods that have been successful. There was unanimous support for the idea.

Goals for the year – Joyce lead a discussion regarding what goals PRAC wanted to address during this academic year.
- The PULs are being revisited.
- Goal 6 for ICHE will continue to be discussed.
- There has been some discussion in the past of assessment of graduate program learning outcomes.
- In the promotion and tenure process, as well as annual reviews, it will be important that faculty members describe their use of student learning outcomes for planning and assessment. Deans need to ask how what they are doing will advance the level of student learning in their classes. Over time, if faculty members don't report anything in this area, faculty should be marked down.
- Is there a basic group of indicators that all schools and programs should be assessing? We could solicit others around the country.
- What is done with the information collected through faculty annual reviews?
- Do we want to look at developing a principled common core (undergraduate) for the campus? Schools could add whatever they feel is critical to several basic campus principles/courses.

It was mentioned that some faculty and deans may be confused about the difference between student evaluation and assessment.

Common Themes Across Program Reviews - Donna Boland reported that her committee has completed a study of approximately 35-40 program reviews, looking for commonalities. They reviewed the categories of: campus, facilities, programs, curriculum, students, student services, and faculty. Results were summarized on a handout (matrix). It was suggested that the handout be shared with deans and department chairs. If they have particular questions or issues, Trudy could bring these up at the regular deans meeting.

Town Hall Meeting Update – Sharon Hamilton distributed a compilation of all of the comments turned in after the town hall meeting (see slides and notes attached). PRAC members are asked to take the information to their faculty and gather feedback. This information should be brought back to the December PRAC meeting. One group at the meeting suggested that the PULs should be kept concise, simple, lean, and open to interpretation. Another group suggested the need for examples. Perhaps the result will be to have two levels, with the second level providing examples. The various Communities of Practice are currently developing examples.

Sharon will collect our suggestions and ideas and compile it after the first of the year. Catherine S. asked people to be realistic in the amount of feedback to expect over the next month. Faculty

members are extremely busy for the remainder of this semester. Sharon stated that it is a work in progress. We should share as we can and gather input, but there's not a big rush on it.

Web-based Course Evaluations – Howard distributed a handout summarizing the Online Student Evaluation of Teaching, its benefits and features, as well as who is currently using it. The results can be reviewed online almost immediately. Mid-term evaluations can also be done online. He can develop more meaningful reports as needed. Let him know if programs or schools are interested. He can track who has completed an online evaluation, but no their answers.

Next meeting: Thursday, December 9, 2004 at 1:30 p.m. in UL 1126

Respectfully submitted,

Martel Plummer, Vice Chair

Revisiting the IUPUI Principles of Undergraduate Learning

A Town Hall Meeting

November 8, 2004

Co-Sponsored by PRAC and COIL

Principles of Undergraduate Learning

o **Principles of Lifelong Learning (PLLs)**

o **Principles of Undergraduate and Lifelong Learning (PULLS)**

o **Principles of Learning (PLs or POLs)**

Core Communication and Quantitative Skills

- **Core Communication and Quantitative Reasoning Skills**

Core Communication and Quantitative Skills: Definition

- The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information and technology – the foundation skills necessary for all students at IUPUI to succeed.

- **The ability of students to write, read, <u>view, visualize,</u> speak and listen, perform quantitative <u>reasoning and</u> analysis, and use information resources and technology – the foundational skills necessary for all IUPUI students to succeed.**

Written Communication

- a) to express ideas and facts to others effectively in a variety of written formats

- **a) to express ideas, <u>opinions, beliefs,</u> and facts to others effectively in a variety of written <u>and visual</u> formats**

Understanding text

- b) to comprehend, interpret, and analyze texts

- **b) to comprehend, interpret, and analyze <u>written and audio texts and visual representations</u>**

Oral Communication

- (c) to communicate orally in one-on-one and group settings,

- **to communicate effectively (speak _and_ listen) one-on-one and in small and large group settings, as well as identify factors that facilitate and impede communication**

Quantitative Reasoning

- (d) to solve problems that are quantitative in nature,

- **d) to perform quantitative functions and analyses**

Information Resources and Technology

- (e) to make efficient use of information resources and technology for personal and professional needs.

- **to make efficient use of information resources and technology for <u>academic</u>, personal, and<u>/or</u> professional needs**

Integration and Application of Knowledge

- This skill is demonstrated by the ability of students to apply knowledge…

- This skill is demonstrated by the ability of students to <u>integrate</u> and apply knowledge…

Integration and Application of Knowledge

- (c) to further the goals of society

- **c) to further the goals of society <u>through civic participation</u> OR**

- **c) to further the goals of society, <u>for example through civic participation</u> OR**

- **c) to further the goals of society, <u>for example through community participation and/or internships</u>.**

Understanding Society and Culture

- Understanding Diverse Societies and Cultures

Understanding Society and Culture

- (b) to analyze and understand the interconnectedness of global and local concerns;

- b) to analyze and understand the interconnectedness of global and local concerns <u>through international study or travel</u>   OR

- b) to analyze and understand the interconnectedness of global and local concerns, <u>for example through courses in international perspectives or study abroad</u>.

Definition of Values and Ethics

○ The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.

○ **The ability of students to make <u>informed and ethical judgments with respect to <u>themselves and others, their families and communities, as well as the world around them and to help foster an environment of mutual respect where each person is important and encouraged to succeed.</u> OR**

○ **The ability of students to make <u>informed and ethical judgments with respect to <u>themselves and others, their families and communities, as well as the world around them and to help foster an environment of mutual respect.</u>**

Outcomes for Values & Ethics

○ A sense of values and ethics is demonstrated by the ability of students (a) to make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and (b) to recognize the importance of aesthetics in their personal lives and to society.

Outcomes for Values &Ethics

- A sense of values and ethics is demonstrated by the students' ability to:
- Make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices

- Explore, understand, and recognize important ethical and aesthetic principles in marginalized and dominant cultures OR

- Explore, understand, and recognize important ethical and aesthetic principles in any culture

Outcomes for Values &Ethics cont.

- [Maintain a climate of civility and mutual respect regardless of race, ethnicity national origin or religion; gender or sexual orientation; disability; or socio-economic, marital or military status](#) OR
- [Maintain a climate of civility and mutual respect toward people in all situations](#)
- [Encourage and participate in an honest and open exchange of ideas and opinions](#)
- [Understand and practice principles promoting health and wellness](#)
- [Appreciate, respect, and promote stewardship of the environment as a public value](#)

Program Review and Assessment Committee (PRAC)

December 9, 2004
1:30 – 3:05 p.m., UL 1126
Martel Plummer, Vice Chair and Recorder

AGENDA –

MINUTES –

Members present: W. Agbor-Baiyee, D. Appleby, R. Applegate, T. Banta, K. Black, P. Boruff-Jones, W. Crabtree, J. Everly, S. Hamilton, M. Hansen, A. Helman, L. Houser, K. Janke, E. Jones, S. Kahn, J. Kuczkowski, M. Meadows, H. Mzumara, M. Plummer, I. Queiro-Tajalli, James Smith, Joshua Smith, C. Souch, G. Whitchurch, D. Winikates, C. Yokomoto, N. Young

Minutes from the November 11**,** 2004 meeting were amended by Howard Mzumara. The last sentence in the section titled: Web-based Course Evaluations should read: He can track who has completed an online evaluation, but not their answers. Minutes were approved as amended.

Report of Grant Subcommittee – Martel reported that the final evaluation of the grant proposal entitled: Program Review and Assessment for Placement and Instructional Effectiveness in the IUPUI English as a Second Language Program submitted by Lynne Stallings, Acting Director & Lecturer, and Thomas Upton, Director and Associate Professor, English as a Second Language Program, Department of English, had been completed. The final point average was 8.5 on a 10 point scale. The subcommittee recommended that the grant be awarded. As there was no dissent, no vote was taken.

Members' Discussion with their deans regarding Outcomes of Program Review – Banta said that PRAC members had agreed to share the report prepared by the Sub-Committee on Program Review with their deans. She asked for feedback. Most reported they had shared the document with their deans, department chairs, and/or other faculty groups but have received little feedback yet. They believed that there will be some. Catherine Souch reported that her dean thought the document was useful and that it should be presented to the deans at a Deans' Council meeting. However, he thought that the results of the reviews belong at the program level. The specifics of program review recommendations and decisions to take action on those reside with the individual departments. Karen Black and Michele Hansen spoke as members of the Program

Review Sub-Committee and reported that the group had discussed this at length and agreed with Dean White. The purpose of the sub-committee's work was to look for cross-cutting campus themes rather than specifics related to individual departments. Banta encouraged the members to elicit more feedback.

AIR/NPEC Grant Synopsis – Susan Kahn provided a brief overview of the grant she and Sharon Hamilton received entitled: **Enhancing Student Success through Electronic Portfolios.** The project is concluding the first of two semesters of work. Josh Smith asked how the e-port enhances learning rather than merely serving as a repository. Kahn indicated that the e-port is organized around the PULs and will be organized around specific course goals next semester. In this way, faculty can make learning outcomes more explicit to students. Additionally, students are asked to reflect upon their learning. Students are asked a series of questions that require them to present evidence of learning and to make connections between their work and the intended outcomes of the course. Students are asked how they have grown and integrated what they have done across courses. Banta added that the work of the e-port reflects the Wingspread Principles of Undergraduate Learning, specifically active learning, time on task, higher expectations, and the support of diverse learning styles.

Martel asked how many students were in the pilot project this semester. Kahn responded: approximately 200.

Bill Crabtree asked if someone was tracking the amount of time students were spending developing their portfolios. He suggested that this be measured. He wondered if the time spent was adversely affecting student grades and retention. Mzumara indicated that one of the criteria is that developing the portfolio should not be an add-on requiring additional work. Kahn added that the portfolio should not be external to the work students are doing for a class.

Crabtree asked about other artifacts appropriate to include in the portfolio. He indicated that most of the examples have centered on written papers. Kahn offered that lab reports, photographs, art work, videos, and any other items that can be digitized are appropriate.

Yokomoto said that there are two processes involved in launching the e-port: the actual development of the structure and the implementation. Hamilton agreed and said that the structure will be in place and faculty will be encouraged to implement. She hopes that at a minimum, first year students will be asked to complete the first cell in the learning matrix in a learning community. Then if the infrastructure is good, other faculty will likely incorporate the e-port in their courses.

William Agbor-Baiyee asked how students were placed in courses that used the e-port this semester. Faculty teaching the Thematic Learning Communities volunteered to use the e-port. Mzumara offered that while students were not randomly assigned, the grade point averages for the groups were similar.

Drew Appleby participated in this year's project and said that he will be asking his students what they understand the goal of the e-port assignment to be and if the goal was accomplished.

Several times during the course of the semester he spoke of the e-port and the goals, but he is still not convinced that students understand the goal.

Kahn and Hamilton will be using the e-port as a part of a capstone course they will teach in the spring. Michele Hansen offered her experience with upper-classmen and the use of a portfolio. She was pleased with the thoughtfulness and quality of the portfolios she received. One caveat she offered was that she required the portfolio as part of the course and it comprised a substantial portion of the final grade.

Souch asked if all learning communities will be required to use the e-port next year. Hamilton responded that they would not, although she hopes many will volunteer. She believes it will be helpful for faculty members to have a year to "play with" the e-port and see how it will benefit them and their programs. Joe Kuczkowski suggested that if Hamilton wants faculty to be involved in the fall semester she should invite people now before they finalize their syllabi. Timing is important.

Josh Smith recommended that Hamilton and others begin to work with faculty to ensure that they align syllabi with the PULs. If faculty have their syllabi and courses aligned with the PULs, the transition to the e-port should be a logical and smooth one.

Banta asked members to indicate if the PULs were a part of the syllabi in their schools, and if so, were the PULs really integrated in the course or merely stated on the syllabi. Irene Queiro-Tajalli believes faculty in Social Work both list them on their syllabi and attend to them throughout their courses. Gail Whitchurch believes that she attends to the PULs during the course of the semester but does not list them on the syllabi.

Amanda Helman reported that she attended portfolio presentations given by senior General Studies students and found that students demonstrated competence in many of the PULs by providing artifacts from their workplace rather than from previously taken coursework.

Linda Houser said that while faculty in the School of Education may not put the PULs on their syllabi, they use them in scoring rubrics. This communicates to students the importance of the PULs and how assessment of them will be carried out.

PUL Discussion – Plummer distributed a compilation of comments turned in after the town hall meeting on the PULs and asked for feedback.

- Comments on the title of the principles indicated a preference for leaving them as they are. One member suggested that professional schools without undergraduate programs may like a broader title such as Principles of Learning. Others suggested that faculty in graduate and professional programs can match their competences to the principles if they think it appropriate.
- Written Communication
    1. How do "opinions and beliefs" differ from ideas?
    2. The key is to express "ideas"
- Oral Communication
    1. Issue with adding speak and listen – One may not be able to speak or hear but still can communicate effectively.

2. What is meant by 'factors that facilitate and impede?' Hamilton said someone suggested this phrase because communication is not only delivery or performance but also is analytical.
3. Leave as is.
4. Wanted to make it explicit that communication is speaking and listening.
- Quantitative Reasoning
    1. Suggested wording: solve problems using quantitative tools and reasoning.
    2. Should "effective" be a part of the phrase? (solve problems effectively?)
    3. Where do qualitative tools fit? Critical thinking PUL was suggested.
- Information Resources and Technology
    1. Replace "efficient" with "effective."
- Integration and Application of Knowledge
    1. The explanation seems redundant. It appears to be a re-statement of the title.
- Integration and Application of Knowledge (p11)
    1. The first suggested rewording seems too prescriptive. Should add 'for example' or include in the second tier of examples
- Definition of Values and Ethics
    1. "Decisions" may be a better word than "judging."
    2. Questioned the consistency of the wording. Others begin with 'to'. Suggestion – 'to make decision with respect to…
- Outcomes for Values & Ethics
    1. Isn't aesthetics a value?
    2. Possibly move aesthetics to the communication PUL

Overall the members tended to want to keep the name as it is, to keep the PULs as simple statements, and add a second tier or layer that would include examples or descriptions.

Kuczkowski asked what President Herbert's stance was on undergraduate education and a common curriculum. Banta responded that Betty Jones is co-chairing a university-wide committee charged with reviewing general education. Sharon Hamilton offered that three of the campuses have principled approaches (IUN, IUK, and IUPUI). However, Bloomington faculty appear to be convinced that the core curriculum approach is most appropriate. Thus she speculated that a hybrid approach much like the earlier general education program at IUPUI may be the outcome.

Next meeting: Thursday, January 13, 2005 at 1:30 p.m. in UL 1126

Respectfully submitted,

Martel Plummer, Vice Chair

Program Review and Assessment Committee (PRAC)

January 13, 2005
1:30 – 3:00 p.m., UL1126
Martel Plummer, Vice Chair and Recorder

AGENDA –

1. Approval of December 9, 2004 minutes .... Mac Kinnon
2. Update on PULs' progress (see attached preliminary draft)................................. Hamilton
3. Review of assessment-related programs and services
    of Planning and Institutional Improvement .... Banta and associates
4. Adjournment .... Mac Kinnon

MINUTES –

Members present: A. Gavrin (new School of Science representative), W. Agbor-Baiyee, D. Appleby, K. Baird, T. Banta, K. Black, D. Boland, C. Dobbs, S. Hamilton, M. Hansen, L. Houser, S. Kahn, J. Mac Kinnon, M. Meadows, K. Morrow, H. Mzumara, J. Orr, M. Plummer, K. Rennels, I. Ritchie, J. Smith, C. Souch, R. Vertner, D. Winikates, C. Yokomoto, and N. Young

Minutes of the December 9, 2004 meeting were approved.

Update on PULs – Sharon Hamilton distributed an updated draft of the PULs. Revisions were suggested during the meeting by representatives from the Schools of Science and Engineering and Technology, as well as others. Based on comments from PRAC members at prior meetings, Hamilton has kept the PULs general, simple and concise. The second tier of explanation of the PULs recommended by PRAC members will be prepared by faculty in Communities of Practice in every area except Intellectual Breadth, Depth and Adaptiveness, which doesn't yet have a Community of Practice. After PRAC approval via the email review of further modifications, the updated PULs will go next to the Faculty Council Academic Affairs Committee, then on to the full Faculty Council.

Specific suggestions offered during the meeting included the following:
Appleby suggested that in the Critical Thinking PUL, the outcomes be re-ordered in accordance with Bloom's Taxonomy. Thus, (e) becomes A, (d) becomes B, (a) becomes C, (b) becomes D, and (c) becomes E. PRAC members agreed. He also suggested rewording the definition a bit in order to reflect the outcomes more clearly. He will draft some new wording and email it to Hamilton.

   Rennels and Yokomoto suggested the following:
   1.e. Remove "for personal and professional needs."
   6.a. Remove "in personal and private lives."
   5.b. Change "concerns" to "domains."
   5.c. Change "world" to "settings" or "environment."
   3.   Delete A and C (they are hard to measure and could apply to all the
         PULs).

Add something about comprehensive projects, capstone projects, experiential
learning opportunities, or something similar. Kahn is on the Community of Practice for this PUL; she said the members believe A and C are measurable and in fact they have already begun to develop assignments that would assess PUL 3. She suggested waiting on this change.

From now on, PRAC and COIL should review the PULs every 5-6 years.

Planning and Institutional Improvement Review
Banta explained that she and her staff have reviewed the activities of her office—Planning and Institutional Improvement (PAII)—and tried to identify ways in which they could reduce costs, just as the schools have done, in light of level or reduced state funding. She asked for advice and counsel from members of PRAC. She reviewed a handout showing the planning, evaluation and improvement cycle and indicated that PRAC could play a role in the "evaluation" and "improvement" phases.

PAII staff surveyed some of their constituents (deans, associate/assistant deans, department chairs) regarding services and reports they provide. They found that there is a constituency for everything they provide, so it would be very difficult to eliminate some of their activities. (See handouts of results.) However, only about 2/3 of the respondents knew about many of the services available through PAII. It was suggested that some of the terms on the surveys may not have been clearly understood by the deans, resulting in the low response in some areas of the survey. Banta also distributed a list of all the services and reports developed through PAII, and how to access them. All materials distributed at the meeting are being sent in campus mail to members who were not present.

PRAC members were asked to respond to the following questions, either at the meeting or in the next few days.
1. How can PAII staff assist you in making more use of the information and services we provide?
2. How can PAII staff improve our information resources and services to meet your needs?

Representatives of each PAII department described their departmental services. (Refer to handouts.)
- Howard Mzumara, Director of the Testing Center
- Susan Kahn, Director of Institutional Effectiveness
- Karen Black, Program Review and the Self-Study

One PRAC member noted that the PULs are not listed on the program review/self-study form. They need to be included.

Banta reported that two issues have already been addressed: The 2004 IUPUI Performance Report has been improved by adding more summary sections and was distributed to PRAC members at the meeting. In addition, Ann Zanzig from the University of Wisconsin-Madison has been scheduled to come to IUPUI on February 7, 8, and 9 to conduct training on the Accelerated Improvement Process (AIP). She will provide additional information and tools similar to those introduced by Trudy Banta, Nancy Chism, Betty Jones, and Ellen Poffenberger at a 2-hour workshop before the holidays.

PAII staff will do a better job in the future of publicizing their services and products. Banta asked PRAC members to send her examples of how units have used PAII services and reports for self-studies or other purposes.

The **next PRAC meeting** will be on Thursday, February 10, 2005 in UL1126.

Respectfully submitted,
Martel Plummer, Vice Chair, PRAC

DRAFT   DRAFT   DRAFT   DRAFT   DRAFT   DRAFT

Preliminary Draft of PRAC Discussion of Town Hall Suggestions:

(The following is based on the principle articulated at the Town Hall and affirmed at PRAC on December 9 2004 that we keep the Principles as general as possible, in anticipation of a second tier of specific examples and expectations for learning coming from the Communities of Practice and other faculty groups. It also includes suggestions developed by committees in IUPUI Schools and forwarded to PRAC. I may have made some errors, and may not have noted all the comments. What is drafted below represents my notes on any apparent consensus that seemed to be reached on any of the Principles. This document is for discussion among PRAC members and for any further modification needed before going forward). SH

ACADEMIC AFFAIRS COMMITTEE OF THE IUPUI FACULTY COUNCIL:

IUPUI PRINCIPLES OF UNDERGRADUATE LEARNING: May 7, 1998 (Approved FC980507)

AAC recommends that the IUPUI Faculty Council adopt the following descriptions of the Principles of Undergraduate Learning. These descriptions include brief definitions and the general ways in which the principles can be demonstrated.

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

Core Communication and Quantitative Skills

[Definition:] The ability of students to write, read, view, visualize, speak and listen, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

[Outcomes:] This set of skills is demonstrated, respectively, by the ability to

(a) express ideas and facts to others effectively in a variety of written and visual formats;

(b) comprehend, interpret, and analyze texts;

(c) communicate effectively in all settings;

(d) solve problems using quantitative tools and reasoning;

(e) make effective use of information resources and technology for personal and professional needs.

Critical Thinking

[Definition:] The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

[Outcomes:] This skill is demonstrated by the ability of students to

(a) analyze complex issues and make informed decisions;

(b) synthesize information in order to arrive at reasoned conclusions;

(c) evaluate the logic, validity, and relevance of data;

(d) solve challenging problems;

(e) use knowledge and understanding in order to generate and explore new questions.

Integration and Application of Knowledge

[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

[Outcomes:] This skill is demonstrated by the ability of students to integrate and apply knowledge to

(a) enhance their personal lives;

(b) meet professional standards and competencies;

(c) further the goals of society.

Intellectual Depth, Breadth, and Adaptiveness

[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

[Outcomes:]

(a) Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study;

(b) intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines;

(c) adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding the Diversity of Societies and Cultures

 [Definition:] The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

[Outcomes:] This skill is demonstrated by the ability to

(a) compare and contrast the range of diversity and universality in human history, societies, and ways of life;

(b) analyze and understand the interconnectedness of global and local concerns;

(c) operate with civility in a complex social world.

Values and Ethics

[Definition:] The ability of students to make decisions with respect to individual conduct and citizenship.

 [Outcomes:] A sense of values and ethics is demonstrated by the ability of students to

(a) make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices;

(b) explore, appreciate, and understand the importance of aesthetic and ethical principles and their application to diverse cultural, social, and personal settings.

Program Review and Assessment Committee (PRAC)

February 10, 2005
1:30 – 3:00 p.m., UL 1126
Joyce MacKinnon, Chair
Martel Plummer, Vice Chair and Recorder

AGENDA –

MINUTES –

Members present: D. Appleby, K. Baird, T. Banta, K. Black, D. Boland, W. Crabtree, R. Dittmer, C. Dobbs, J. Everly, A. Gavrin, M. Hansen, L. Houser, S. Kahn,
J. Mac Kinnon, D. McSwane, S. Milosevich, K. Morrow, H. Mzumara, J. Orr,
M. Plummer, K. Rennels, J. Smith, J. Smith, C. Souch, R. Vertner, D. Winikates, C. Yokomoto and N. Young

Minutes from the January 13, 2005 meeting were approved.

James Madison University Assessment Instruments: Katie Morrow reported on several of the assessment initiatives at her home institution, James Madison University (JMU), and at its Center for Assessment and Research Studies (CARS). JMU offers a masters degree in assessment and is the only university awarding a doctorate in assessment. This degree prepares graduates for work in university assessment.

JMU has a comprehensive general education program built around five clusters that are similar to IUPUI's PULs – broad abilities that cross the disciplines. CARS has focused on assessment of general education, working hand-in-hand with JMU faculty. Assessment activities are more broadly based than simply in individual courses.

JMU faculty, with CARS staff, have developed online instruments to assess learning in each of the five clusters. Three of the instruments are more polished than the others and are being shared with colleagues in other institutions. They cover quantitative reasoning, scientific reasoning, and information literacy. PRAC members who are interested in seeing these instruments or who have questions should contact Morrow at akbusby@iupui.edu or 278-3365 to request temporary access online. The software was developed in-house at JMU.

Kelley School of Business Indianapolis (KSBI) Assessment Results: Russell Vertner provided a table of assessment activities undertaken by KSB faculty over the past five years. The Kelley Indianapolis Assessment Task Force (KIATF) piloted ePort, developed a senior exit survey tool, solicited employer feedback, pilot-tested an exam from the Education Testing Service (ETS), developed Principles of Business Learning (PBL) aligned with the PULs, had faculty analyze learning outcomes in their courses and how those were assessed, participated in communities of practice, and got feedback from directors of the masters programs about the PBLs in graduate courses. KIATF members now are considering developing course-embedded assessment tools, in conjunction with the school's Undergraduate Policy Committee.

Jim Smith then reported on the **Senior Exit Survey**, which the KIATF designed, based on a Kelley Bloomington model. Dean Roger Schmenner and Professor Gyula Vastag analyzed the results and were able to draw some helpful conclusions (e.g., 95% of graduates would recommend Kelley to their friends and family, 25% are over the age of 27 years, etc.) Students voiced concerns about grading, prerequisite courses on campus, advisors, classmates, and extra-curricular activities. The survey will be tweaked to clarify some of the questions/statements. It was also suggested that the questionnaire be shortened. Information from the survey was shared with the entire faculty. Overall the instrument has provided meaningful, useful information. The results of the survey are being used in the deliberations of the KSBI undergraduate policy committee. The KSBI committee on institutional strategy is also using the information.

Plagiarism and Civility Issues: In the past, a suggestion was made that plagiarism and civility be topics for future PRAC discussion. Joyce Mac Kinnon asked for feedback from the membership. People interested in the topics are asked to email Mac Kinnon or Banta indicating their interest, and particularly stating what focus or aspect of these would be helpful.

ICHE Goal 6: Trudy Banta distributed the matrix that was created last summer in reporting to the ICHE on Goal 6. That information had been taken from PRAC reports. Now we are invited to update the information. Eventually the campus will use the ePortfolio to assess student learning in general education. However, for the near future, we are asked to review and update the contents of the matrix. School faculty will still complete the annual PRAC report matrix as usual.

Future Agenda Items: Agenda topics were solicited and include:
1. more program reviews
2. IRB
3. plagiarism
4. civility
5. update on PULs
6. assessment of civic engagement
7. reports from the councils on Enrollment Management, Civic Engagement, and Retention
8. consider again the reviewers' advice from the 2003 North Central Accreditation report

Philosophy Department Program Review Update: Michael Burke reported that his departmental review occurred in 1998; overall it was quite positive. He indicated that there have been 11 positive developments since that time.   A couple of those include: a new master's degree to be implemented this fall, and enrollments are up 48%.

Burke followed his report with a suggestion for the review process. He proposed that a new second type of review be made available for strong departments that have a history of positive program reviews. This *action oriented review* would consist of two elements: 1) an abbreviated version of the standard review with external reviewers (curriculum quality and stature of faculty, etc.), and 2) special projects that would improve the department. The special projects would be proposed by the faculty and approved by the dean.

Susan Kahn indicated that this is similar to some new regional accreditation initiatives. There are also some national conversations related to continual improvement that sound similar.

Donna Boland asked what a department would base its plan for improvement on (formal conversations within the department, reflections, etc.). Results of past reviews would give ideas for possible projects. Ideas suggested for improvement plans included creating several new distance education courses and writing grant proposals for special projects.

Banta pointed out that even with specialized project plans, reviewers may still ask for all the routine self-study information as well. North Central did that in the IUPUI Review.

The question was raised whether this was a "tool for low-hanging fruit' vs. real student learning and growing. Let's be careful not to use assessment as a reward or punishment. Assessment as we think of it in PRAC rises above that.

Generally PRAC members seemed to think this idea would be worth further consideration.

Susan Kahn reported that a recurring theme in program review presentations has been that departments cannot tackle some of the recommendations made by reviewers due to serious budget constraints.

The meeting concluded at 3 p.m.
The next meeting will be on **Thursday March 10, 2005 at 1:30** in UL1126.

Respectfully submitted,

Martel Plummer, Vice Chair and Recorder

Program Review and Assessment Committee (PRAC)

March 10, 2005
1:30 – 3:00 p.m., UL1126
Joyce MacKinnon, Chair
Martel Plummer, Vice Chair and Recorder

AGENDA –

1. Approval of February 10, 2005 Minutes.. Mac Kinnon
2. Program Review Report from Continuing Studies ....A. Helman
3. IRB Approval Process .... J. Smith
4. Progress on PULs and ePort...S. Hamilton
5. Hesburgh Award Application ....S. Hamilton
6. Adjournment .... Mac Kinnon

MINUTES –

Members present: D. Appleby, R. Applegate, K. Baird, S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, C. Dobbs, A. Gavrin, S. Hamilton, M. Hansen, A. Helman, L. Houser, E. Jones, S. Kahn, J. Mac Kinnon, K. Morrow, M. Plummer, K. Rennels, Joshua Smith, C. Souch,
R. Vertner, C. Yokomoto, and N. Young

Minutes of the February 10 meeting were approved.

Hesburgh Award – Sharon Hamilton suggested nominating the Principles for Undergraduate Learning for the Hesburgh Award. The PULs meet all the criteria. Help from PRAC will be needed to provide "evidence of systemic change in teaching effectiveness and sustained faculty commitment…" and "objective, hard data documenting improvements in undergraduate learning outcomes and student advancement." This is just the kind of evidence we hope to find in the PRAC reports each year. October 1st is the deadline for nominations. The award amount is $25,000.

General Studies Program Review – Amanda Helman reported on the recent program review of General Studies (see handout).

Background - Overall it was a positive process that provided good information and direction for the future. General Studies is a regular academic program, with the largest number of majors at IUPUI, and it is interdisciplinary with no faculty of its own. It is the largest general studies program in Indiana. Each school has a faculty representative on the General Studies advisory committee. For admission, the program requires life and work experience.

Reviewers gave feedback based on the CAEL (Council for Adult and Experiential Learning) principles. Recommendations were made related to:

      outreach to the community
      life/career planning
      financing
      assessment of learning outcomes
      teaching and learning process
      student support systems
      technology
      strategic partnerships

Currently three groups of faculty and staff are preparing action plans related to the report. During the PRAC discussion, it was suggested that they also look at what various graduate programs are requiring in terms of competence in technology.

IRB Process – Josh Smith provided an overview of the IRB approval process. (See handout) The IRB office is located in the Union Building, 6th Floor. Staff there are very helpful. If you have any questions, simply call them for guidance.

The purpose of the IRB process is to protect people, animals, and us. There are three types of review: exempt, expedited, and full. When the level of risk is minimal and no one from a protected class is involved, one would apply for exempt or expedited review. In the case of a full IRB review, turn-around time is about 3-4 weeks. The review involves a 20-item certification assessment.

When there must be amendments to the approved IRB documents, an update is submitted. The staff will contact you if there is a problem – usually with a quick turn around.

Sometimes you will need to request IRB consent after data have already been collected. If the data are only being used internally, particularly to improve a program, the exempt approval is usually given quickly.

If a project is to involve multiple countries and multiple researchers, the other researchers will be protected by what we do with IRB. Usually letters of support would be requested from the others involved and/or from the institutions from which data are being collected (e.g., headmasters, school administration).

In the case of university course research projects (e.g., students conducting surveys) exempt IRB status can be requested with the faculty member serving as the PI. This should be requested each semester. If students are conducting research among themselves in a course, IRB approval is not needed. Pilot studies may also be exempt.

PUL Update – Sharon Hamilton reported that she had presented the proposed changes to the PULs to the IUPUI Academic Affairs Committee. The discussion was very positive with only slight modifications recommended. These should be on the agenda for the April meeting of Faculty Council.

e-Port – Sharon Hamilton reported that the e-Port PUL matrix will be released this fall for first year students in the 2-3 largest gateway courses, targeting the professional school learning communities. Faculty will be able to pilot use of the matrix and determine whether and how it meets their needs and the needs of their students, how it works for assessing their academic goals, and what else needs to be done. Support will be provided to those faculty members who wish to use the ePort. Sharon and her committee will continue to develop other aspects of the e-Port as the matrix is piloted. In fall 2006, they hope to release the matrix for use by all students. The General Studies program plans to pilot a course that will utilize the e-Port.

The PRAC subcommittee on the PULs has generated a list of things students and faculty will need to know right up front next fall in order to use the matrix. The e-Port Core Committee is preparing the listing.   At the next meeting of the PRAC subcommittee, they will deal with issues of "reflections." PRAC's overall role will be advisory and to provide feedback. (See handout)

The next PRAC **meeting** will be on Thursday, April 14, 2005 in UL1126.

The meeting adjourned at 3:00 p.m.

Respectfully submitted,

Martel Plummer, Vice Chair and Recorder

The General Studies Degree Program Review

Presented to PRAC

March 10, 2005

Amanda Helman

General Studies
What is it?

- Adult Interdisciplinary Arts and Sciences Degree
- Formed in 1974 to meet the needs of adult learners

- Governed by the GSFAC
- Largest single major at IUPUI

Who are the students?

- Over 1100 students enrolled
- 66% part-time
- 19% Minority
- 67% Female
- Average GPA 3.03
- 76% 25 years old or older
- Graduate School bound, Career Changers, Career builders, and/or Life Long Learners

How does it fit with the rest of IUPUI?

- Students take classes from every school at IUPUI
- Use Minors and Certificates from every school to build their degree
- Feed IUPUI graduate and professional programs

Why is it important to IUPUI?

- Helps meet the needs of the 250,000 undereducated adults in our service area
- Adds to the diversity of the campus
- Feeds graduate programs

Program Review
Who was on the team?

- Tom Flint-CAEL
- Terri Rhodes-Portland State University
- Mark Hollman-DWD
- Chuck Davis-Labor Studies
- Susan Marie Harrington-School of Liberal Arts

What did they say?

- "Jewel hidden in plain sight"
- Comments focused on CAEL's Principles of Effectiveness
  - Recommendations were both institutional and programmatic in nature

Outreach to the Community

- Making more solid connections to business and industry

Life/Career Planning

- Should be university wide efforts in this area
  - Student advising
  - Workforce skill demand data

Financing

- ❑ What can we learn from other Adult Learner Focused Institutions (ALFI's)?

Assessment of Learning Outcomes

- Utilization of e-portfolio
- Increase opportunities for Prior Learning Assessment (PLA)

Teaching and Learning Process

- Faculty should become more familiar with adult friendly instructional approaches through the OPD
- Increase research opportunities and internships for adults

Student Support Systems

- Build capacity to provide career expanded advice to General Studies students- especially in relation to the economic clusters

Technology

- Rethink technology competency within the degree—does it match the real needs of students?

Strategic Partnerships

- Expand partnerships and alliances around economic clusters
- Engage employers

Action Plans

- Business and industry advisory board for the major
- Explore ways e-port can be used to facilitate reflection on experiential learning's relationship to the PULs.
- Strengthen the ways IUPUI approaches PLA
- Explore ways to expand faculty involvement

QUESTIONS?

We Are IRB, IRB is Us
Office of Sponsored Programs (Compliance-side)
     -monitor and facilitate the IRB process
Faculty from around the campus
     -review proposal, make recommendations, and approve
Be not afraid
     -do not demonize IRB, or assessment for that matter

Types of Reviews (http://www.iupui.edu/%7Eresgrad/spon/spon_menu2.htm)
Exempt studies
     -checklist (see reverse for no-no's)
     -protocol
Expedited studies
     -checklist (more forms and boxes)
     -protocol
Full-review
     -everything
Minimal risks, HIPAA, Consent/Assent

Recommendations
Complete certification
     -power point and multiple-choice questions (some not very well-constructed)
Identify exemplars in the department
     -follow the rules; check boxes, use language provided
Graduate students
     -help with logistics, recycle forms, submitting amendments

Questions; No Answers (sorry)

Progress Report on ePort
PRAC March 11, 2005
Sharon J. Hamilton

1. Release of ePort PUL Matrix to the following groups in fall of 2005:
   a. All students in Themed Learning Communities
   b. All students in UC 110 Learning Communities
   c. Targeted gateway classes to be determined
   d. Targeted professional school LCs to be determined

2. 2005-2006 General "Opportunity to Learn about ePort" Year to determine what faculty and students teaching major first year courses find most helpful and useful about the PUL Matrix part of ePort. We will continue to develop other aspects, such as the Learner Profile, customizable features, advising component, career component, and so on.

3. Spring 2006: General Studies will pilot a 3-credit ePort Course for students just declaring a General Studies major. This course will provide a prototype or general guide for an online ePort orientation for transfer students, and for any other department wishing to create an entry, capstone, or combination of approaches to including ePort in their curriculum.

4. PRAC ePort Sub-Committee

   a. two meetings to define what ePort users (faculty and students) need to know by August 15, 2005 or earlier. That work is now being taken up by the ePort Core to write knowledge documents and other related materials;
   b. next meetings will focus on policies and processes for reviewing reflections.

5. Current pilots:
   a. First Year: We have 5 pilots in first year courses. Faculty have designed assignments related to the Principles of Undergraduate Learning, course concepts, and ePort. Technologically more comfort with ePort. Faculty development and technological support provided by CTL.
   b. Senior Year: Pilot of customizable matrix: Students are very technologically savvy – figured some things out before we did. Early comments: "I wish we'd had this when we were in first year;" "I love the opportunity to gather together all the work I've done." One still having tech difficulty.

6. Experiential Level: Frank Ross and David Schwartz are co-chairing a student committee developing examples, policy recommendations, and processes.

7. Role of PRAC: We see PRAC playing a key advisory and feedback role as we continue to develop ePort. The advisory role for the most part will be taken up by the PRAC ePort subcommittee. Additionally, as we draft policies, develop the infrastructure, and develop the rubrics of expectations for the PULs (via our Communities of Practice), we will look forward to feedback from PRAC similar to the kind of involvement with the PULs this past year.

Program Review and Assessment Committee (PRAC)

April 14, 2005
1:30 – 3:00 p.m., UL1126
Joyce Mac Kinnon, Chair

AGENDA –

1.   Approval of March 10, 2005 Minutes (attached) ....Mac Kinnon
2.   PRAC Grants ....Erdogan Sener
3.   Capstone Presentation ....Kathy Johnson and Randi Stocker
4.   Communities of Practice:
                    Integration and Application of Knowledge............................. Kahn
                    Understanding Society and Culture .... Jones
5.   IU General Education Proposal... Jones
6.   Adjournment...Mac Kinnon

MINUTES –

Members present: William Agbor-Baiyee, Rachel Applegate, Kate Baird, Karen Black, Donna Boland, Polly Boruff-Jones, Cynthia Dobbs, Andrew Gavrin, Sharon Hamilton, Linda Houser, Karen Janke, Betty Jones, Susan Kahn, Joyce Mac Kinnon, Katie Morrow, Howard Mzumara, Ingrid Ritchie, Catherine Souch, Russell Vertner, Gail Whitchurch, Debra Winikates, Charles Yokomoto, Nancy Young.

Minutes of the March 10 meeting were approved.

PRAC Grants

Erdogan Sener explained the process by which the proposals were ranked. Upon approval of this process by the membership, Sener reported that twelve grant proposals had been received and that seven members of PRAC had responded to the call to rank proposals. The three proposals recommended for funding are: *Content Analysis of Course Syllabi and Assignments for IU ePort Pilot*, David J. Sabol and Janet DeWester; *Assessing Student Academic Indicators Between Traditional and Distance Education Course Offerings*, Mark Urtel and Alan Mikesky; and *Integrating Departmental Programmatic Assessment Needs with Pedagogical Objectives in Select Communication Studies Courses*, Elizabeth Goering and Ronald Sandwina. PRAC approved the recommendation to fund these proposals and the three teams were notified.

Capstone Presentation

Karen Johnson and Randi Stocker reported on their PRAC-funded project entitled *Analysis of IUPUI Capstone Courses* (see handout).

The purpose of this project was to evaluate the present state of the capstone courses, to compile an inventory of capstone courses, and to perform a content analysis of the courses. Eighty-four course syllabi were submitted and the team reviewed them in light of the Key Principles of IUPUI Capstone Courses to determine the extent to which the principles are

reflected in the courses as evidenced by which principles ones are mentioned in the syllabi and how often. See the handout for graphic representations of the results.

The final report of this project will be available in late April or early May. Although the syllabi are not available in digital format, they could be converted so that others might review them. Issues raised included: Should a summary of the project be posted with contact information for individual faculty? Should permission be pursued to post individual syllabi? Should the posting be on a secure website?

S. Hamilton pointed out that the Office for Professional Development (OPD) discontinued support for the capstone initiative nearly a year ago and that the faculty community had been dissolved. However, the group continued working on this project and did superb work, for which they should be applauded. Hamilton will report back to OPD and advocate for additional funding. In the meantime the website dedicated to capstones will remain up.

C. Souch suggested that it is important to send a message to faculty that syllabi need to be explicit about the PULs . We should make an effort to poll the faculty to ask if they actually carry out activities in the class that focus on the principles or merely list them on their syllabi. A. Gavrin echoed Souch's comments and added that the results should be sent to faculty, who might be surprised with the results, and might decide to revise their syllabi and/or courses.

W. Agbor-Baiyee would like to see these results aggregated by school.

R. Applegate asked who was responsible for the capstone process. Hamilton replied that it was her understanding that it was a mandate. However, when she queried Dean Plater and others, she was told that there was no mandate and that like several other initiatives underway currently, the capstone project should be put on a back burner.

T. Banta suggested that with the demise of the Council on Undergraduate Learning and the PULs at a crossroads, PRAC might consider supporting a group that would issue a document explaining good practice in capstone courses.

J. Mac Kinnon suggested that the remaining funds from the PRAC grant could be used to present these findings nationally.

Communities of Practice

S. Kahn reported on the PUL Community of Practice addressing Integration and Application of Knowledge (see handout). This group has been developing a set of expectations and examples of assignments for the introductory and intermediate levels of this PUL. Bloom's Taxonomy served as a framework for the group's work on distinguishing between different levels of achievement of the PUL. A draft will be completed at the April 26 meeting of this group,and will be sent to representatives of each school for feedback.

B. Jones reported on the PUL Community of Practice related to Understanding Society and Culture (see handout). This group presented its findings at the 2005 Edward C. Moore Symposium. The group has identified four introductory and four intermediate expectations for students. Each of these is listed with examples of assignments on the handout.

IU General Education Proposal

Jones reported that the University Faculty Council (UFC) approved the release of the draft of the proposal for consideration. The April 4 draft will be distributed and the UFC will consider the new proposal at its September meeting. Jones will send the proposal to Banta for distribution to PRAC. Agbor-Baiyee asked what the implications of this new proposal will be for the PULs. Jones indicated that most campuses are in favor of a general education document that is principle-based, allowing campuses to determine more specific requirements. This has not been settled yet, but it is our hope that the document is not prescriptive.

PUL Update

A lengthy discussion about the PULs ensued. Jones reported that the Academic Affairs committee of Faculty Council reviewed and revised the proposed PUL document and forwarded it to the Executive Committee requesting that it be taken to the full Council in April. Members of the committee questioned the process by which the proposed document was developed and pulled the item from the agenda. PRAC members wondered what the next steps would be and by what process university documents are revised and presented to Faculty Council for action. Members asked: Who owns the PULs? Who decides when they should be revised? What is the process for suggesting changes to the PULs?

It was suggested that PRAC is viewed as less a faculty committee than an administrative one because it is not constituted by Faculty Council. Possibly, resistance to the PUL revisions was influenced by this perception. Many expressed disappointment in this interpretation and noted that the development of the current revisions to the PULs was started by faculty at the grassroots level who were interested in updating the PULs. Hamilton noted that her office, the Center on Integrating Learning, was specifically charged by Dean Plater with responsibility for the PULs.

The next PRAC **meeting** will be on Thursday, May 12, 2005 at 1:30 to 3:00 p.m. in UL1126.

The meeting adjourned at 3:00 p.m.

Analysis of
IUPUI Capstone Courses

Randi L. Stocker

Connie J. Rowles

Kathy E. Johnson

Capstone Learning Community

Capstone Learning Community

- Created 4 years ago
- Stimulate discussion about senior level Capstone experiences
- Prior Moore Symposium presentations
- Capstone Assessment Project
- PRAC grant

Capstone PRAC Grant

- What is the present status of Capstone courses at IUPUI?
  - Baseline assessment
- Compile inventory of IUPUI Capstone courses
- Content analysis of courses
  - based on syllabus content only

PRAC grant – early Fall, 2004

- Course faculty contacted
- Course faculty submitted course syllabi

PRAC Grant – late Fall, 2004

- Continue to recruit participation
- Coding of syllabi
- Two dimensions
  - Key principles of student experiences for Capstone courses at IUPUI
  - IUPUI Principles of Undergraduate Learning
- 84 Syllabi as of 1/05 (thank you!)

PRAC Grant Results: 84 courses analyzed
(22 capstone experiences without syllabi)

Horizontal bar chart showing number of courses by discipline, with "Analyzed" (black) and "No Syllabus" (purple) categories. X-axis from 0 to 30.

- Liberal Arts
- Science
- Engin/Tech
- Business
- Education
- Art
- Informatics
- Social Work
- PE
- Journalism

Legend:
- ■ Analyzed
- ■ No Syllabus
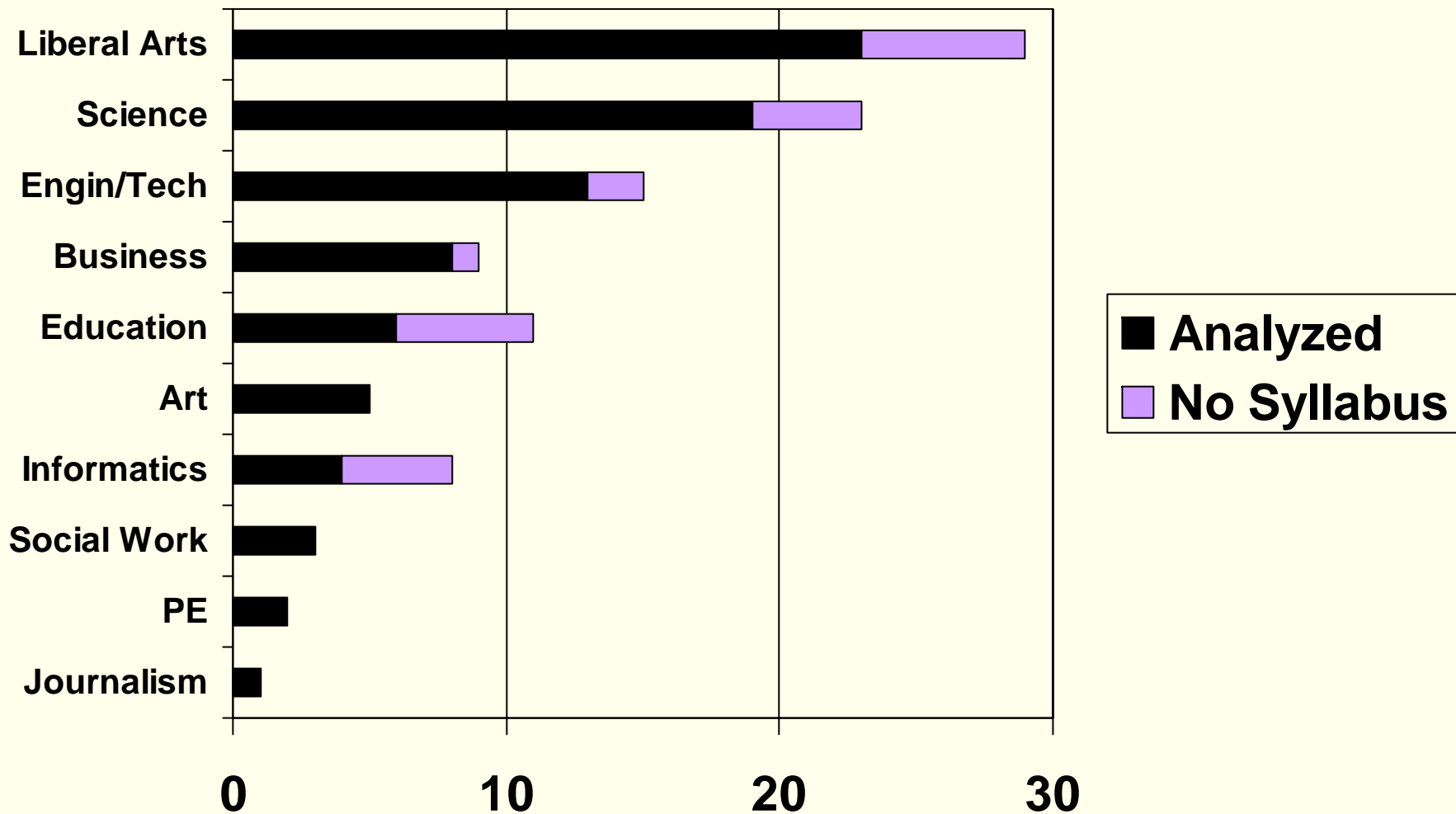
Types of Experiences
(based on title content analysis)

seminar   research   professional

(e.g., Laboratory, Independent Study, Design Project)

(e.g., internship, Practicum, student teaching)
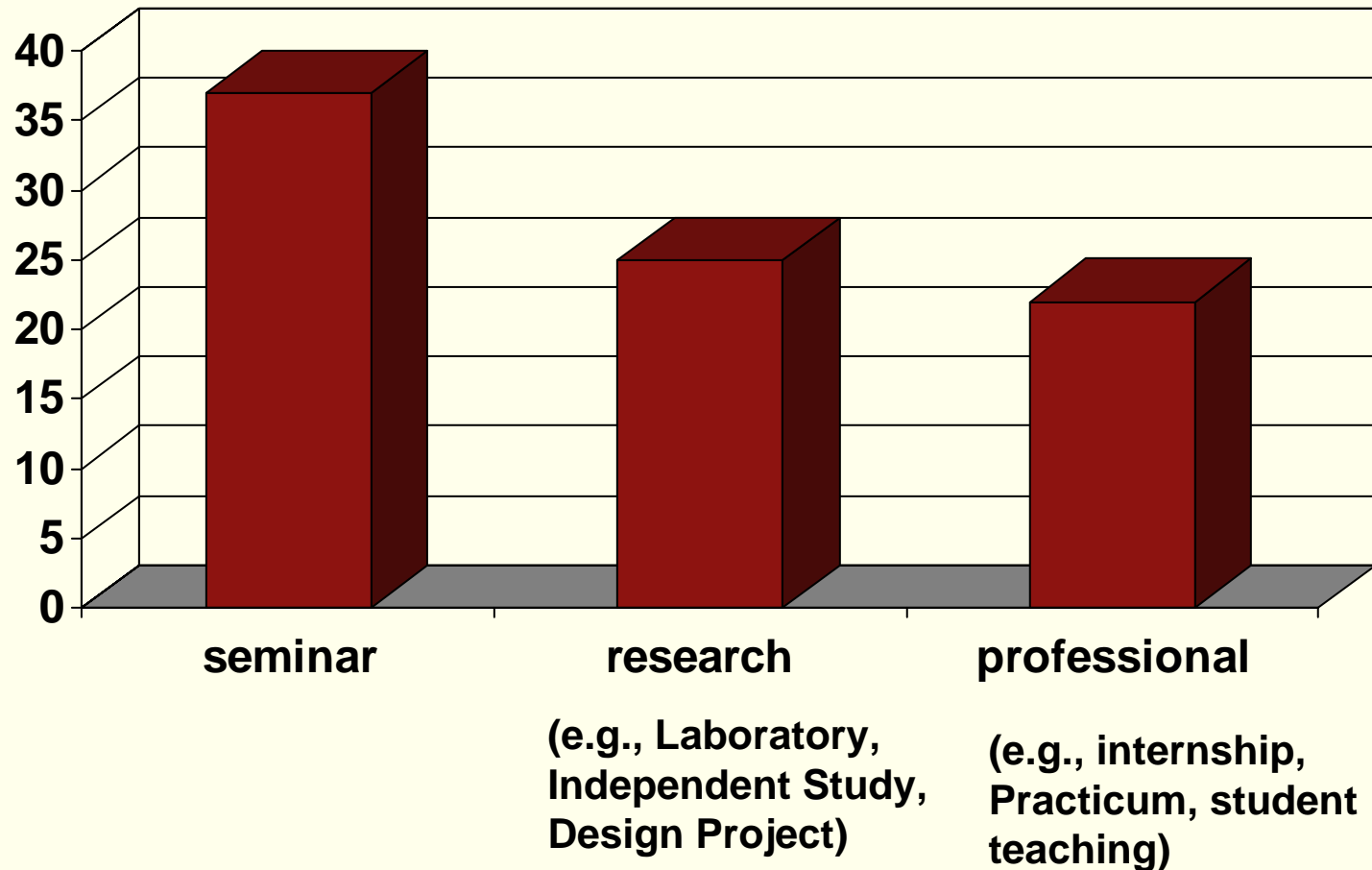
Key Principles of IUPUI Capstone Courses

1. PULs should be evident in Capstone course
2. Focus on synthesis and application
3. Culminating personal, academic, professional experience
4. Rationale based on needs of discipline
5. Need not be thought of as a single course
6. Near the end of the program of study
7. Required for graduation
8. Full time faculty
9. Student ownership and engagement central to course experiences

Key 1: Principles of Undergraduate Learning should be evident in capstone course syllabi
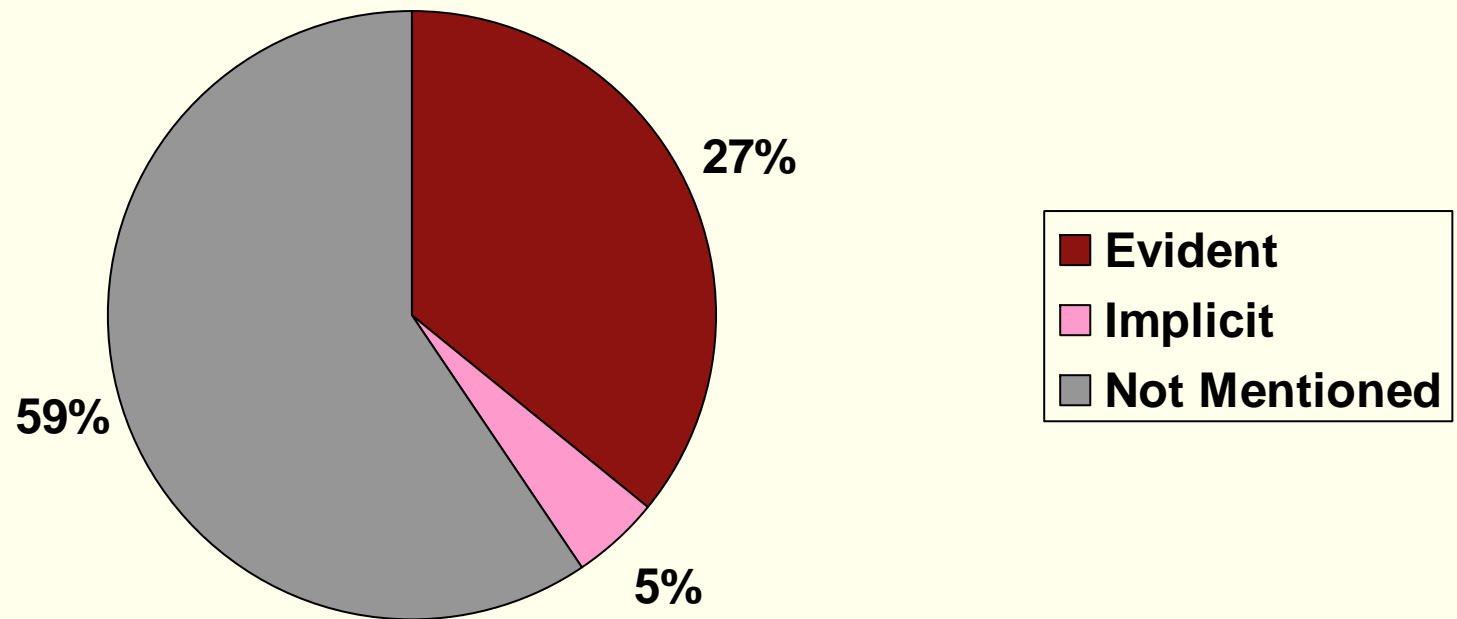
27%

5%

59%

Legend:
- ■ Evident
- ■ Implicit
- ■ Not Mentioned

Key 2: Focus on synthesis and application

31%

18%

51%

- ■ Evident
- □ Implicit
- ■ Not Mentioned

Key 3: Culminating personal, academic, professional experience

36%

54%

10%

Evident
Implicit
Not Mentioned
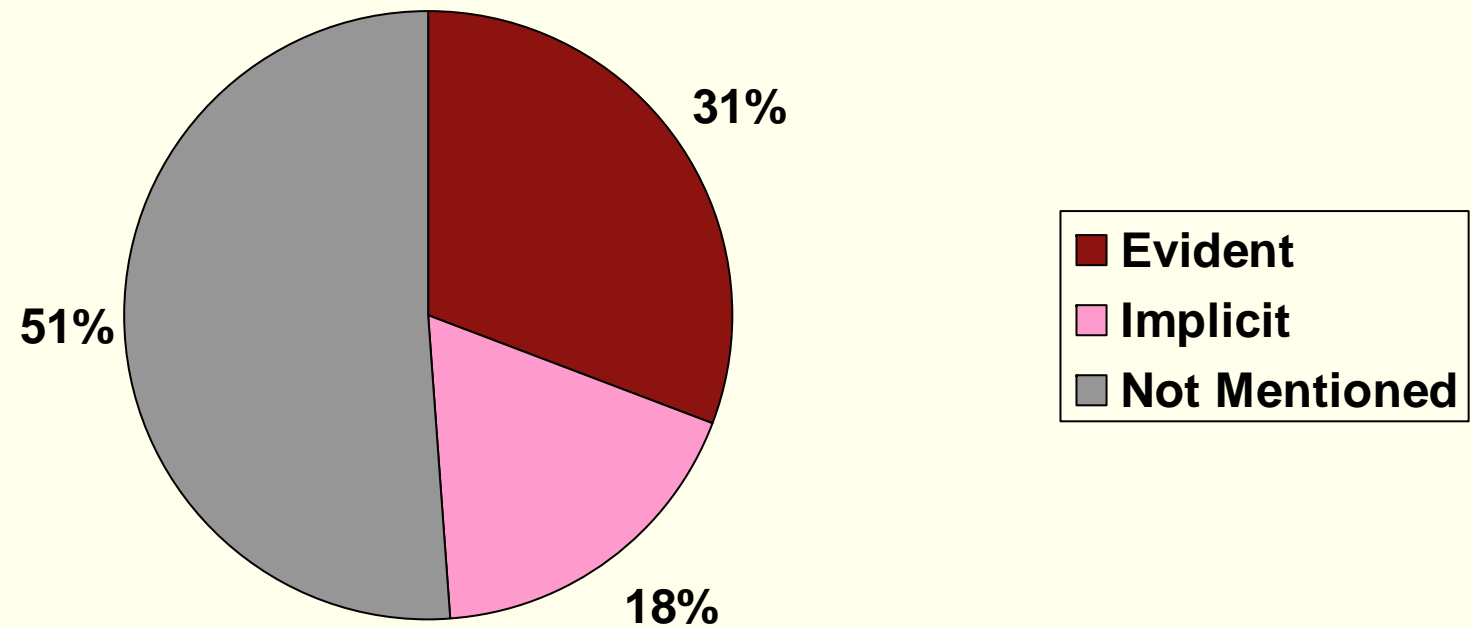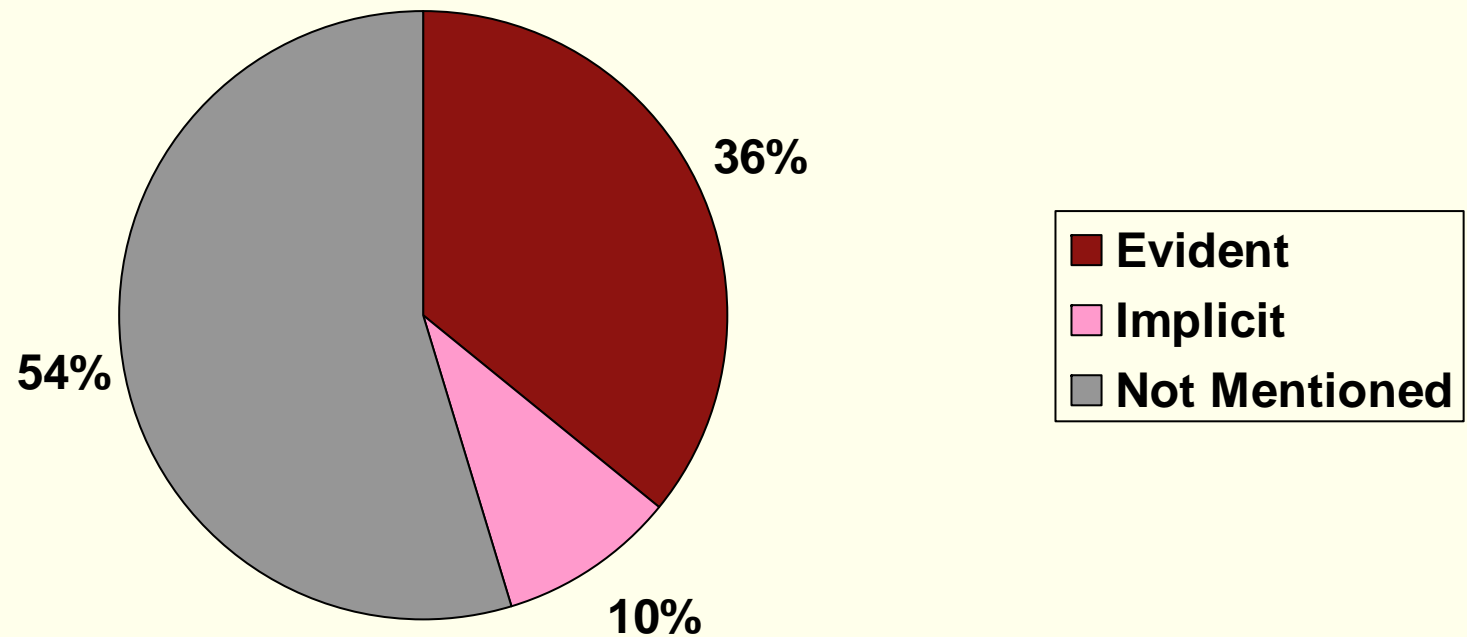
Key 4: Rationale based on needs of discipline
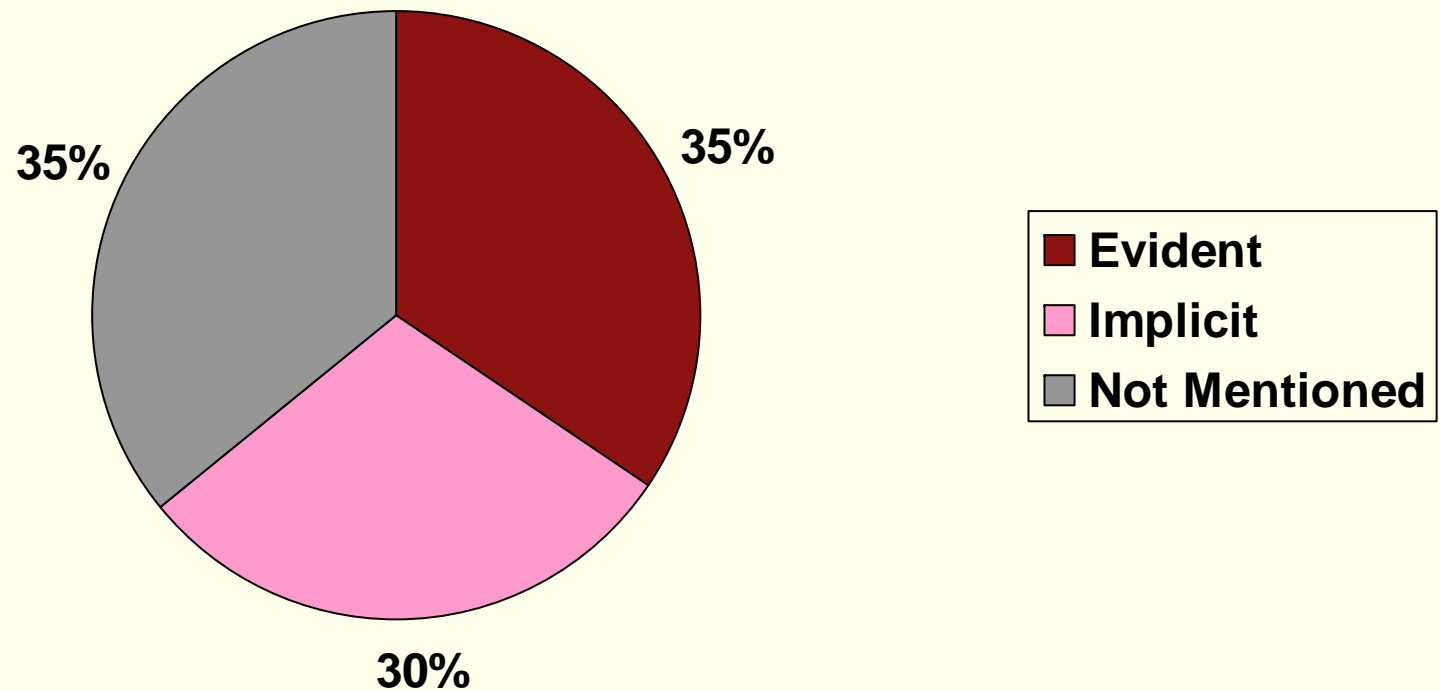
Key 5: Need not be thought of as a single course

Key 6: Near the end of the program of study

38%

1%

61%

- Evident
- Implicit
- Not Mentioned

Key 7: Required for graduation

17%

34%

49%

Evident
Implicit
Not Mentioned
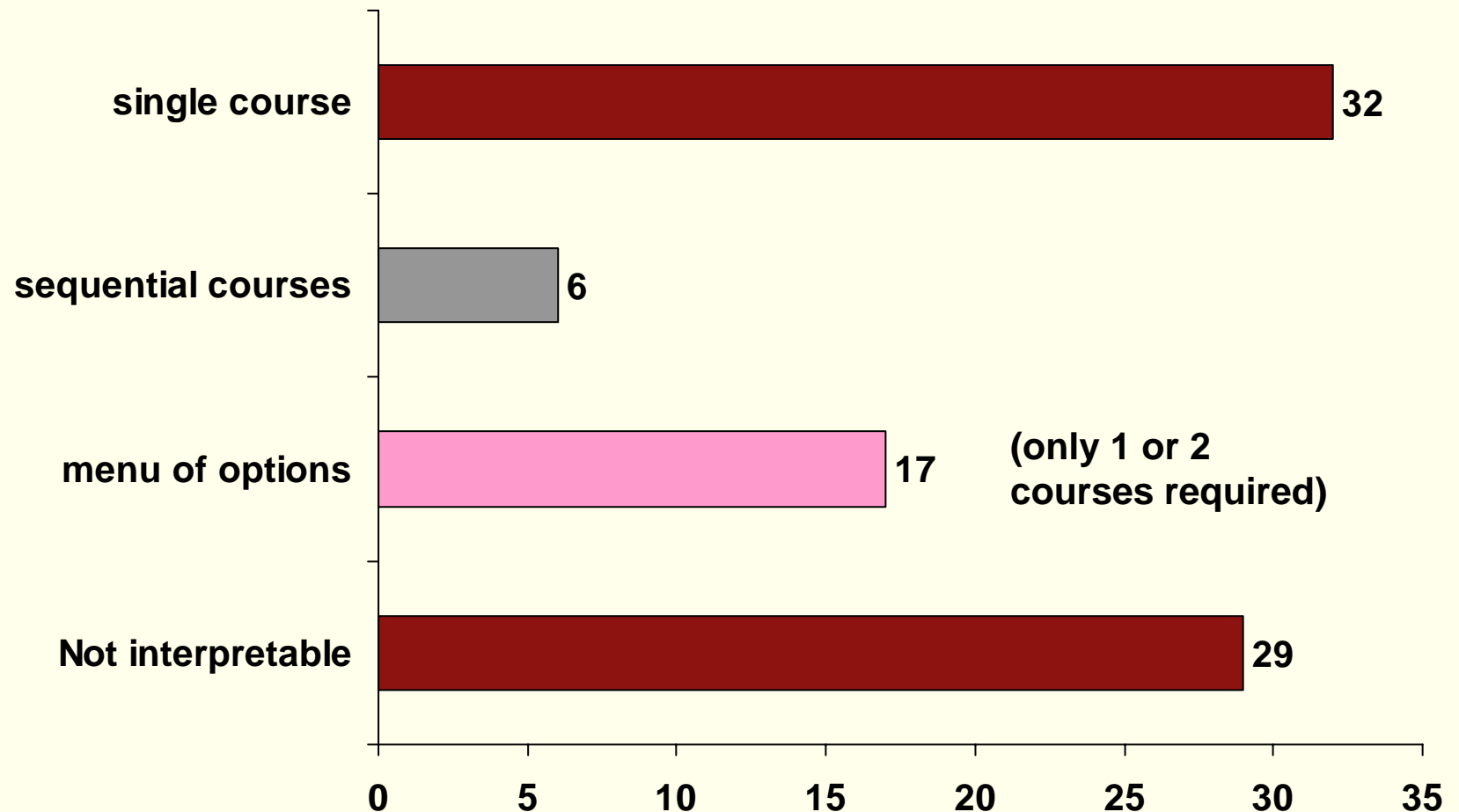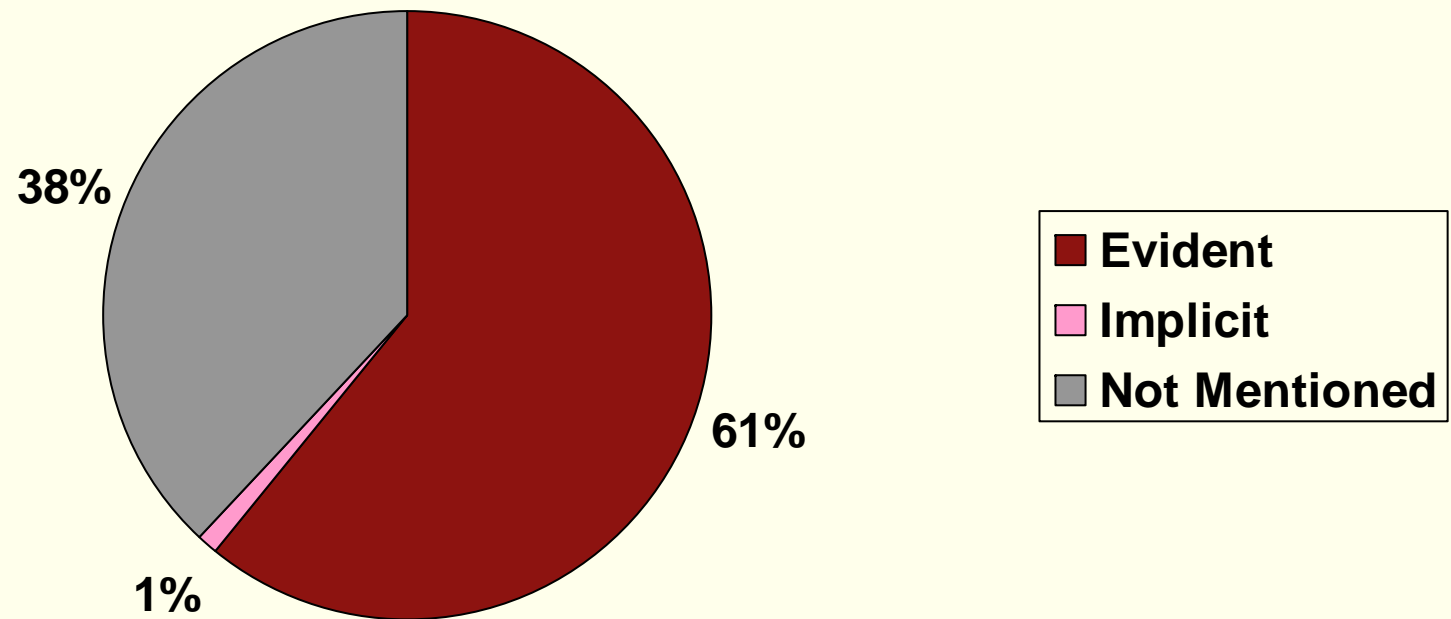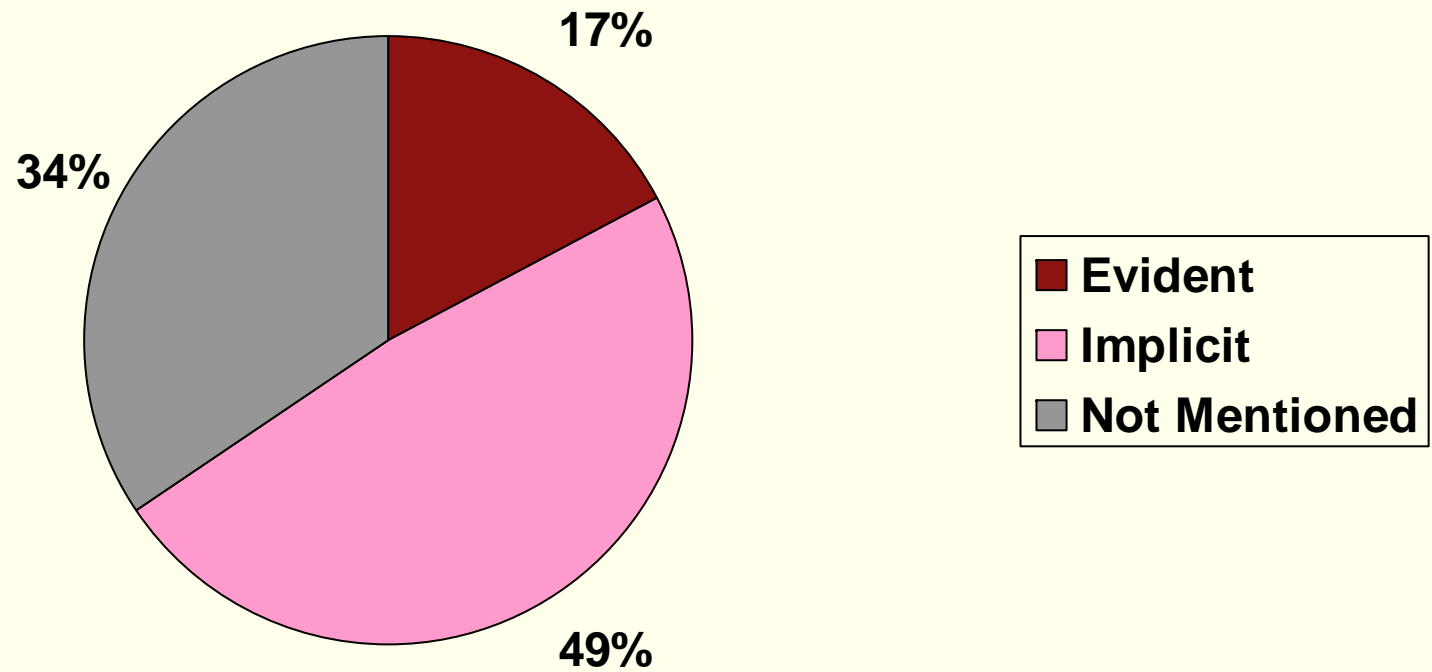
Key 8: Taught by full-time faculty
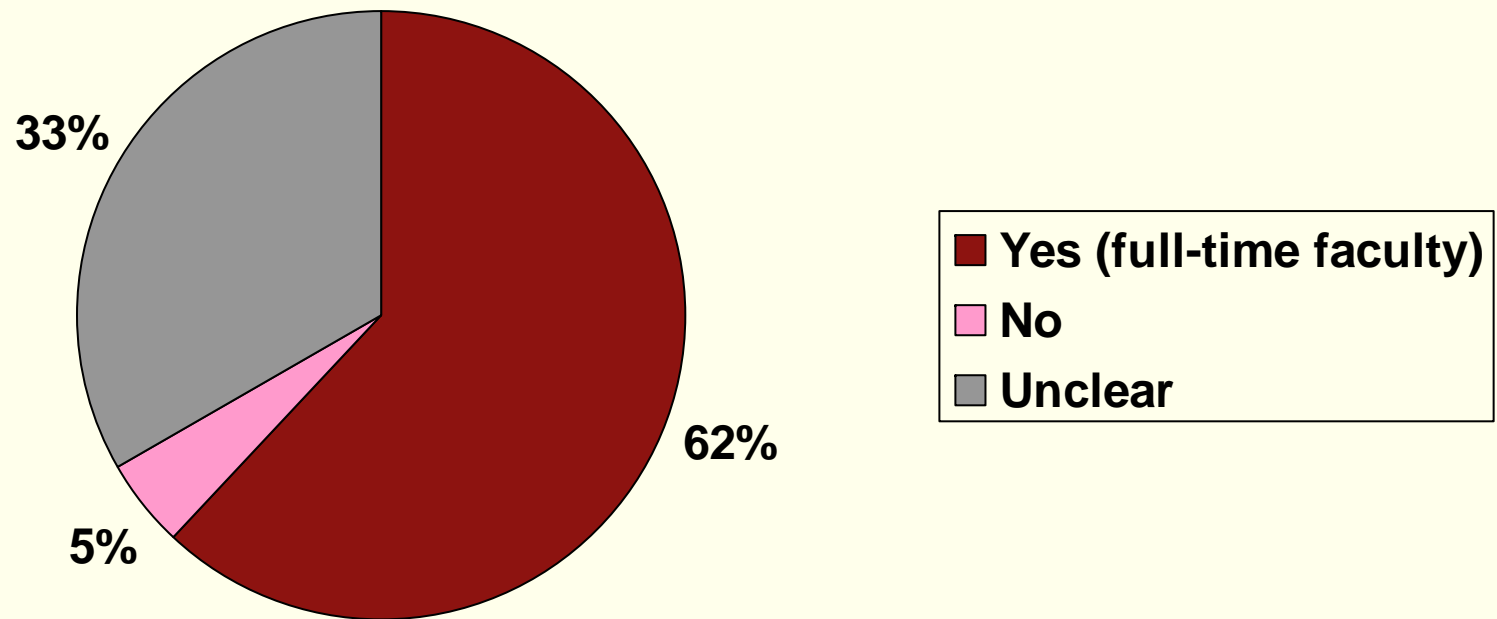
33%

5%

62%

- Yes (full-time faculty)
- No
- Unclear

Key 9: Student ownership and engagement central

29%

38%

33%

Legend:
- Evident
- Implicit
- Not Mentioned
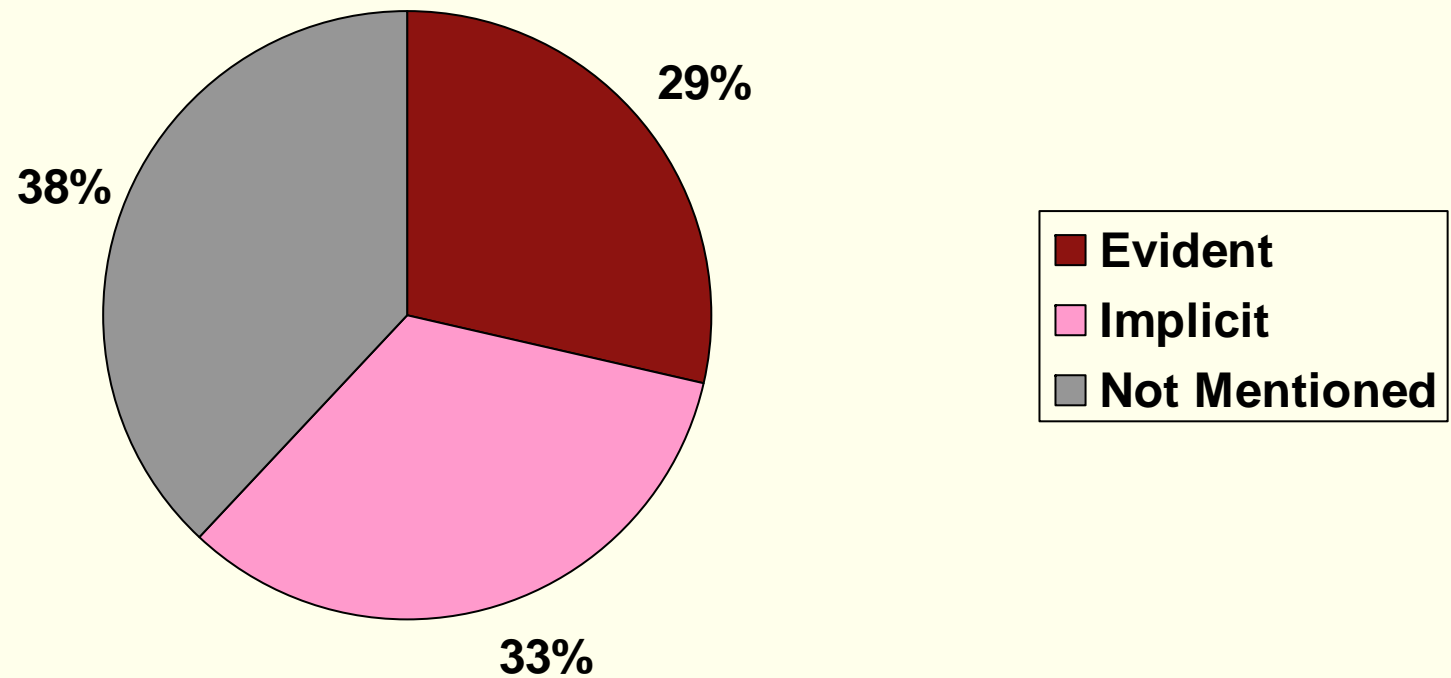
IUPUI Principles of Undergraduate Learning

- Core Communication and Quantitative Skills
- Critical Thinking
- Integration and Application of Knowledge
- Intellectual Depth, Breadth, and Adaptiveness
- Understanding Society and Culture
- Values and Ethics

PUL's Explicitly Mentioned in the Syllabus

| | 0% | 10% | 20% | 30% |

- Communication/Quantitative
- Critical Thinking
- Integration/Application
- Depth/Breadth/Adaptiveness
- Understand Society/Culture
- Values and Ethics
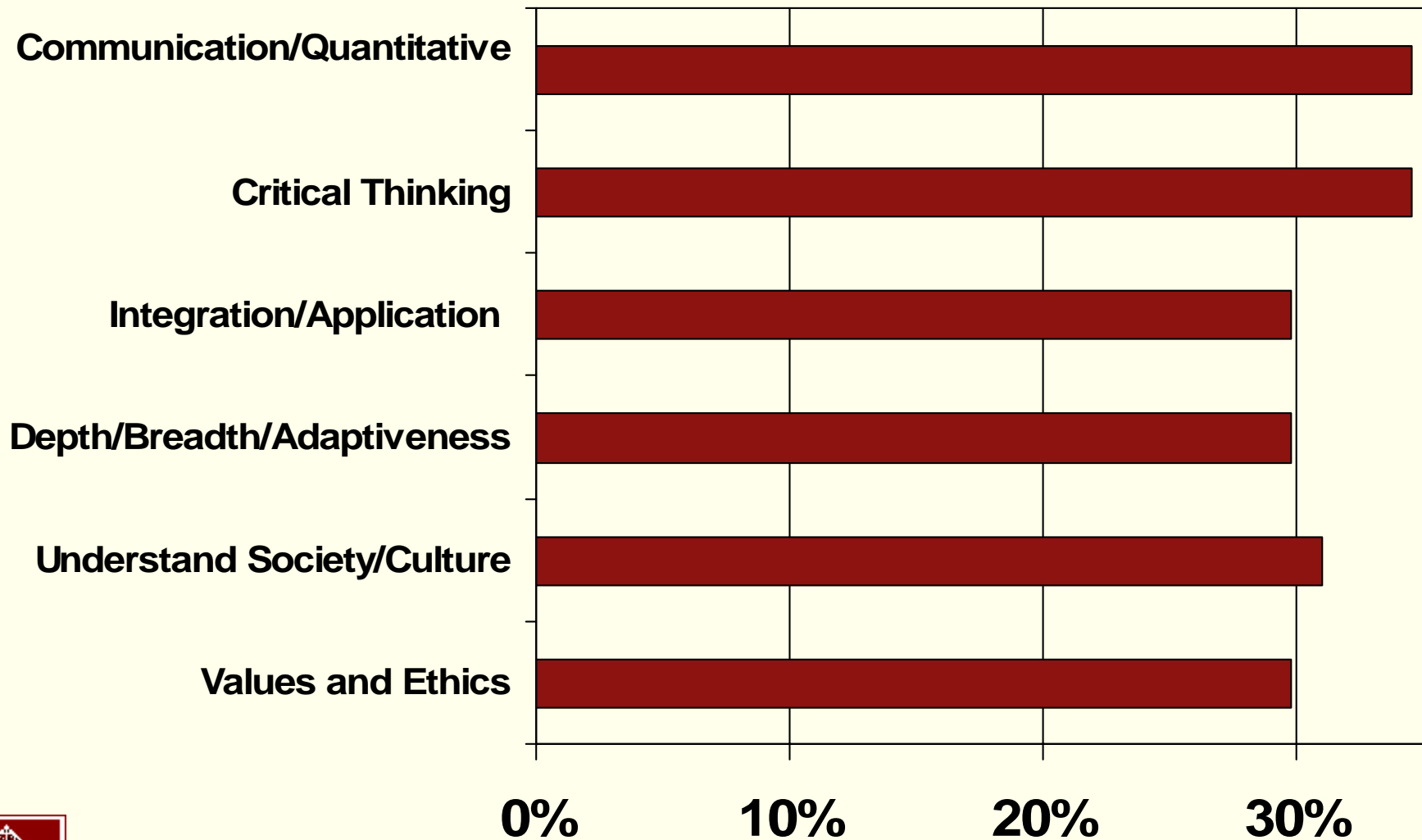
Significant Changes from the Proposal

- Capstone Faculty Learning Community was basically dissolved over the summer
- Kathy Johnson replaced Dolores Hoyt on the project team
- Unable to obtain most of the syllabi in digital format
- Did not end up requesting permission to post each of the syllabi to a public website
- Syllabi were extremely diverse—making the content analysis more difficult
- Project account has a positive balance: $1312.42
    - The project team did all the syllabus coding, saving much clerical labor.)

Expectation Rubric for PUL #3

Integration and Application of Knowledge

(as of 4/26/05)

<u>Introductory Level Expectations</u>

1.   You have recognized connections between knowledge or ideas or objectives in at

least two different courses or disciplines, as demonstrated in a paper, presentation,

or other formats.

<u>Possible assignments:</u>

- For a writing course, have students write a reflection on how

  courses from at least two disciplines address the same issue or

  concept.

- For a communications course, ask students to read an article from

  another field and summarize how the article describes

  communication principles. [Is "describe" what we mean here?]

- "Take a walk in my shoes": Have students role play professionals

  from other disciplines to better understand the differences among

  disciplinary perspectives (e.g., in a construction class, have

  students role play different professionals who would be involved in

  a job construction meeting).

- Assign art students to copy a cubist painting.   [Need to clarify

  how this relates to the expectation]

2.   You have recognized connections between course knowledge, ideas, or objectives

and your own personal experience and perspectives, as demonstrated in a paper,

presentation, or other formats.

Possible assignments:

- Ask students to identify and report observations of their

  neighborhood or workplace from a disciplinary perspective (e.g.,

  for an interior design course, have them describe their homes

  according to principles discussed in class).

- Assign students to attend a local play, exhibit, museum,

  community event, or trade show and to make connections to a

  course they are taking.

- In a freshman seminar course, ask students to identify student

  support services available on campus and describe how they could

  use the service.

3.   You have recognized how course knowledge, ideas, or objectives can be applied from one course to another course and to your own personal life, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- In a personal finance course, have students develop a budget and a budget narrative (combining learning from personal finance, math and writing courses).

- In a public speaking course, have students deliver an "impact speech" that describes an experience from another course that affected the student's life (combining public speaking concepts, concepts from another course, and personal life experiences).

- Ask students to apply historical principles to analyzing a painting, piece of music, or poem.

4. You recognize that your academic learning has relevance to activities in your personal, professional, and community life, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- Design a scavenger hunt asking students to look for course concepts in their personal experiences (e.g., in a nursing course, have students complete a scavenger hunt locating specific areas on a hospital nursing unit).

- Ask students to review a text from another course from a health care perspective.

- Incorporate service learning into a course and ask students to reflect on how course concepts were relevant to their experiences.

- Have students reflect on an experience such as job shopping.

<u>Intermediate Level Expectations</u>

1.   You have demonstrated connections between knowledge or ideas or objectives in at least two different courses or disciplines, as demonstrated in a paper, presentation, or other formats.

<u>Possible assignments:</u>

- Have interior design students consider the environmental or sociological impact of the spaces they create.

- Ask visual arts majors to create a new drawing using cubist principles.

- Assign students to use information from anatomy and physiology courses as it applies to the care of a patient.

- In an English course, have students apply concepts from a philosophy course to a piece of literature.

- Ask students to apply social or economic or historical concepts and trends to a course in another discipline.

- For a writing or a communication course, have students compare and contrast how two disciplines view the same issue (e.g., how social scientists or economists would view the growth of unions in the US).

2. You have demonstrated connections between course knowledge, ideas, or objectives and your own personal experience and perspectives, as demonstrated in a paper, presentation, or other formats.

Possible assignments:

- Ask students to analyze their neighborhoods or workplaces from a disciplinary perspective (e.g., for an interior design course, have students analyze the sustainability, historical styles, or color palettes of a building).

- Assign students to attend a local play, exhibit, museum, community event, or trade show and critique the event using concepts from another discipline.

- In a sophomore-level course, ask students to analyze data on student services and make recommendations for improvement.

3. You have applied knowledge, ideas, or objectives from one course to another and to your own personal life, as demonstrated in a paper, presentation or other formats.

Possible assignments:

- Ask students to create a presentation in which they analyze how concepts from another course apply to an issue in their own lives.

- Have students design a home improvement project, using knowledge from math and construction classes.

- Ask students to apply human behavior principles from a social science course to an architectural design.

4. You recognize that your academic learning has relevance to activities in your personal, professional, and community life, as demonstrated in a paper presentation, or other formats.

Possible assignments:

- Ask students to use information/principles learned in courses to develop a product, program, or activity that addresses a community issue (e.g., as part of a service learning activity).

- Have students interview, observe, or analyze someone who has a job/position that they are interested in. Ask them to use concepts from courses in their major to construct the interview questions, observation protocol, and/or written report.

- Assign students to assess a person, organization, or group using concepts/principles from a psychology, anthropology, or sociology course.

- Have students apply peer review skills learned in the classroom to a professional setting.

Expectations for graduation level for our notes and help

Expectation 1
- visual arts major – create own style of painting and explain it within the context of the historic and society's view of painting
- use anatomy and physiology in the care of multiple or complex patients

Expectation 2
- develop their own survey instrument and present recommendations

Expectation 4
- evaluate community service projects for effectiveness or cost effectiveness…or the project looks at more complex/

-
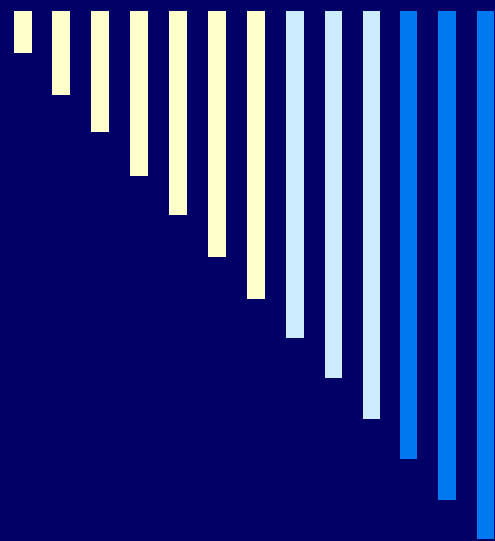
PUL 5 UNDERSTANDING DIVERSE SOCIETIES AND CULTURES

2005 E. C. Moore Symposium

Community of Practice
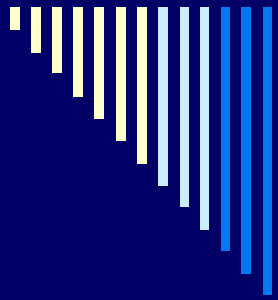
IUPUI Community of Practice –
Understanding Diverse Societies and Cultures

PRESENTERS

Lisa Angermeier	Dept of Physical Education
Suzanne DeBall	Dept of Oral Facial Development
Gina Sanchez Gibau	Dept of Anthropology
Hilary Kahn	Office of International Affairs
Daphene Cyr Koch	Dept of Construction Technology
Betty Jones	Dept of Physical Education
Stephen Jones	Center for Service and Learning
E. Angeles Martinez Mier	Dept of Preventive & Community Dentistry
Jack Price	Dept of Communication Studies
Jeremy Shellhorn	Dept of Visual Communication Design
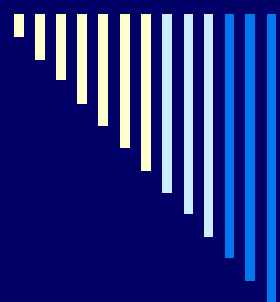
IUPUI
Principles of Undergraduate Learning (PUL's)
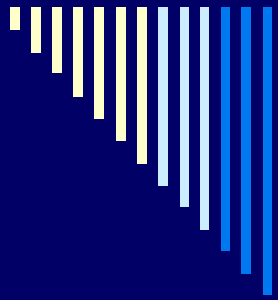
1. Core Communication and Quantitative Skills
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Depth, Breadth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics
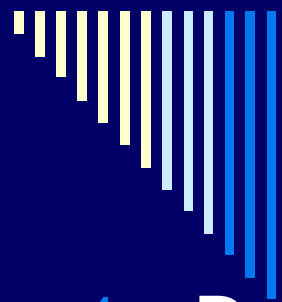
Agenda
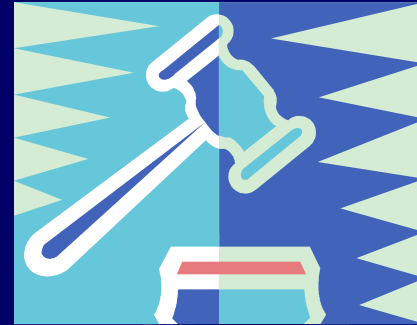
1. Definitions
   - Community of Practice, Society and Culture
2. Explain Introductory Expectations and sample assignments
3. Explain Intermediate Expectations and sample assignments
4. Summary including Questions and Comments

Your Definition
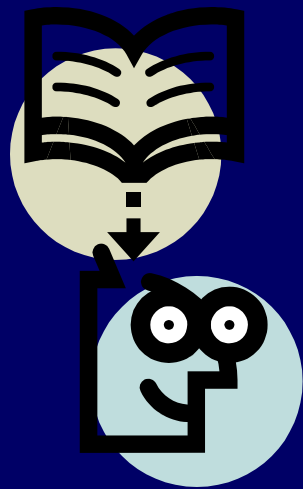
- To get in the mind set of our presentation…
- We would like you to take a minute to write down your definitions of
    - Society
    - Culture
- We will collect these to add to the community's definition

Definitions

- Communities of Practice
  - a cross-disciplinary community engaged in an active, collaborative curriculum focused on enhancing and assessing undergraduate learning with frequent activities that promote learning, development, scholarship of teaching, and community
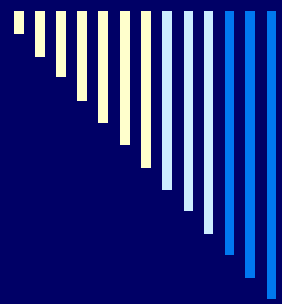
Definitions

☐ Society

- relationships among the people / groups sharing beliefs

- an organized group working together or periodically meeting because of common interests, beliefs, or profession
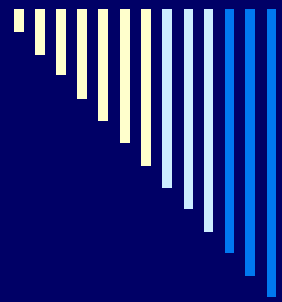
Definitions

- Culture
  - the beliefs, values and norms
  - the set of shared attitudes, values, goals, material items and practices that characterizes a group
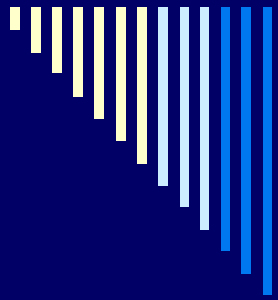
Introductory level expectations and sample assignments
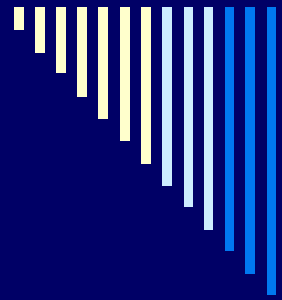
Introductory Expectations

1. You have identified and explored some aspects of the range of diversity and universality in human history, society, and culture.
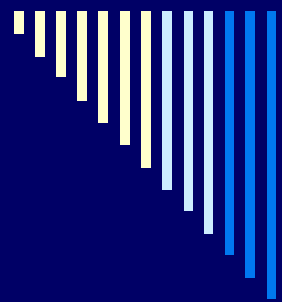
Example Intro 1

- T205 Introduction to Oral Interpretation

- The 4th performance (3 -5 minutes) will be the presentation of poetry.

- Select a poem, or poems, written by someone whose cultural background is different than you own.

- Analyze the poem/s; include thoughts about the cultural differences and influences present in the piece.
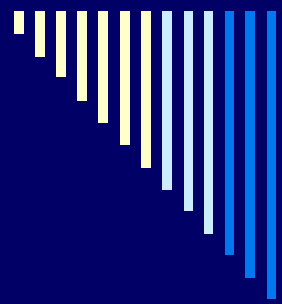
Introductory Expectations

2. You have recognized some aspects of interconnectedness between local and global concerns.

Example Intro 2

☐ F258 Marriage and Family

The students describe themselves in terms of their culture.

Introductory Expectations

3. You have experienced working towards a shared goal with mutual respect within a safe environment at the university.
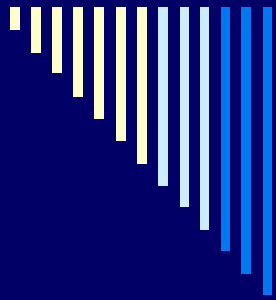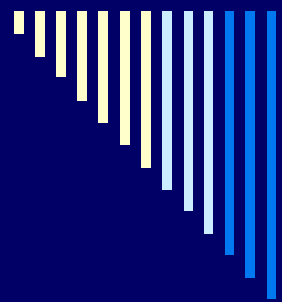
Example Intro 3

□ CNT105 Introduction to Construction Technology

As a group, students from different majors do a role play to act like people within the real world.

Introductory Expectations

4. You have interacted, in person, in literature or film, or through academic reading, with people and ideas in a culture different from yours.
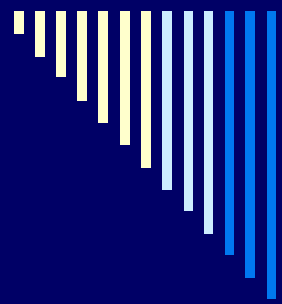
Example Intro 4

- A104: Introduction to Cultural Anthropology

- Simulating the experience of interacting with other cultures through "anthropology-in-action" essay projects. E.g., the Ethnographic Interview essay: interviewing someone from a different cultural background
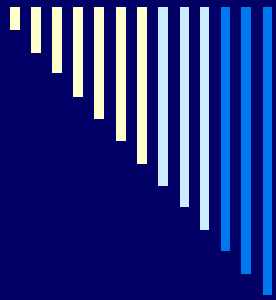
Explain Intermediate Expectations and Sample Assignments

Intermediate Expectations

1. You have investigated in-depth an area of diversity or universality in the human experience.

Example Intermediate 1

- ☐ EDUC M322 - Diversity/Reaching Adolescent
  - 1st "block" for IUPUI Teacher Education students
  - Combines Diversity Education, Intro to Special Education, Educational Psychology
  - Field Placement at IPS George Washington Community School (urban, just west of campus)
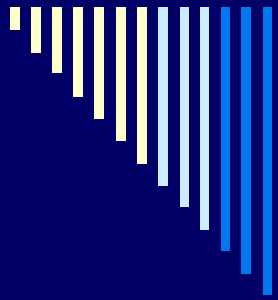 - Topic for Symposium: **A**sset **B**ased **C**ommunity Assessment (ABC)
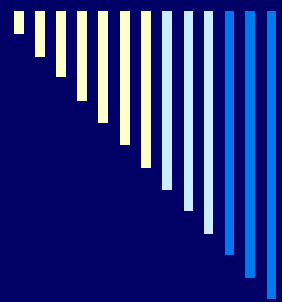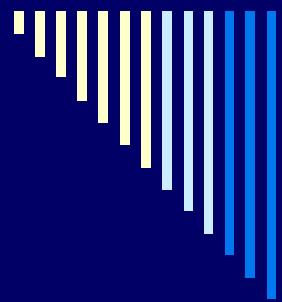
Example Intermediate 1

EDUC M322 (continued)

- driving ("windshield") survey within the school boundaries
  - write a reflection paper on survey, demographics
- in-depth analysis and presentation on a specific topic about the community in groups of 3-6
  - e.g., health care, economy, transportation, city services, history
- observation/analysis of one student who is marginalized or disadvantaged in the classroom
  - e.g. language, SES, learning disability
  - prepare a reflective paper identifying ways to promote inclusion and success of this student

Intermediate Expectations

2. You have analyzed and understood the correlation between community affairs and globalization.
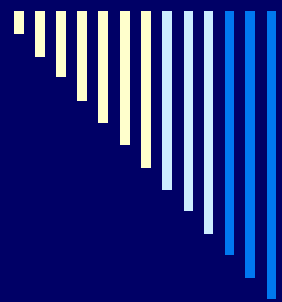
Example Intermediate 2

- T840/E292 Enhancing Health Care to Diverse Communities
- Students learn about
  - established models in cross cultural health care
  - traditional health beliefs in the Hispanic community
  - working effectively with interpreters
  - the latest data on disparities in health and how to eliminate them.
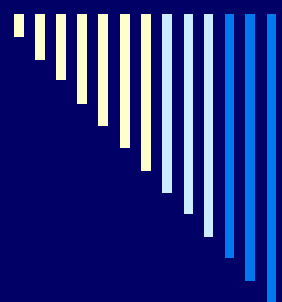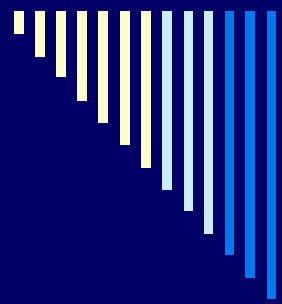
Example Intermediate 2
T840/E292 (continued)

- to integrate a global view of health, students participate in a one-week international service-learning experience providing health services in a developing Spanish-speaking country that allows them.

- to put this practical knowledge to use, students visit community-based organizations and provide direct health care in sites that serve a large Hispanic population

Intermediate Expectations

3.   You have learned to appreciate and practice civility within an academic context

Example Intermediate 3

- A202, Visual Communication Design II
  - Students reported on articles from the NY Times throughout the semester
  - Based on these "current event briefs" students
    - identified an issue about which they could communicate both advocacy and dissent viewpoints
    - researched the issue and determined multiple "sides" of the story.
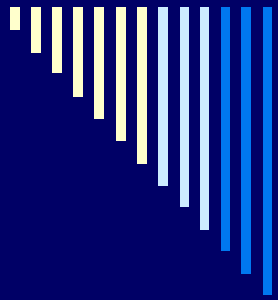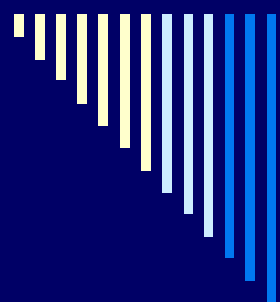
Example Intermediate 3
A202, Visual Communication Design II   (cont.)

- **Students**
  - Identified specific messages they would communicate
  - Identified specific audiences these messages would target
  - prototyped and tested posters in their intended context
  - evaluated visual and message impact

Intermediate Expectations

4. You have engaged in Intercultural Communication (Face to face, through technology, performance, etc.) on a level that shows appreciation and knowledge of diverse societies and cultures.

Example Intermediate 4

- A104: Introduction to Cultural Anthropology
- Cultural Immersion Essay:
  - make at least 2 visits to a place or event where you would be in the cultural minority
  - reflect upon your attempts to gain a sense of how it feels to "walk in another's shoes"
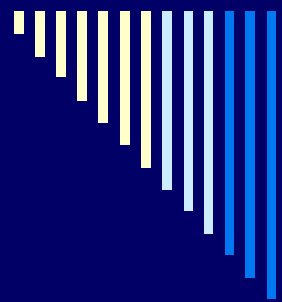
Example Intermediate 4. Service Learning

☐ Service learning is a course-based, credit-bearing educational experience in which students

- participate in an organized service activity that meets identified community needs, and

- reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (Bringle and Hatcher, 1995)
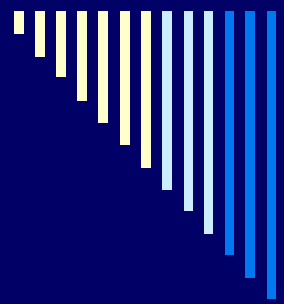
Service-learning assignments help meet A104-Society and Culture expectations

- ☐ Students, either individually or in a group, work with members of a minority community.

- ☐ Service is discipline appropriate.

- ☐ Students go through an orientation at the community service site prior to the service learning experience

- ☐ Students take a pre-test that solicits attitudes and preconceptions about ethnic minorities

Service-learning helps meet A104-Society and Culture expectations

- identify cultural and social differences between themselves and the population served in reflection papers
- 4 expectations
  - use the issue central to the service activity, e.g., poverty, homelessness, illiteracy, as a basis for comparative research
  - identify potential "solutions" to the issue being studied
  - connect community experience to literature, art, music, academic literature reflective of the target community
  - complete post-test survey near end of semester to measure change in attitudes/conceptions
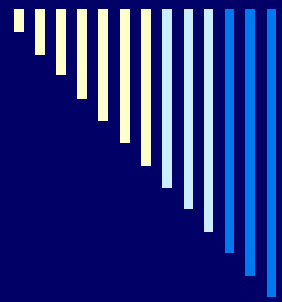
PUL 5 Summary
Introductory Expectations

1. You have identified and explored some aspects of the range of diversity and universality in human history, society, and culture.
2. You have recognized some aspects of interconnectedness of local and global concerns.
3. You have experienced working towards a shared goal with mutual respect within a safe environment at the university.
4. You have interacted, in person, in literature or film, or through academic reading, with people and ideas in a culture different from yours
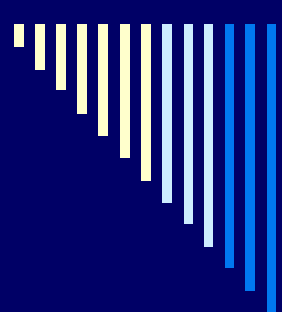
PUL 5 Summary
Intermediate Expectations

1. You have investigated in depth an area of diversity or universality in the human experience
2. You have analyzed and understood the correlation between community affairs and globalization
3. You have learned to appreciate and practice civility within an academic context
4. You have engaged in intercultural communication (face to face, through technology, performance, etc.) on a level that shows appreciation and knowledge of diverse societies and cultures
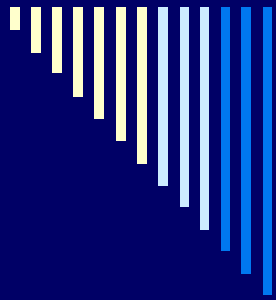
Questions or comments?
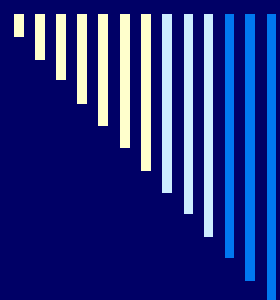
Contact Sheet

Daphene Cyr Koch   dcyr@iupui.edu
E. Angeles Martinez Mier   esmartin@iupui.edu
Lisa Angermeier   langerme@iupui.edu
Jeremy Shellhorn   jeshellh@iupui.edu
Suzanne DeBall   sdeball@iupui.edu
Jack Price   joprice@iupui.edu
Gina Sanchez Gibau   gsanchez@iupui.edu
Stephen Jones   jonessg@iupui.edu
Hilary Kahn   hkahn@iupui.edu
Betty Jones   betjones@iupui.edu

Program Review and Assessment Committee

Thursday, May 12, 2005
University Library, UL 1126
1:30 – 3:00 p.m.
Joyce MacKinnon, Chair
Martel Plummer, Vice Chair

AGENDA –

MINUTES –

Members Present: D. Appleby, K. Baird, S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, J. Chen, M. Clippinger, W. Crabtree, C. Dobbs, J. Everly, A. Gavrin, M. Hansen, L. Houser, K. Janke, E. Jones, S. Kahn, C. McDaniel, M. Meadows, K. Morrow, H. Mzumara, M. Plummer, I. Ritchie,
E. Udry, R. Vertner, and N. Young

Minutes of the April 14, 2005 meeting were approved.

Two new PRAC members were introduced. Mike Clippinger is one of three new representatives from IVY Tech Community College. Craig McDaniel is Herron School of Art and Design's new representative.

Discussion of General Education: Betty Jones reported that the draft document outlining plans for general education on all IU campuses was presented to the University Faculty Council in April, but no action was taken. This item should be near the top of the agenda for fall. The document is a proposed umbrella policy designed to fulfill IU President Adam Herbert's charge to develop one consistent policy on general education for the entire system. . Currently there are strong contingents both for a principled curriculum and for a course distribution curriculum. Comments will be accepted in the fall. It is a "consensus in progress." The draft policy is available at http://www.indiana.edu/~ufc/docs/AY05/Circulars/U14-2005.html.

Program Review Report: Betty Jones provided an update on the program review of the Department of Physical Education conducted in 1997-98. Overall the process was helpful in pulling everyone in the department together for some common discussion and assessment. In developing the self study, they followed the outline provided in the *Guidelines for Academic Program Review*. Many of the external review team's recommendations have been addressed, such as:

- closer articulation with other programs
- change in title of the school
- establishment of unit directors to assist the chair
- Website development
- updated learning community
- updated weight room
- revision of teacher education curriculum
- athletic training program dropped
- improved scheduling

A community advisory board was suggested, but is not yet implemented despite the large growth of programs in the newly-named School of Physical Education and Tourism Management.

Sub-committee on Program Review Report: Donna Boland reported that her committee has met twice to discuss the suggestion of offering the opportunity for a different type of campus program review. This was suggested earlier this year for programs that have had very strong reviews in the past. The sub-committee did not support the idea for a number of reasons:

- programs wouldn't be able to show continuous quality improvement
- loss of continuity
- loss of connectedness with general education and program outcomes
- lack of periodic review of strengths of programs

However, the committee did recognize the need to look at how to make the review process more flexible. They plan to review the current guidelines, the cycling of reviews in relation to external accreditation reviews, and the concept of continuous quality improvement review versus full-blown reviews. They are preparing suggestions to bring to PRAC at the end of next fall.

NSSE (National Survey of Student Engagement) School Reports: Donna Boland reported for the **School of Nursing** and their use of the NSSE results. The results usually arrive in March. She reviews the information in relation to other assessment feedback obtained by the school. Usually the NSSE information supports other data. This helps faculty members understand where students are coming from. She can pull out information to use in developing rubrics related to program outcomes, and make comparisons with other data.   Donna then prepares a summary report for the faculty which facilitates discussion. She has identified the need to break out school-specific data in a way that allows comparison between freshman and senior years.

Ingrid Ritchey reported for the **School of Public and Environmental Affairs'** use of NSSE data. SPEA has found that NSSE provides helpful information and supports the feedback they receive from alumni surveys. It serves as another tool to back up information from other sources when talking to the faculty. Ingrid shared the school's primary concerns, most of which relate to student advising, student academic misconduct, and students on academic probation.

SPEA initiated a formal orientation in the fall for new students, but the turnout was poor. Now they plan to start requiring students to attend it. This is one way in which the school can begin to build a culture of responsibility. In addition, SPEA plans to involve the faculty more in student advising --- providing career advice, and talking to students about how courses build on each other and their relevance to the major. The question was raised about whether the increase in the school's reputation nationally (usually based on faculty research) might have negatively affected the ability of faculty to mentor students. Ingrid did not think the two were related.

Assessing Civic Engagement: Trudy Banta recently met with the faculty Civic Participation Learning Community where she provided information on assessing civic engagement. An article for a recent edition of *Assessment Update* came from her presentation (see handout). Trudy encouraged schools to begin to use the Civic Engagement Inventory again to document their activities, www.imir.iupui.edu/ceinv.

Susan Kahn reported that IUPUI is one of about a dozen universities reviewing the new Carnegie Classification component for civic engagement and for public scholars.

Respectfully submitted,

Martel Plummer, Recorder

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
I. Organizational Structure	*Change name of School/Department:* School name no longer represents its constituent departments; the names no longer reflects the scientific basis of the current PE curriculum	Medium	Faculty Organization	Informal discussions; no current plans for serious consideration	
I. Organizational Structure	*Assess workload of Dean and Chair:* establish unit coordinators to assist the Chair in administration of programs	High	Administration	Plans for discussion in Fall of 99/00	
I. Organizational Structure	*Assess workload of Dean and Chair:* clearly outline staff assignments	N/A		Issue was deemed a school matter and thus tabled	
I. Organizational Structure	*Assess workload of Dean and Chair:* review Dean's responsibilities for supervising interns and Camp Brosius	High			
I. Organizational Structure	*Articulate with other programs:* need closer and more clearly defined articulation with other campus programs (especially education)	High	Chair and Teacher Education Liaison (Ed Schilling)	Ongoing, particularly in lieu of revision in teacher education curriculum	
I. Organizational Structure	*Coordinate program offerings and collaborative research with other schools/departments:* need more formal and intensive approach to coordinating program offerings and collaborative research	High	All Faculty, Chair, and Dean	Ongoing; research collaboration has continued to grow; faculty are involved with University College and other programs	
I. Organizational Structure	*Continue assessment efforts:* add exit interviews of students and improve tracking of alumni in all programs	High	Supervisor of Capstone course; Chair Development and Alumni Association	School currently is conducting student interviews after Capstone experience; is taking steps to improve efforts with IMIR	
I. Organizational Structure	*Continue assessment efforts:* create a Student Advisory Board	Low	Chair and Faculty		
I. Organizational Structure	*Improve marketing strategies:* work with web master for dissemination of information through internet	Medium to High	Chair and Program Directors	School Web page has been developed and being reviewed by faculty	
I. Organizational Structure	*Improve marketing strategies:* foster faculty input regarding public relations	Medium	Dean, Chair, all faculty	Faculty are currently involved in the review of new school website	

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
I. Organizational Structure	*Improve marketing strategies:* use year end funds to develop promotional materials	High	Chair and Program Directors	Informational pamphlets are being used and are to be updated	
I. Organizational Structure	*Improve marketing strategies:* develop links with campus Communications Office	Medium	Chair	Contact has already been made by Chair	
I. Organizational Structure	*Formulate an advisory board for the school:*	High	Dean	This is a school issue and is currently being worked on by the Dean	
II. Program Quality & Student Learning	*Add additional full-time faculty:* To enhance the quality of the present curriculum, additional full-time faculty should be added to the present faculty. Furthermore, as the curriculum is expanded and the demands expand accordingly the need for additional faculty will become even more pronounced.	High	Dean, Chair, Search Committee		
II. Program Quality & Student Learning	*Examine proposed Associates and Masters degree programs:* The Department of Physical Education has proposed that 2 additional programs be added to its program (I.e., a Masters and Associates degrees). These proposals need to be examined in more detail in terms of logistics.	High	Curriculum Council, Graduate Committee, Dept. Chair, Dean		
II. Program Quality & Student Learning	*Examine proposed Associates and Masters degree programs:* The Department of Physical Education has proposed that 2 additional programs be added to its program (I.e., a Masters and Associates degrees). These proposals need to be examined in more detail in terms of logistics.	High	Curriculum Council, Graduate Committee, Dept. Chair, Dean		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
II. Program Quality & Student Learning	*Examine curriculum relative to effective proper sequencing of classes:* The sequence in which students take courses has been identified as a positive influence on student performance and understanding of course concepts. The students have been taking courses out of sequence more frequently in recent years. We should examine ways in which this trend can be minimized.	High	Curriculum Council, Dept. Chair	Dept. Chair will bring ideas to 1st faculty meeting in Fall 1999	
II. Program Quality & Student Learning	*Reexamine curriculum relative to its relevance in light of the ever-changing field of physical education:* Specifically, (a) the Teacher Education curriculum should be evaluated relative to the new Indiana Professional Standards Board standards and mandates. (b) the Camp Brosius experience should be evaluated regarding whether it is meeting its intended objectives.	High	Curriculum Council, Grad. Committee	a. Ongoing efforts are underway to align our curriculum with the new Teacher Education standards	
II. Program Quality & Student Learning	*Actively pursue collegiality:* The tradition of collegiality between faculty and students and among faculty members has been recognized as a strength in our school. The tradition should be continued.	Medium	All Faculty	Ongoing (e.g., informal gatherings among those associated with the department are encouraged).	
III. Facilities	*Establish central equipment inventory.* A more centralized equipment storage space should be established. While an inventory system for capitalized equipment does exist at the school level, the Department of Physical Education needs to better inventory and store smaller equipment.	Medium	Chair		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
III. Facilities	*Improve communication with other building occupants.* With the expansion of Intercollegiate Athletics to Division I, and expanded marketing of the Natatorium and Track and Field Stadium, there are increasing demands on the facility. While there are established priorities regarding scheduling priorities, there are inherent conflicts, and steps should be taken to minimize disruption to the academic program.	High	All	The Dean, Chair of Physical Education, and Director of Recreational Sports now serve on a sports facilities task force. A unified calendar is being developed.	
III. Facilities	*Examine the relationship with NIFS.* The National Institute for Fitness and Sport has facilities and equipment far superior to those in the Department of Physical Education. Although we have continually used NIFS for a class in exercise physiology, additional access has been limited for physical education. There has, however, been an increased presence of the School of Medicine. The University Administration should examine the role and the function of NIFS in relation to student and faculty research and expanded use of those facilities for teaching areas.	High	Dean	We have reached agreement in principle with NIFS to have limited reciprocal research appointees.	

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
III. Facilities	*Improve the quality of fitness equipment and instrumentation.* The weight training facilities available to physical education majors is grossly inadequate, being described by one student as inferior to what was available in his/her own home. While equipment for bio-mechanics was evaluated by the committee as adequate, the equipment available for exercise science is substantially below National Standards. The annual equipment budget for the department is $5,000 and there has been a heavy reliance on year-end funds to purchase equipment. The equipment budget needs to be increased substantially.	High	Chair, Director of Recreational Sports		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
III. Facilities	*Gain approval of ropes-challenge course.* Three years ago the School of Physical Education developed plans to develop a ropes-challenge course on an underutilized softball field east of the Track and Field Stadium. The ropes course would have multiple use including major courses, elective courses, intramural and recreational sports, K-12 groups, Conference Center users, and community groups or vendors to White River State Park. A similar ropes course was built at Butler University with funds from the Lilly Retention grants. There has developed competing interests for the space, and we have not been able to secure approval to proceed with the plans. Meanwhile, the Track and Field Stadium was permitted to expand their operation into this space. We urge Central Administration to allow us to proceed with our plans	High	Dean, Director of Recreational Sports		
IV. Research & Creative Activities	*Focus on research in general, not solely in exercise science.* Considering the broad range of specialties among the faculty, a research focus should/does not need to be delegated, rather, as a department we should continue to focus on research (and assure that any new faculty are adept).	Medium	Faculty		
IV. Research & Creative Activities	*Hire additional faculty-based on review of program needs (not focusing on hiring from outside IU).* Hiring the best person for the job based on program needs should be the priority.	N/A	Dean/Chair/Faculty		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
IV. Research & Creative Activities	*Encourage/reward collaborative research activity.* These efforts are ongoing. The new merit pay system will likely result in rewarding faculty for their efforts.	Medium	Chair	This point is already addressed with the merit pay system.	
IV. Research & Creative Activities	*Request $ from central administration for improved facilities for research and creative activities (not just exercise science).* Space for all academic activity is limited and is a pressing need. As the department continues to grow, this will become an even greater problem.	High	Dean/Chair		
V. Success for Program Graduates	*Work with IMIR to customize surveys regarding department and three tracks of study.* Although the department currently uses the IMIR to survey student satisfaction, the results are not specific to the department (RHIT is also included) or majors.	Medium	Department Chair and track coordinators (if implemented)		
V. Success for Program Graduates	*Obtain information from certifying agencies (NSCA, ACSM, NTE) about how our students perform on standardized regional and national tests.*	High	Department Chair	Dr. Mikesky contacted the NCSA to see if it was possible to get the number of students that took their certification and how many of them pass. Need to contact other agencies to investigate if it is possible to get this information.	
V. Success for Program Graduates	*Work with Alumni association as a primary source for information about graduates.*	Medium	Dean of the School	Both suggestion 3 and 4 are already being done by the School development office and the Alumni association.	
V. Success for Program Graduates	*Consult with school development officer and alumni office on ways to increase participation of alumni events, increase tracking of alumni.*	Medium	Dean of the School		

IUPUI Department of Physical Education
Program Review Report

PRAC

May 12, 2005

Betty Jones, Associate Professor

Department of Physical Education

Program Review TIMELINE

- Lead up to Self Study   Spring 1997

- Self Study   Fall 1997-September 1998
         (New Dept. Chair Jan 98)

- External Review (N=5)   October 1998
- Faculty Meetings   Spring 1999-Fall 1999
- Plater/Banta/Chair/Dean Meet   Did not happen
- Program Changes   Spring 2000+
- Report to PRAC   May 2005

Self Study – Nov'97-Sept '98

- Followed self study outline from Banta's office "to a T"
- Involved all faculty in entire process—subgroups, reviewing IMIR data, approving drafts of document, suggesting external reviewers

- Dean is faculty member of the Department; participated in all aspects of self study
- Excellent cooperation and assistance from IMIR!

Department of Physical Education
Guiding Questions - Overall Assessment of Program
Strengths & Concerns

Faculty responded to these questions at outset of self study
and at end of self study (before external review)

- What is the unit pleased about?
- What are the unit's principal concerns?
- What needs to be improved?
- What areas of the discipline should the program emphasize?
- How does the unit view its future?

Department of Physical Education

Faculty Responses to Guiding Questions - Overall Assessment of Program Strengths & Concerns <u>at the Outset of Self Study</u> – December 1997

- Future of department is solid
- No major concerns about direction or status of department
- Improvements to curriculum with an increased focus on psychological factors in our disciplines and on wellness and fitness

- Concern about impact on junior faculty of upcoming retirements of several senior faculty
- Concern about fit of the department within the overall scheme of the university and larger community
- Fears that department resources are being stretched too far

Department of Physical Education

Faculty Responses to Guiding Questions - Overall Assessment of Program Strengths & Concerns <u>at the End of Self Study</u>
September 1998

- Department future rated very favorably: growing # of junior faculty, growing popular regard for fitness and wellness, ability of unit to face challenges and make changes with conviction

- Positive regard for the self-study process and the recommendations that evolved from the process

- Appreciation for administrative leadership, faculty dynamics; diligence of faculty, students and alumni in the self-study process

- Faculty (tenure-track faculty in particular) are spread "too thin" by competing demands

- Concern about growing dependence on associate faculty for teaching in the major and elective programs

- Troubled by poor performance of many majors in general education and in selected major courses

- Continue emphasis on teacher education and exercise science majors, principles of undergraduate learning, and proposed MS in PE program

Department of Physical Education
Faculty Recommendations – at End of Self Study and Prior to External Review

- Secure additional full time faculty
- Establish formal program review, planning and assessment practices
- Increase faculty involvement in goal setting
- Consider forming departmental planning and advisory groups
- Enhance communication to/with other units
- Expand elective course offerings to more venues and new time formats

- Improve facility scheduling, maintenance
- Align with new state teacher education standards
- Link with campus on ways to serve under prepared students
- Encourage department "spirit" and sense of community
- Weave Normal College heritage with current programs
- Maintain & strengthen connections between Normal College alumni and Department alumni

Faculty Recommendations – at End of Self Study and Prior to External Review

- Find workable balance between competing demands on faculty and changing faculty work expectations

Department of Physical Education
Five Questions Posed by IUPUI Administrative Team to External Review Team

- How might the Department organize itself more efficiently to carry out its mission?

- What evidence is presented regarding program quality and student learning?

- Are the current facilities adequate to carry out the mission of the Department?

- What is the status of the Department's efforts in research and creative activities?

- What evidence is presented regarding the success of program graduates?

Department of Physical Education
How might the Department organize itself more efficiently to carry out its mission?

- Consider a change in the title of the School of Physical Education (now that TCEM on board)
- A careful assessment of the workload of the Dean of the School and the Chair of the Department is needed.
  - Establish unit directors to assist Chair
  - Clearly outline staff scheduling and record keeping assignments
  - Weigh Dean's supervision of interns and directing Camp Brosius in light of administrative needs; delegate

Department of Physical Education
How might the Department organize itself more efficiently to carry out its mission? (2)

- Need for closer and more clearly defined articulation with other programs, esp. EDUC

- Establish more formal and intensive approach to coordinating offerings and research endeavors with other related schools (SOS, Med, E&T, AH)

- Continue assessment efforts, PRAC activities ☺

- Revise, expand marketing strategies (web, print)

- Form an Advisory Board for the School

Department of Physical Education
What evidence is presented regarding program quality and student learning? (Recommendations)

- Formulate 1st year intro science class to better prepare students for anatomy and physiology
- Develop peer mentoring or tutoring
- Advise entering students more thoroughly about career paths, about sequential pattern of requirements
- Link with UCOL advising
- Require a 1st year experience course

Department of Physical Education
What evidence is presented regarding program quality and student learning? (2) (Recommendations)

- Continue curricular reviews in physical education teacher education (PETE) and exercise science
- Carefully evaluate the Camp Brosius experience in light of program goals
- Continue to review Athletic Training minor in light of new national accreditation standards
- Develop a system to track students in minors
- Work with University Library to enhance the holdings and to develop ways for students to become more fluent users of UL

Department of Physical Education
What evidence is presented regarding program quality and student learning? (3) (Recommendations)

- Construct a feedback instrument for completion by students in student teaching and internships
  - summarize these data to share with all faculty
  - use as basis for curricular review
- Conduct assessment workshops with faculty to achieve articulation throughout the curriculum of
  - domains of the major and
  - principles of undergraduate learning
- Utilize the Curriculum Council to review curriculum and to evaluate individual course effectiveness
- Evaluate increased time demands of assessment and its impact on professional development of junior and senior faculty members

Department of Physical Education
Adequacy of Facilities

- No centralized equipment storage or inventory system
- Instructional pool acoustics poor, no venting of humidity
- Weight training facilities "far below standards"
- NIFS nearby, but seemingly unavailable
- Poor maintenance of instructional field
- Schedule conflicts with athletics
- Exercise physiology lab lacking in small and large equipment

Department of Physical Education
Research and Creative Activities--Recommendations

- Focus on an area of excellence in physical education research
- Give priority to hiring new tenure track faculty whose research expertise complements and strengthens the exercise science program

- Ask Central Administration to provide $$ to reduce student faculty FTE so research does not "wither on the vine"
- Recruit new faculty from outside IU
- Encourage collaborative research with other units
- Ask Central Administration to help secure additional facilities

Department of Physical Education
Success of Program Graduates—Recommendations

- Use IMIR to survey program graduates on a 5-year cycle
- Use Phi Epsilon Kappa records to track employment
- Conduct on-site visits with grads employed in the area to assess program relevance

- Incorporate alumni tracking with School's development officer duties
- Organize a department alumni advisory committee for program feedback
- Invite recent grads to speak in classes, esp. 1st year seminar

What happened?

- School name changed to PETM
- Dean gave interns to Chair who gave them to faculty member
- Much work clarifying articulation with Education, ongoing
- Research activity up

- Assessment efforts – little action
- Website developed
- No advisory board for Department
- Offer HPER L135-1st year course each fall
- Much work with UCOL; no joint advisor with UCOL

What happened? (2)

- Weight room totally redone, continually updated
- Dean said "no" to any reorganization of department (unit leaders) or increase in support staff; chair's workload climbed; chair eventually stepped down
- No review of Camp Brosius program; Dean continues to head it up
- 6 year increase in more open program planning; decline in openness with appointment of new chair in June 2004

- Teacher education curriculum revised per state standards, accredited
- Athletic training program dropped
- Facility scheduling improved; takes constant monitoring
- No formal tracking of grads accomplished
- SIS helps with tracking minors
- Lecturer given responsibility for central inventory system; it's working
- Jumbled main equipment area outfitted with shelving, cabinets; supervised by lecturer; it's working

What happened? (3)

- Obtained 2 new lecturer slots
- Expanded elective program; utilize canal walk for many classes; collaborate with Recreational Sports to offer joint credit-recreation classes in aerobics, yoga, t'ai chi
- To replace retiring faculty, hired faculty to support the exercise science program, and hired people with degrees from outside IU

Department of Physical Education
ONWARD TO BIGGER & BETTER THINGS!

Editor's Notes

Assessing Civic Engagement

Trudy W. Banta

Civic engagement has assumed a position of much more
prominence on college and university campuses in the last
decade. At Indiana University-Purdue University
Indianapolis (IUPUI) civic engagement has joined teaching
and learning and scholarship and research as one of three
principal themes of our institutional mission. We define
civic engagement as effective, mutually beneficial
collaboration of students, faculty, and staff and our
community. The range of IUPUI's community collaborations
builds on the resources and expertise of both the
university and the community to improve the quality of life
in our city and region. We believe that civic engagement,
informed by community needs and resources, both serves the
community and informs the university's disciplines and
professions.

One of IUPUI's objectives within the goal of enhancing
capacity for civic engagement is to "teach community-based
academic classes and conduct action research with students
and the community that develop knowledge, cultivate civic
skills, and strengthen social responsibility" (see IUPUI
mission statement at http://www.planning.iupui.edu). Quite

naturally we are interested in the extent to which IUPUI students are developing the knowledge and skills that will enable them to contribute as engaged citizens of their communities. Recently a faculty learning community asked me to talk with them about assessing civic engagement.

Assessment of outcomes takes place at several levels, beginning with direct assessment of the learning of an individual student in a classroom. Aggregating data about the performance of individuals in a classroom can provide guidance to an instructor about methods and materials that are working or not working to promote learning. Individual instructors can aggregate data at program, department, and division or college levels to obtain guidance for needed improvements. Then data across divisions can suggest direction for action at the campus level. In working with the learning community, I elected to begin the discussion with an overview of data collected at the campus level because I thought that would provide a useful context for assessment at the classroom level.

First we looked at process measures: Campus participation in voluntary community service activities has increased markedly over the past five years, with the numbers of activities and community sites increasing modestly and the numbers of students, faculty, and staff

volunteering almost tripling. IUPUI's Web-based Civic

Engagement Inventory (see http://www.imir.iupui.edu/ceinv)

provides details on more than 200 campus-based community

activities, most notably in the areas of education and

life-long learning; health, social sciences, and human

services; and arts, humanities, and cultural enrichment.

   With respect to student learning, surveys of

continuing students and recent alumni conducted over the

past decade provide some indirect measures. In the past

five years student and alumni recognition of the importance

of learning related to exercising the responsibilities of

citizenship (e.g., voting, staying current with community

and political issues) has increased ten percent or more:

At least three-quarters of each group now perceive these

responsibilities to be important or very important.

However, only two-thirds of each group—a static proportion

over the five-year period—perceive that their education at

IUPUI has increased the value they place on these

responsibilities. Moreover, only 25 percent of continuing

students and 42 percent of recent graduates are satisfied

with the opportunities they have received at IUPUI to

engage in community service. In addition, IUPUI seniors'

self ratings of learning gains experienced as a result of

their education here are lower than those of seniors at

peer institutions on the items "contributing to the welfare of your community" and "voting in a local, state, or national election" on the 2002 National Survey of Student Engagement. Clearly my colleagues in the learning community focused on civic engagement have chosen an area in which IUPUI faculty have much work to do to fulfill our mission to increase civic engagement among our students and graduates!

Program reviews for IUPUI departments and divisions also provide a perspective on the quality of civic engagement. In addition to experts in the discipline from outside Indiana and colleagues from related disciplines of IUPUI, visiting review teams also include a representative of the community. In addition to CEOs of local corporations, past review teams have included the Chief Justice of the Indiana Supreme Court for the Department of History and the Chief of the Indiana State Police for the criminal justice program. These community representatives contribute to the review team's final report by assessing the unit's current involvement in the community and suggesting additional avenues for civic engagement. In response to reviewers' recommendations, many IUPUI departments have created community advisory boards to guide their civic participation on an on-going basis.

In 2002 IUPUI based its self-study for reaccreditation by the North Central Association in part on an assessment of our civic engagement initiatives. This report may be viewed at http://www.iport.iupui.edu.

Shifting the focus of our discussion to the individual student, we discussed giving credit for prior learning. The IUPUI Testing Center administers CLEP and DANTES exams and some individual units assess portfolios for this purpose.

Once students are placed appropriately in course work, faculty attention turns to the assessment of their learning. Here we began with the familiar matrix that has guided classroom, program, and departmental assessment at IUPUI for nearly a decade: The first column of the matrix is headed "What general learning outcome are you seeking?" The answer for my faculty learning community was, of course, "civic engagement." Next we tackled the subsequent columns of the matrix, "How would you recognize this learning outcome if you saw it? That is, what would students know and be able to do?" "How will students learn the related knowledge and skills, either in or outside class?" "How will you measure each of the desired behaviors?" "What are the assessment findings?" "What improvements might be based on the assessment findings?"

Faculty in the learning community and I spent the remainder of our time together discussing student learning outcomes and the variety of ways they might be assessed. I emphasized the importance of taking the time to identify the specific learning outcomes to be associated with the general outcomes of civic engagement in each course and academic major, then sharing those outcomes with students and faculty colleagues. We noted the value of stating the outcomes, or learning objectives, using action verbs, for the task of determining appropriate measures of student attainment. For example, if we want students to be able to influence policy decisions on public issues, we might assess this ability by assigning a project in which students identify key decision makers and institutions, describe appropriate vehicles for influencing decisions, then use one or more of these vehicles to attempt an impact on a given policy decision.

We explored the use of our campus electronic course management system to track student progress on assignments, to assess the quality of written work, to evaluate individuals' contributions to group projects, and to monitor development comprehensively through course- and curriculum-based electronic portfolios. We discussed primary trait scoring using rubrics to describe skill

levels, then applying this method in assessing papers, projects, case study analyses, journals, group interaction, and even internships and other community-based experiences.

In addition to the direct measures of learning just described, we looked at indirect measures of the processes of learning, which are so important in suggesting **why** student learning levels may be less than optimal and **what we might do** to improve them. Classroom assessment techniques are invaluable in conducting immediate process checks. Faculty in the learning community also expressed interest in using some of the items from our campus questionnaires and inventories with students in their courses and departments, knowing that data from the campus-wide and division analyses would provide useful points of comparison.

I have offered this brief outline of indirect and direct, campus-wide and course-specific approaches to assessing civic engagement with the hope that others will be willing to share their own experiences in this arena. As campus attention to the importance of civic engagement increases, so should the attention we devote to its assessment in **Assessment Update**.