

Program Review and Assessment Committee

Thursday, August 29, 2002

1:30-3:00 p.m. UL 1126

Ingrid Ritchie, Chair

Linda Durr, Recorder

AGENDA -

1. Welcome and Introductions.....I. Ritchie
2. Review of May MinutesI. Ritchie
3. Update on Student Portfolio S. Hamilton
4. Review of Self-Study on Teaching and Learning for NCA..... S. Kahn

MINUTES -

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, K. Black, D. Boland, C. Dobbs, K. Duckworth, C. Guba, R. Halverson for P. Boruff-Jones, L. Haas, S. Hamilton, S. Kahn, L. Kasper, J. Kuczkowski, R. Lehnen, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, J. Orr, C. Pike, I. Queiro-Tajalli, I. Ritchie, E. Sener, C. Souch, K. Stanton, R. Vertner, A. Wilson, C. Yokomoto, N. Young

Note: Lisa Angermeier, Chair of the Assessment Committee in the School of Physical Education and Tourism Management, arrived a little late and, therefore, was not introduced to the group. She will represent the school in addition to Katie Stanton and Sotiris Avgoustis.

Introductions:

I. Ritchie began the meeting by asking attendees to introduce themselves and indicate the school/unit that they are representing.

Approval of May Minutes (I. Ritchie)

- o Minutes were approved.

Update on Student Portfolio (S. Hamilton)

S. Hamilton announced that Ali Jafari will be leaving the Center on Teaching & Learning and taking the Student Electronic Portfolio Consortium to his primary office in the School of Engineering and Technology. He will be pursuing the Consortium project as an entrepreneurial venture and will no longer be working

on the IUPUI Student Electronic Portfolio initiative. Jay Fern, who developed the first prototype for the IUPUI student portfolio, will again be working with Hamilton on this project. She hopes to have a pilot project underway during the spring semester, if possible, and definitely by the fall semester

Hamilton distributed the Second Draft Report of the April 12, 2002 Campus Colloquium on the Principles of Undergraduate Learning at IUPUI. She revised this document based on comments that she received from members of PRAC and the approximately 100 faculty who attended the colloquium. She noted that there are still many question marks for several of the PULs. She also raised some additional questions. For example, "Are the expected knowledge and skills for critical thinking the same at the introductory level and the intermediate level?" "What is the difference between the two levels?" These are the kinds of distinctions we should be able to articulate. She emphasized that the document is still in draft form and asked that PRAC members provide her with suggestions for knowledge and skills related to the PULs at the Introductory and Intermediate levels, as well as on assignments or courses that directly address any of the PULs.

Hamilton briefly demonstrated how the e-port Web site works. All six principles are represented in a matrix that spans the student's undergraduate career at IUPUI. The site is organized so that the student can demonstrate achievements, learning, and improvements over time.

J. Kuczkowski suggested that PRAC representatives and other faculty need a detailed guide outlining the kinds of information Hamilton needs from them.

I. Ritchie reminded the group that PRAC had recommended that members be provided a more formal document explaining the task to take back to faculty in their schools. PRAC members could then give the document to department chairs and appropriate groups within the schools and ask them to review the whole document. Assignments that are identified can be suggested to students as appropriate to include in their portfolios for specific PULs.

Banta noted that we are looking for substantive assignments and that the task of identifying assignments that correspond clearly to the PULs cannot be accomplished quickly. Ultimately, identifying these assignments will make things easier for students and faculty, but, for the moment, we need more information.

R. Lehnen asked whether an online data base will be developed as part of this initiative. What resources will be available in electronic form? Hamilton replied that the data base is still in its design phase, but that the student portfolio will be connected to OnCourse, and that in the current conception, grades, assessment, and reflection can be viewed in the aggregate. Banta and Hamilton will meet soon to discuss what other kinds of information should be available in aggregate form.

C. Yokomoto suggested that a pilot study be conducted within one department, rather than having many units experimenting at the same time.

Additional issues that need to be addressed include: 1) How to handle transfer students. In order to address this we will need to work with Ivy Tech. 2) How we will document that this student electronic portfolio can be used to help students learn.

Review of Self-Study on Teaching and Learning for NCA (S. Kahn)

S. Kahn demonstrated a portion of the NCA accreditation self-study on teaching and learning. The narrative and links are organized to fit a conceptual framework based on themes of the work IUPUI has pursued to improve teaching and learning. Linked information can be accessed through the narrative, through menus at the side of each page, and through navigation guides at the top and bottom of each page. Kahn asked all PRAC representatives to review the narrative and suggest examples from their schools, as outlined in the set of questions she passed out. This will allow the self-study to present a balanced picture of work being done at the campus-wide level and work being done at the school-specific level.

Kahn explained that once the narrative is in final form, graphics and menus will be added to each page. S. Heiliger has built an image bank of photos that will appear on the various pages. Kahn demonstrated several examples of how the portfolio presents the work of students and faculty and asked for more “show and tell” materials from courses. She also noted the many links to schools, programs, and offices across the campus and suggested that anyone whose site is linked be sure the site is in good order by the end of September and that URL changes be avoided until after the accreditation visit.

An updated draft of the teaching and learning self-study will be available and will be sent to the PRAC listserv on Tuesday, September 3. Kahn urged members to contact her by phone or e-mail to give her feedback, examples, links, and suggestions.

Banta pointed out the NCA front page for the benefit of new PRAC members and explained that our NCA accreditation visit will be based on two special emphases: Teaching and Learning and Civic Engagement. How do we build on what is here and look to the future? We want specific questions to guide the reviewers as they evaluate the self-study.

Kahn noted that if information was submitted to update the PUL matrices, it has been added. If the members do not send her information for the improvements column, then she will have to extract it from the PRAC assessment reports.

The following documents were distributed at the meeting:

Sharon Hamilton's handouts:

1. Second Draft Report of April 12, 2002 Campus Colloquium on the Principles of Undergraduate Learning at IUPUI.

Susan Kahn's handouts:

2. Teaching and Learning Introduction, Draft 8/20/02
3. Enhance Undergraduate Student Learning and Success, Draft 8/21/02
4. Support and Enhance Effective Teaching, Draft 8/28/02
5. Questions and Feedback Needs for Teaching and Learning Self-Study

Chair's handouts:

6. PRAC Mission Statement
7. PRAC Annual Summary of Activity for 2001-2002
8. PRAC Subcommittees – 2002-2003 (please volunteer for a committee)
9. Summary of Program Review Activities for 2001-02
10. Guidelines for the Development and Submission of Assessment Project Proposals

The following items were distributed prior to the meeting via email:

1. August 29 Agenda
2. Schedule for Fall 2002 Meetings
3. Minutes of May 9
4. Suggestions from 2001-02 PRAC Presentations

Next meeting:

September 26, 2002

2:00-3:30 pm in UL1126

**Teaching and Learning Self-Study Draft:
Questions and Feedback Needs
Program Review and Assessment Committee
August 29, 2002**

We would appreciate your advice and feedback on the following items:

General Issues

1. What questions do we want to ask the NCA review team to advise us on at the conclusion of the self-study document? What do we want to get out of this process?
2. Are there additional major topics that should be discussed?
3. For those that haven't given us info for the "improvements" column of the PUL matrices, please do so by September 15.

Examples Needed

1. Lists/syllabi for non-UC First-Year Seminars/Learning Communities
2. Department or school initiatives to create (formal or informal) learning communities among students
3. Efforts to assess the impact of specific pedagogical approaches, including approaches that incorporate technology, on undergraduate student learning
4. Department or school faculty development programs, approaches, initiatives and their impact, if assessed
5. Major faculty hires made on the basis of teaching
6. Changes to tenure and promotion or merit pay allocation guidelines to improve rewards for teaching and related activities, like advising
7. Schools that have appointed lead advisors, including joint positions with University College

Note: Updated drafts will be available after noon on Tuesday, September 3 at www.iport.iupui.edu/drafts/

Enhance Undergraduate Student Learning and Success **Draft 8/21/02**

The past decade at IUPUI has been marked by a series of initiatives that have mobilized the campus to address the challenges of effectively educating IUPUI's "New Majority" students. These efforts have targeted enhanced learning and retention among all students, with a strong focus on improving the persistence of first-time, full-time freshmen—a cohort that makes up only about a third of new students entering IUPUI, but that is emphasized by most measures of educational effectiveness. Accordingly, the campus has worked to develop and implement strategies for encouraging deeper student engagement with learning and with the campus, improving the facilities that comprise the physical environment for learning, and improving approaches to academic planning and assessment to ensure that all students develop the higher-order skills expected of college graduates.

Our efforts to enhance undergraduate student learning and success can thus be seen as falling into three broad "themes" or categories:

- Fostering Student Engagement for Effective Learning
- Creating a Supportive Environment for Effective Learning
- Planning and Assessing for Effective Learning

Our discussion of undergraduate student learning is organized around these themes.

Fostering Student Engagement in Learning

Research on higher education has demonstrated that prior academic success and residential status are among the strongest predictors of student retention and performance. As noted in the introduction to this self-study, both factors present challenges for IUPUI and our undergraduate students. First, the majority of new freshmen at IUPUI continue to enter with deficits in preparation and readiness for college-level work. Second, our students' circumstances—commuter status, accompanied by heavy off-campus work and family commitments—constrain their involvement in learning and in campus life. For them, simply finding the time and energy to devote attention to college study is difficult; at the same time, their attachment to the campus may be weak in comparison to that of students at residential campuses.

To address these challenges to effective learning and persistence, IUPUI has invested substantial energy and resources in encouraging student engagement with learning and with the campus. Through a number of initiatives, we have worked to develop students' sense of community on campus, make academic support programs readily accessible to them, and ensure that they experience a range of active learning pedagogies.

University College. A primary locus of these activities is University College, the academic home for new students at IUPUI. UC opened in 1997 and was dedicated in 1998, following several years of experimentation, sponsored by the UEC, aimed at creating first-year experiences that would ease students' transition to college-level work and provide them with strong connections to the learning process, to their peers, and to faculty. This work emerged initially from the higher education literature, particularly the literature on learning communities of the late 1980s and early 1990s, which suggested that such communities might be an especially effective strategy for retaining commuter students (see, for example, Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 1993). More recent UC efforts have focused on using assessment findings to refine models originally imported from elsewhere to make them as effective as possible for IUPUI's specific student population.

A central element of the UC model is a first-year seminar—known as a “learning community”—intended to provide an intensive orientation to IUPUI, to the skills needed for college-level study, and to the many support resources available within UC and across the campus. Taught by an instructional team that includes a faculty member, a librarian, an advisor, and a peer mentor, the seminar provides new students with easy access to advising and mentoring and helps them learn to “navigate” the IUPUI campus at the outset of their academic careers.

Following a number of pilots and much restructuring based on assessment findings, the first-year seminar program was extended across the entire campus in the late 1990s. (For a detailed analysis of this history, see the RUSS Self-Study.) Currently, first-year seminars are offered by all undergraduate units and enroll X percent of entering freshmen. UC retains a central coordinating role through the First-Year Studies Committee and the IUPUI Learning Community Network. All first-year seminars introduce students to the critical elements of success in college, with the discipline-based ones adding an introduction to the discipline or department for students already admitted or planning to seek admission to those schools. An important feature of the seminars is their strong emphasis on active and collaborative learning, as well as on development of skills in critical thinking and information literacy. A template developed by UC for the first-year seminars includes anticipated learning outcomes, recommended pedagogical strategies, and required curriculum components, in order to ensure that all new students are exposed to key information, resources, and learning experiences in their first semester. (Click here to see several examples of First-Year Seminars offered by UC and other units.)

A second critical feature of UC is that it brings together crucial student support resources and programs in a single physical location. UC is home to such units as the Advising Center, the Career Center, the Learning Center, the Mathematics Assistance Center, and a branch of the University Writing Centers. In addition,

UC is responsible for pre-college programs, such as SPAN and Upward Bound, new student orientation, and a summer bridge program for new students. UC also houses other important campus-wide programs, such as the University Honors Program and the IUPUI Center for Service and Learning. Thus, new students can find most of the help and information they need in one building that is designed to provide a welcoming, student-friendly environment. Equally important, the efforts of the various centers and programs can be coordinated, and assessment findings and good practices can be quickly disseminated among key units.

UC also plays a coordinating role for major campus initiatives to improve undergraduate education, such as the Gateway Program, and for IUPUI's participation in a number of national initiatives, including the Greater Expectations project, sponsored by the Association of American Colleges and Universities, and the Restructuring for Urban Student Success Project (RUSS). Placing these campus improvement initiatives under one administration helps to ensure that they are integrated with one another and with UC's academic offerings and support services. For example, Greater Expectations focuses on core collegiate learning outcomes, such as critical thinking and written and oral communication. At IUPUI, these outcomes are encapsulated in the PULs, which most students initially learn about in the first-year seminar. Bringing Greater Expectations under the same administration as the first-year seminars allows coordination between the two programs. (Click here to link to a brief report on the Greater Expectations Web site on IUPUI's work with the project.) Similarly, a core component of the Gateway Program is Structured Learning Assistance (SLA), which is offered under the aegis of UC's Learning Center. The Writing Center and the Mathematics Assistance Center also play critical roles in the Gateway Program. The fact that these programs are under one administration and one roof makes it easier for them to align efforts to achieve the goals of the Gateway initiative.

Assessment of UC Programs. Because UC's mission directly targets enhanced student learning of core collegiate learning outcomes and improved retention of first-year students—priorities critical to IUPUI's effectiveness as an institution—assessment has been intrinsic to its operations from the outset. Substantial resources are committed to UC assessment: in addition to assessment work conducted by UC's own staff, the Office of Information Management and Institutional Research (IMIR) helps support UC assessment efforts, while OPD and UC share a staff member whose role includes qualitative assessment of UC programs. In addition, a UC Faculty Fellows Program has supported a range of special, targeted assessment projects. (For a summary of UC assessment approaches and initiatives, click here.)

During UC's first several years, assessment efforts focused broadly on the program's overall impact on student grades and retention, comparing new students who participated in UC programs with non-participants. (Click here for a

report on initial UC assessment efforts.) As UC programs expanded and were refined, based on early assessment findings, assessment efforts became more focused, examining the impact of specific interventions, such as SLA or the use of peer mentors, for example. (For an overview of this more focused approach, see Part 2 of the Fall 2000 Enrollment Report.) UC assessment methods include both quantitative and qualitative approaches and are intended to serve both formative and summative purposes, so that findings yield information not only on program impact, but on the reasons for that impact, and on unmet needs. Using a range of approaches, including focus groups and personal interviews, to tease out information on **why** certain outcomes do or do not result, as well as on **what** outcomes result, is especially important for improving the effectiveness of the programs as they mature.

Ongoing UC assessment processes use a three-phase approach:

- Needs assessment, conducted via an entering student survey, student satisfaction surveys, non-returning student surveys, and through special task forces and Faculty Fellowships.
- Process assessment, which examines alignment between program concept and implementation, using focus groups, interviews, questionnaires, and special studies, such as the RUSS self-study.
- Outcomes assessment, focused on determining how well programs are meeting their goals, using information on the impact of specific interventions on retention and academic performance, survey results, and students' self-reported learning gains.

In addition to these ongoing assessments, UC has conducted and sponsored a number of special assessment initiatives, including the RUSS Project, the Learning Center Task Force, the Gateway Program, the Transitional Education Task Force, and the various projects carried out by the Faculty Fellows.

Assessment at UC has led to substantial refinement of its approaches to working with first-year students. For example, the initial pilot experiments with first-year seminars used a broad-stroke, "one size fits all" approach, where course content and activities were more or less interchangeable among seminar sections. More recently, information gathered through assessment has led to the development of seminar sections tailored to student interests and needs—e.g., seminars for honors students, non-traditional-aged students, students with interests in specific majors, and students with particular learning needs.

Other examples of changes made by UC as a result of assessment findings include:

- The addition of a set of new UC courses, “Critical Inquiry” (CI). These are reading-intensive sections linked to department-based content courses and designed to support the readings in those courses. CI uses a specific approach to helping students read and critically analyze difficult texts. In a Fall 2000 pilot, beginning freshmen enrolled in CI sections earned higher course grades in the content course and were less likely to withdraw from the course than non-CI students. These results have continued to hold true as the program has expanded in subsequent semesters.
- Adoption of the “Structured Learning Assistance” (SLA) model for high-risk-for-failure Gateway courses (i.e., introductory-level courses with high enrollments of new students). Early experiments with Supplemental Instruction in Gateway courses at IUPUI showed benefits for students who participated, but suggested that many students who would most benefit were not taking advantage of the program. SLA is a specific form of Supplemental Instruction that mandates student attendance at weekly directed study and practice sessions that provide enhanced background on course content and assistance in specific study skills required to master course material. Experience with SLA over the past two years has shown that students in SLA sections withdraw from those courses at significantly lower rates than students in non-SLA sections.
- A 2001-2002 pilot of a proposed “Administrative Withdrawal” policy, whereby students who miss more than half of a class’s meetings during the first four weeks of the semester are automatically withdrawn from the course. The pilot resulted in significantly increased retention in participating courses. As a result of the pilot’s success, the administrative withdrawal policy is in effect this fall for selected courses in the departments of English, Mathematics, Psychology, and Communication Studies, as well as in UC courses.
- Revision of the learning communities mentor program, as a result of a Faculty Fellow’s analysis of the program. Changes included enhancements to mentor training and supervision, greater faculty involvement in mentor recruitment, and clearer definition of peer mentor roles and responsibilities.
- Block scheduling of linked courses. The learning communities model at IUPUI, until recently, did not include the course blocks usually associated with learning communities, in part because of the formidable logistics of block scheduling at a commuter campus. We have just recently begun piloting course blocks and, with support from a grant by the Lumina Foundation, will be working over the next year to bring faculty together to develop themes that will engage student interest, complementary assignments, and other curricular and pedagogical enhancements.

Impact of UC Programs. The years of work and intensive campus-wide effort invested in UC and related learning and retention initiatives have begun to yield tangible benefits in the form of a 4-5 percent increase over the previous year in retention of new freshmen from Fall 2000 to Fall 2001. Early indications suggest that this increase will continue in Fall 2002; while fewer new students have enrolled for the current semester, overall enrollments at IUPUI have increased by X percent over Fall 2001, reaching an all-time high this semester of approximately 29,000 students.

The work of UC has led to less quantifiable, but perhaps no less beneficial, changes as well. UC has provided a highly visible model in which respected, senior faculty members, drawn from academic units across the campus, have collaborated with one another and with other staff members to address difficult teaching and learning issues (a topic discussed in more detail in the Teaching portion of this self-study). Other schools and departments have followed suit; for example, the departments of Mathematics, Psychology, Sociology, English, and Speech Communications, among others, have adopted the practice of appointing senior faculty as coordinators of large, multi-section courses and collaboratively determining desired learning outcomes for these courses and criteria for assessment of those outcomes. [Examples here?]

These and other departments have also initiated or augmented their own efforts to encourage community and engagement among their students, particularly new students, and have enhanced advising, mentoring, and resources for student support. (Click here for several examples of these efforts.) While IUPUI faculty certainly were dedicated to student learning prior to the existence of UC, UC's visibility and success have provided encouragement and direction to efforts based in other campus units, supplied a prominent model of senior faculty collaboration to enhance student learning, and created a centralized location for dialogue about teaching and learning and for coordinating subsequent campus-wide undergraduate improvement initiatives.

Active Learning Across the Campus. IUPUI seeks to make active, collaborative, and experiential forms of teaching and learning a hallmark, not only of UC, but of the campus as a whole, as we work to promote student engagement and success. The predominance of professional schools at IUPUI and the strong professional orientation of our students mean that hands-on, real-life learning opportunities are especially important for them—both to keep them engaged and motivated to learn and to prepare them for the challenges they will face in their post-graduate, professional lives. Moreover, IUPUI's urban setting and engagement with the Indianapolis community provide a wealth of opportunities and resources for service learning, internships, clinical experiences, field work, and hands-on research.

Our approaches to helping faculty incorporate these pedagogies into their teaching are discussed in the teaching portion of this self-study. It is worth noting

here, however, that in the most recent IUPUI faculty survey, 92 percent of faculty report using class discussion as a teaching approach “often,” “frequently,” or “very frequently,” 72 percent report assigning group projects “often” or more, and 65 percent report asking students to make in-class presentations “often” or more.

Results of student surveys, including student satisfaction surveys and the National Survey of Student Engagement (NSSE), also suggest that IUPUI students are active in the classroom. For example, on the NSSE, approximately half of “early career” (second-semester freshmen and first-semester sophomores) students and two-thirds of “late career” (first- and second-semester seniors) students surveyed responded that they “often” or “very often” ask questions in class or contribute to class discussions. Almost half of all early career and one-quarter of all late career students report that they often or very often rewrite papers for class. In addition, 66 percent of students surveyed indicated that they had completed or planned to complete an internship, practicum, or field experience, while 46 percent had participated or planned to participate in community service or volunteer work while in college.

These last results are not surprising, given that virtually every professional program at IUPUI requires or provides opportunities for field work, internships, or clinical experiences, while all students can take advantage of a campus-wide internship program offered through the IUPUI Career Center. In addition, a number of undergraduate professional programs, including Education and Nursing, have instituted curricula designed to ensure that students are involved in clinical experiences from the outset of the program. Capstone courses, required by most undergraduate majors, whether in professional disciplines or in the liberal arts and sciences, typically incorporate significant final projects in which students are asked to apply what they have learned either in a real-world setting or a close simulation of one, often working with one another in groups.

Other survey results related to student engagement are less encouraging; for example, in the NSSE, students reported relatively little interaction with faculty outside the classroom. While we might expect less student-faculty interaction outside class than would be typical at a residential campus, a number of current initiatives are seeking to foster higher levels of academic engagement of students with faculty outside class. For example, a three-year-old Undergraduate Research Opportunities Program offers all undergraduates the chance to apply for competitive grants to fund work with faculty on cutting-edge research in their chosen fields. SLD is working to expand co-curricular activities that bring students and faculty members together around shared academic and professional interests. Plans for improving the physical environment for learning at IUPUI and for new student residences on campus, discussed elsewhere in this self-study, are likewise intended, among other things, to create increased opportunities for student-faculty interaction outside class.

Technology and Enhancement of Student Learning. Over the past decade, IUPUI has placed a high priority on innovative uses of technology to increase access and student engagement and improve teaching and learning. For example, OnCourse, an online course management system developed by IUPUI's Cyberlab and now in use at all eight IU campuses, provides faculty the ability to create Web sites for each course they teach, to involve students in online interaction and collaboration, and to supplement print-based course readings with multi-media materials. Our Center for Teaching and Learning provides faculty with a technology-rich environment and access to expertise to help them incorporate technology into courses and curricula in ways that enhance and enrich the learning environment. One of the aims of IUPUI's current student electronic portfolio initiative, discussed elsewhere in this self-study, is to engage students more deeply in learning through online reflection and integration of knowledge and skills across courses. In addition, a joint project conducted in 2000-2001 by the Departments of Sociology and English, funded by the Pew Center for Academic Transformation, provides a compelling model for reducing the costs of offering a large introductory course, while realizing significant gains in student learning.

[If I can get any examples of assessment of technology-enhanced learning, the discussion and links will go here.]

A new initiative, IUPUI Online, launched this fall, is bringing together what IUPUI has learned from these and other experiences with technology with the results of a series of new pilot projects to implement expanded use of technology-enabled learning and student services over the next ten years. Ultimately, the initiative aims to realize both greater efficiency and enhanced learning through technology-based tools, allowing the campus to alleviate strains on campus resources and facilities while improving the learning environment. A January 2002 concept paper for IUPUI Online envisions "development of learning experiences that use technology to improve learning by using class and laboratory time differently, by using more active and student-inquiry pedagogies, and by differentiating roles in the teaching process."

Plans for 2002-2003 call for:

- A series of focused campus-wide conversations featuring leading thinkers—from both on- and off-campus—on the topics of learning technologies and change. These conversations will examine possibilities for alternative modes of learning, cost savings, and the future of higher education generally.
- A set of "incubator" projects, supported by the CTL and the Digital Media Services Lab in the Division of University Information Technology Services (UITS). Six projects are planned for Fall 2002, with additional courses to be added in Spring 2003. Both the development process and learning

outcomes from these courses will be carefully assessed, with findings shared across the campus and nationally.

- Work on identifying the types of courses the initiative will focus on and on addressing intellectual property issues.
- Development of a variety of business plans that reflect the varying contexts of schools and departments across the IUPUI campus, in order to gain a better understanding of how we can expand our use of technology-enabled learning at costs we can afford.
- Identification of unmet student service needs and development of plans for improving or expanding services.
- Appointment of a Board of Directors representing contributing units, faculty governance, and deans, along with development of advisory groups and other committees, as needed.

Diversity, Learning, and Success. Diversity is a core value of IUPUI, reflected in the *Vision for Diversity* laid out by the Chancellor in 2000, in our revised mission statement and strategic plan, in the performance indicators emerging from that plan, and in the structures and initiatives we have put in place to support diversity across the work of the institution. Accordingly, all of the initiatives to enhance student learning, engagement, and persistence already discussed in this self-study have strongly emphasized supporting academic success among minority students. For example, UC's Mathematics Assistance Center, while established to support all students, has helped to attract additional funding for initiatives focused on minority students, including a grant from the Nina Mason Pulliam Trust designated to assist minority, low-income, and first-generation college students. Programs like SLA, the UC learning communities mentor program, Critical Inquiry, and the Gateway Program are in part designed to meet the needs of our minority students, who are disproportionately represented among the ranks of under-prepared and first-generation college students at IUPUI and stand to benefit from the enhanced academic support these programs provide.

Assessment of Diversity. Approaches to assessing minority student success and related areas like campus climate have included focus groups, surveys, and analysis of student profiles and retention and graduation rates. In addition, a *Campus Climate for Diversity Review*, commissioned by the Chancellor in 1997, and including a self-study and evaluation by two outside consultants, contributed substantially to current campus strategies and initiatives to support diversity efforts. The Chancellor's Diversity Cabinet oversees and monitors these efforts, while the Chancellor reports annually on diversity to the IUPUI and Indianapolis communities in his annual IUPUI State of Diversity Address.

Major issues we are addressing as a result of assessment findings include these:

- Retention and graduation rates among African American students, by far the largest minority group on campus, are lower than those for “all other” students. To some extent, this result is predictable, because a higher percentage of new African American students are considered under-prepared for college work. Comparisons between “regularly” admitted African American beginning students and “all other” regularly admitted students, however, still show a significant disparity in graduation rates, as do comparisons between “conditionally” admitted African American and all other students. The fact that African American students at IUPUI have significantly heavier outside work commitments than other students may partly explain this gap, but assessment findings suggest that other factors also play a role. (While the Latino student population at IUPUI is growing rapidly, reflecting the demographics of Indianapolis and Central Indiana, the number of Latino students has been too small to make meaningful comparisons of their graduation rates and those of other groups.)
- One-year retention rates for African American students have risen in the past year, with retention of regularly admitted African American beginners reaching parity with that of all others in Fall 2001. Retention of conditionally admitted African American students, however, remained seven percentage points lower than retention of all others.
- Student satisfaction survey results show that students feel moderately positive about the campus climate for minorities and believe that race relations on campus are good. But results of the NSSE suggest that, compared to students from other urban universities and from large public research universities, fewer IUPUI students feel that the campus encourages interaction among students from different backgrounds or that they graduate with an understanding of different cultures and ideas.
- The Campus Climate for Diversity self-study and consultants’ report suggest that some units have begun to realize the Chancellor’s *Vision for Diversity*, but that other units lack clear plans for incorporating diversity into their core activities of teaching, research, and service. The external consultants’ report observes that these units need to mount “a sustained set of activities, motivated by a coherent philosophy and action agenda” and tied to ongoing planning and reporting.

Diversity Initiatives and Actions Taken in Response to Assessment Findings. IUPUI’s new mission statement and strategic plan include a set of goals, indicators, and strategies for diversity. Beginning in 2001-2002, schools have been required to include in their annual reports information about their progress in each area of the campus’s strategic plan, including diversity.

In addition to the many student support and engagement efforts already discussed, IUPUI has undertaken a range of initiatives at the campus, school, and department levels to support academic success among minority undergraduates. These programs fall into several broad categories:

- Pre-college programs geared to encouraging minority students to consider IUPUI and to help prepare them to succeed in college and in various areas of specialization. Such programs are sponsored by a number of units at IUPUI, including UC and the Schools of Education, Medicine, and Science.
- Financial aid programs designated for minority students. Many IUPUI schools fund scholarships, assistantships, and other financial aid targeted to minority students. For example, the Minority Research Scholars Program provides tuition rebates for students in science, engineering, and health professions.
- Academic support programs tailored to the needs of minority undergraduates. For instance, the Schools of Nursing and Science offer peer mentoring for minority students. The Minority Engineering Advancement Program combines pre-college work with promising minority students in grade 6 and up, help in obtaining financial aid to attend college, and academic support during college to provide students in the program with hands-on instruction and summer work experiences in their chosen field.
- Co-curricular organizations and programs. Many schools, including the Schools of Nursing, Science, and Engineering and Technology sponsor co-curricular organizations and activities that bring minority students together with one another and with successful professionals in their fields.
- Initiatives to improve the campus climate for diversity. The role and mission of SLD are strongly focused on improving the campus climate for diversity. Since its inception, the office has conducted a number of student focus groups and campus-wide forums on diversity issues. Their new strategic plan has emerged, in large part, from student input gathered through these activities.

In addition to these efforts, school-based and campus-wide groups like the Diversity Interest Group plan and sponsor faculty and staff development programs aimed at ensuring that diversity issues are incorporated into curricula and that faculty are sensitive to and able to manage issues of classroom climate. Curricular aspects of diversity are discussed more fully in the teaching portion of this self-study.

Creating a Supportive Environment for Effective Student Learning

IUPUI's efforts to support student retention and success through academic program-based initiatives and the development of co-curricular opportunities have been accompanied by a series of long-term building and renovation projects intended to create more welcoming and "learner-friendly" physical facilities and environments on the campus. These projects have been among the campus's highest planning and budgeting priorities since the mid-1990's. The changes and improvements underway and planned for the next few years are motivated, in large part, by our focus on engaging students more deeply with learning and with the campus: for commuter students, especially, an environment conducive to spending time on campus before and after classes and engaging in activities outside the formal classroom is likely to strengthen their sense of affiliation with the institution and with faculty and fellow students.

Redesigning Existing Learning Spaces. Some of the renovations are meant to support changes in instructional approaches, which are placing increased emphasis on the pursuit of active, experiential, and group learning, as well as on the use of instructional technologies. Such approaches call for new ways of conceiving learning spaces originally designed to accommodate lecture/presentation-based pedagogies. As an August 2000 [concept paper](#) of the IUPUI [Learning Environments Committee](#) explains,

No longer is the traditional classroom space, most suited to a presentational format, the only kind of facility we need to pursue our goals of better learning and affiliation; many other kinds of spaces are required to achieve these goals. We need to support spaces that enable interchange between students and students as well as between students and faculty, spaces that allow students to stay engaged between class meetings, spaces that encourage use of instructional technology in learning. The campus must be rich in instructional spaces of many kinds.

One of IUPUI's first experiments with creating new kinds of learning spaces was the renovation of the old library building for University College. To realize the concept of UC as an academic "home" for entering students, the UC building includes a variety of areas designed to support group learning and technology-assisted learning, as well as spaces where students can relax, study, and socialize. A redesign and upgrade of the UC food services area this year is intended to make the building an even more inviting environment for students to spend time in. (Click here for an interactive, [online tour](#) of UC.)

Similar upgrades are underway or planned throughout the campus, with the Learning Environments Committee, launched in 2000 (?), playing a central role in conceptualizing the redesigned spaces, [prioritizing spaces for renovation](#), and developing [standards](#) for both classroom and informal learning spaces. Working with task groups of students, faculty, and architectural planners to analyze needs

and generate ideas for specific campus locations, the committee has developed plans calling for “the creation of clustered seating, work tables, outdoor benches, additional pocket cafes, stand-up Internet kiosks or wireless clusters throughout connectors, in lobbies, and other public spaces” to make visible “the culture of learning that we are promoting at IUPUI.” When plans are fully implemented, all classrooms will be wired for voice, data, and video connectivity, and many will include temporary or permanent partitions, work surfaces for use by groups of eight or fewer people, and moveable furniture to facilitate small-group learning.

To date, a redesign of several informal learning spaces in the Lecture Hall has been completed. (Click [here](#) to view “before” and “after” photos.) Future plans call for classroom upgrades and the development of informal learning spaces in the Business/SPEA Building, Cavanaugh Hall, the Education/Social Work Building, the School of Nursing, and the Science, Engineering and Technology Building. Tentative locations for wireless computing environments include the Lecture Hall, the Education/Social Work connector, and Cavanaugh Hall.

New Buildings to Foster Student Engagement with Campus Life. Even more ambitious plans call for the development of a 173,000 square foot Campus Center by 2007 and for completion of student residences, housing 3,000 students, by 2007. The Campus Center, which will be centrally located at the southwest corner of Michigan Street and University Boulevard, is slated to include student gathering places and lounges, food services, meeting and event spaces, student academic assistance services and resources, performance space, a computer lab, and a range of auxiliary services. The Center is a cornerstone of IUPUI’s plan to create a welcoming campus environment and encourage stronger academic and social connections to the campus among students.

Equally important, the student residences, which will house approximately 3,000 students, are being carefully planned as learning communities for students able to devote full attention to their educational experience at IUPUI. It is anticipated that adding a core group of residential students to IUPUI will strongly influence the student culture on campus, encouraging deeper engagement in learning among all students and, with the help of the Campus Center, strengthening and expanding co-curricular activities and student life. Planning for the residences is geared to accomplishing these key objectives for the campus. The residences will include an Honors House, an International House, first-year only student housing, and other special interest housing. UC is working closely with SLD to develop programming that will bring residential students together in UC first-year seminars, involve them in service learning projects and campus organizations, and create opportunities for student-faculty interaction outside class. SLD’s newly released strategic plan includes plans for assessing the impact of the student residences on both residential and non-residential students through ???

Planning and Assessing for Effective Learning

Planning for General Education: The Principles of Undergraduate Learning. No campus-wide planning initiative at IUPUI can afford to ignore the highly decentralized culture of the campus. This culture originated with IUPUI's founding as a loose confederation of professional schools, each with its own distinct history and identity. In 1969, when IUPUI was established, its academic units ranged from the School of Medicine, which had become part of Indiana University in the early twentieth century, to the School of Physical Education, which had been founded elsewhere in the mid-nineteenth century and subsequently relocated to Indianapolis, to extension divisions of IU and Purdue that had no mandate to operate autonomous undergraduate programs in the liberal arts and sciences.

The campus thus lacked the “arts and sciences core” that traditionally provides the common curriculum for general education on university campuses. Each school at IUPUI had its own distinct and separate academic requirements and expectations. As the campus grew and added new schools and programs, primarily in professional areas, this decentralized approach to undergraduate education continued.

By the late 1980s, many at IUPUI recognized the problems inherent in this approach: students had difficulty transferring from one major to another and the university lacked a common, campus-wide articulation of expectations for baccalaureate degree recipients to guide curricular and pedagogical approaches. To develop strategies for addressing these problems, the campus established the Council on Undergraduate Learning in 1988. In 1991, a subgroup of CUL, the Commission on General Education, was charged with developing recommendations on general education.

In 1993, the Commission introduced an initial draft of the IUPUI Principles of Undergraduate Learning, proposing their adoption campus-wide. Rather than attempting to prescribe specific common course requirements for students in all IUPUI schools, the draft defined a set of higher order abilities and skills that all IUPUI undergraduates would be expected to master; course requirements to support student learning of the PULs were to be determined by each individual school. Winning approval of the proposed list of PULs at a large, complex campus like IUPUI was no easy task, but following a number of iterations and extensive discussion at the department, school, and campus levels, the current version of the PULs was adopted by the IUPUI Faculty Council in 1998.

The PULs provide a focused, common statement of expectations for all students, whatever their particular major may be, as well as a common framework for assessing and evaluating academic programs. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge,

and understand the diversity of human cultures, societies, and perspectives, among others. Emphasizing liberal learning across the curriculum, the PULs are intended as a blueprint for equipping graduates with the higher-order skills and dispositions that characterize effective citizens, professionals, and leaders.

Using the PULs as a foundation, general education at IUPUI is built around a set of common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Teaching and learning of the PULs thus is not expected to be “completed” by the time a student enters a major, but rather to continue within the context of the discipline and/or profession. Capstone courses, required by many majors across the campus, for example, are designed to integrate the six PULs with the content of the major or profession.

Each school at IUPUI that grants baccalaureate degrees is free to determine the specific course requirements that will best enable its students to achieve the PULs. In practice, an “empirical core” curriculum has emerged, as degree programs have reached similar conclusions about the kinds of courses most likely to contribute to student learning of the PULs. This empirical core includes:

- A first-year seminar/learning community (1 course/1-3 hours)
- College writing (English W131/3 hours)
- Speech/communications (Speech Communications R110/3 hours)
- Mathematics competence (3 hours or demonstrated competence)
- Arts and humanities (2 courses/6 hours)
- Social sciences (1 course/3 hours)
- Science (1 or 2 courses/3-6 hours)
- Capstone (number of hours varies)
- TOTAL: 24-27 hours

Along with the empirical core extending across most baccalaureate degree-granting units, the IU School of Liberal Arts and the Purdue School of Science formally adopted a common core curriculum in 1998. This common core represents the culmination of a lengthy effort, parallel to, but somewhat separate from, the work of CUL, by the Council of Liberal Arts and Sciences (CLAS). Now renamed the Common Core Curriculum Committee, CLAS, a joint committee of the Schools of Liberal Arts and Science, based its “Principled Curriculum” on the PULs. It is intended to strengthen liberal arts and science students’ preparation for the major, to expand student options for choosing a major or pursuing a double degree, and to foster faculty collaboration and interdisciplinary ties across the two schools. The strongest single emphasis in the curriculum is on writing; the design of the curriculum is meant to ensure that substantial writing is required of all Liberal Arts and Science students throughout their undergraduate education. The specific elements of the common core curriculum are described on the Web site of the Common Core Curriculum Committee.

Assessment of the PULs. Since campus-wide adoption of the PULs in 1998, a number of campus-level committees and offices—principally PRAC, PAll, and OPD—in addition to the individual schools themselves, have worked to ensure that they are firmly embedded into curricula and pedagogical approaches and into our ongoing assessment programs. UC and other freshman learning communities, in particular, have played a prominent role in introducing the PULs to new students. Currently, assessment of student learning of the PULs takes place at the school level, as well as at the campus level through special campus-wide efforts and initiatives. Perhaps the most ambitious of these initiatives, the student electronic portfolio, is currently being piloted.

Based on evidence derived from assessment efforts to date, we believe that our students are achieving the PULs to some degree, but not to the extent that we would like. In addition, we need to continue our efforts to ensure that faculty and departments are working systematically and effectively to improve and assess student learning of the PULs. The performance indicators page for Teaching and Learning reflects this judgment. Below, we discuss our approaches to gathering evidence related to teaching and learning of the PULs at the school and campus levels and strategies underway for improving these approaches.

Assessment of the PULs at the Department and School Level. Each academic program at IUPUI is responsible for developing statements of learning expectations for its majors and assessing for accomplishment of those expectations. Most undergraduate programs have either incorporated the PULs into these statements or explicitly mapped the PULs to elements of their expected learning outcomes. (To see several examples, click here). Processes and results of assessment of the PULs, as well as of the major, are synthesized in the annual reports submitted by each school to PRAC and posted to the PAll Web site.

To supplement the annual school reports, and as part of IUPUI's work on the Urban Universities Portfolio Project, the Dean of Faculties funded a special study in 2000-2001 that examined teaching, learning, and assessment of the PULs in each IUPUI school that grants baccalaureate degrees. Conducted by three Faculty Associates under the leadership of the Director of the Office of Campus Writing, the study produced a major report, *Phase I of a Study of Student Learning*, which provides a cross-cutting analysis of how the PULs are integrated into school curricula and assessed across the campus. This analysis found that integration and assessment of the PULs, as well as faculty and student understanding of the principles and their purpose, vary both across and within schools. Results of the report are summarized in a set of matrices that provide information on how each PUL is addressed by each individual school; these matrices have been updated, drawing on information from the annual school assessment reports, to reflect changes and improvements implemented in 2001-2002.

As an outgrowth of the Faculty Associates' study, the Office for Professional Development at IUPUI has sponsored several major programs intended to increase faculty and student understanding of the PULs and to disseminate good practices for teaching and assessing for the skills and abilities the PULs represent. Specific examples of how various PULs are taught, learned, and assessed can be found on the "Evidence and Initiatives" page of this section and are highlighted in the "IUPUI in Action" pull-outs throughout this portion of the self-study.

Assessment of the PULs Campus-Wide. In 2001, the campus embarked on an even more ambitious effort to embed the PULs explicitly and firmly in undergraduate curricula through the development and implementation of student electronic portfolios organized around student learning of the PULs over the course of their undergraduate studies at IUPUI. Using a common Web-based platform and template that IUPUI is developing in consortium with several major universities around the country, the student portfolios include samples of student work demonstrating achievement of the PULs over time, along with reflective essays by students focused on their intellectual growth in college within the framework of the PULs.

Pilot tests of the student portfolio began during the 2001-2002 academic year and are continuing this semester in a range of introductory courses, including UC's Freshman Inquiry classes, which introduce students to the PULs. We anticipate that by 2004, all undergraduate students at IUPUI will be required to develop and maintain a portfolio over the course of their undergraduate studies. Courses and programs across the campus will incorporate assignments explicitly designed for inclusion in the portfolios as demonstrations of achievement in one or more of the PULs.

As part of the student portfolio initiative, a broad campus-wide effort is currently underway to develop rubrics, defined by faculty, that describe introductory, intermediate, advanced, and exemplary levels of competence for each PUL. All portfolios will be assessed at several points in each student's progress through the curriculum, using these rubrics to determine how effectively the PULs are taught and learned across departments, schools, and the entire campus and over the course of each undergraduate student's education.

We expect these efforts to enhance awareness of and focus on the PULs among both students and faculty and to yield insights into more and less effective approaches to supporting student achievement of the outcomes encapsulated in the PULs. We thus see the student portfolio initiative as an important step in a long-term process of integrating, assessing, and improving our strategies for helping students achieve the key general education outcomes they will need in order to work, learn, and contribute to their professions, communities, families, and beyond.

Planning for and Assessing Student Learning in the Major. Since the late 1980s, each degree program at IUPUI has had responsibility for defining expected learning outcomes for its majors and assessing for those outcomes. Support, information, and oversight for these activities are provided by PRAC, which includes faculty representation from each school. Detailed information on department and school assessment approaches and findings can be found in the annual school assessment reports submitted to PRAC.

Approaches to assessment vary widely both among and within schools, ranging from use of portfolio assessment, capstones, common examinations for multi-section courses, and other course- and curriculum-embedded methods to standardized tests, licensure examinations where relevant, and surveys of current and former students. Based on evidence from assessment, we conclude that, in most majors, student learning of the major field is improving, but is not yet as effective as it might be. The performance indicators page for Teaching and Learning reflects this appraisal and includes links to additional detailed information and supporting evidence.

A Special PRAC Study of Assessment in the Schools. Over the 2001-2002 academic year, in preparation for this Teaching and Learning special emphasis self-study, PRAC undertook a study of assessment practices across IUPUI schools through a series of oral reports presented at the monthly PRAC meetings. Amplifying and extending the written reports submitted annually by the schools, the oral reports considered assessment findings in relation to key learning outcomes, uses being made of those findings, and needs for improvement, including improvement of assessment approaches and support for assessment work. The reports revealed both ongoing progress in implementing effective assessment practices across the campus and a need for continued advocacy, faculty development, and support to encourage the spread of more sophisticated and ongoing assessment practices. Based on consideration of the entire set of reports, PRAC developed a list of recommendations that address the following areas:

- Building faculty and student commitment to and participation in assessment
- Improving incentives and rewards for faculty involved with assessment
- Enhancing administrative support for assessment
- Strengthening the campus infrastructure for assessment.

This year, PRAC has begun working with relevant campus committees, groups, and offices to implement these recommendations.

Using Surveys in Assessing Student Learning. IUPUI makes extensive use of surveys at both the school and campus levels to gather indirect evidence of student learning that supplements and fleshes out evidence gathered through other assessment activities. These surveys include both in-house and national

instruments. At the campus level, surveys of entering and continuing students, of non-returning students, of graduates and of employers of graduates yield valuable information on student expectations, satisfaction, and perceived learning outcomes that helps faculty and programs plan curricula and pedagogical approaches that engage students and fit their needs.

Student surveys have been especially important tools in our efforts to improve student retention, helping to illuminate the challenges our students face as they work to continue and complete their education. For example, comparing our results on the National Survey of Student Engagement to those of a group of peer urban public campuses, we learned that, on average, IUPUI students spend twice as much time working at outside jobs than students at our peer institutions—a statistic that may help explain why our retention rates are lower than those of peer campuses.

[Am awaiting Vic's assistance to flesh out this section]

Involvement in National Efforts to Plan and Assess for Effective Student Learning

[What might be included here that hasn't been discussed elsewhere?]

Conclusion

Teaching and Learning Introduction Draft 8/20 /02

This section of the IUPUI portfolio comprises part of our Web-based special emphases self-study for the campus's November 2002 accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools. In it, we discuss and critically review the main concepts, strategies, and initiatives that have driven our efforts to support effective teaching and learning at IUPUI, examine the impact of our strategies and structures, identify strengths and challenges, and recommend actions for improvement. We conclude with several questions to our accreditation review team members on how we might further improve the impact and effectiveness of our approaches.

Throughout this section, you will find links to pages of this portfolio or other IUPUI Web sites that include:

- Detailed information on topics, programs, initiatives, and offices referenced in the narrative
- Policy and planning documents, reports, and statistical information
- Representative examples of student and faculty work presented to demonstrate specific teaching and learning practices and outcomes
- Findings from direct and indirect assessments of student learning
- Indicators of our effectiveness in teaching and learning.

We hope this self-study will be of interest to visitors beyond our accreditation review team members themselves: our many stakeholders in the Indianapolis community and the state of Indiana, colleagues at other higher education institutions and organizations, and our own students, staff members, and faculty members at IUPUI, so many of whom have contributed to the work represented here.

Focuses of the Self-Study. IUPUI's newly revised mission statement re-affirms the IUPUI commitment to excellence in teaching and learning, within the context of our role as the urban public university in Indiana's largest city and with a strong emphasis on professional education and the health sciences. The new strategic plan further defines four key performance objectives within this commitment:

- Attract and support a better prepared and a more diverse student population
- Support and enhance effective teaching

- Enhance undergraduate student learning and success
- Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

This special emphasis self-study focuses on the second and third of these strategic goals: "Support and Enhance Effective Teaching" and "Enhance Undergraduate Student Learning and Success." While newly restated, these goals emerge from commitments integral to our mission from the institution's founding.

These commitments bring with them significant challenges. IUPUI's students and campus environment bear scant resemblance to traditional paradigms of higher education. We are a commuter institution serving largely working, first-generation, financial aid-eligible students in a state ranked 50th in the proportion of adults over age 25 with college degrees. Many students arrive on campus without any clear sense of what to expect from college. More than half of new freshmen are considered under-prepared for college-level work, by virtue of class rank, SAT/ACT scores, or high-school coursework, and most students are extensively engaged in pursuits other than college study; a majority work 30 or more hours a week, for example, and many have family and community commitments outside school.

Research on higher education shows that academic preparedness for college and time and attention devoted to college studies are among the most influential predictors of undergraduate retention and performance. From this perspective, IUPUI faces even greater challenges than our peer urban universities do. According to research carried out in collaboration with peer institutions, the dual challenges of student under-preparation and significant off-campus work commitments are substantially greater at IUPUI. For example, our undergraduates, on average, spend almost twice as many hours working off-campus as students at peer institutions. In addition, they enter higher education with comparatively lower scores on standardized tests and fewer college preparatory courses completed in high school.

Alexander Astin has noted that for many students at commuter campuses like IUPUI, higher education is a disruption in their lives, in contrast to students at residential institutions, whose lives and identities are focused on their student status. Our student satisfaction surveys confirm this; for example, availability of parking ranks higher among our students' pre-eminent concerns than many academic issues, such as being able to take courses in the appropriate sequence or the availability of library materials. Family needs, job pressures, and other responsibilities not faced by full-time, residential students make it more difficult for commuter students to focus on learning the skills needed to succeed in college.

In addition, the “New Majority” students who typify IUPUI undergraduates rarely follow traditional college attendance patterns or timelines; most attend multiple higher education institutions successively or even simultaneously. According to the most recent study of “Degrees Conferred” at IUPUI, approximately two-thirds of our baccalaureate degree recipients begin their undergraduate studies at another institution; our most recent “Enrollment Analysis” report tells us that about one-third of students who begin their higher education at IUPUI transfer to other institutions. (Two-thirds of students transferring out go on to non-IU institutions and are counted as “non-retained.”)

Given these circumstances, it is at the same time critically important and extremely difficult for IUPUI to engage students deeply in learning, provide them with intellectually coherent educational experiences, and retain them through graduation. Much of our work on teaching and learning has focused on developing, implementing, and assessing strategies for addressing these multiple challenges in order to serve our student population and the Central Indiana region as well as possible. This special emphasis self-study takes stock of these strategies with an eye to revising or augmenting them where evidence indicates a need for change. Ultimately, our purpose is to chart a course for pursuing Excellence in Teaching and Learning in ways that will best serve our particular student body and our particular mission as Indiana’s urban public university.

Teaching and Learning at IUPUI: A Historical Perspective. By virtue of the campus’s mission and student demographics, effective teaching and learning have historically been at the forefront of IUPUI’s concerns. Much of the focus of the campus’s early years, however, was on merging IU and Purdue academic and administrative units and on winning “undergraduate autonomy”—i.e., gaining IUPUI faculty control over academic matters for undergraduate students. Since the early to mid-1980s, however, and especially over the past ten years, our strategies for pursuing effectiveness in teaching and learning with our student population have evolved rapidly. The document on Milestones in teaching and learning at IUPUI provides a condensed overview of the development of major initiatives and offices supporting teaching and learning over the campus’s 33-year history.

Our early efforts and strategies aimed to encourage improvement and innovation in teaching. During the mid-1980s, the campus established an Office of Faculty Development, which, among other activities, encouraged faculty, through internal grants and other mechanisms, to experiment with innovative approaches to teaching that would be effective with IUPUI’s urban, career-oriented student body. As a campus, IUPUI was also an early adopter of the use of instructional technologies to promote access and improved teaching and learning in higher education.

In the late 1980s, IUPUI established the Council on Undergraduate Learning (CUL) to provide campus-wide leadership for student learning in our

predominantly decentralized campus environment and with our specific student population. The founding of CUL marked the beginning of a shift in focus from teaching to learning and, over a period of years, led to the development of the Principles of Undergraduate Learning (PULs), which encapsulate the campus's vision for general education.

Campus work on both teaching and learning accelerated in the early 1990s with the opening of an Undergraduate Education Center (UEC), a merger of three advising centers: the University Division, serving primarily traditional-aged students; the Adult Education Coordinating Center, serving mainly returning adults; and the University Access Center, serving under-prepared students. Many of the efforts of the UEC were designed to implement recommendations made in the *Involvement in Learning* report issued in 1984 by the U.S. Department of Education. That report stressed the importance of engaging students in their learning and with one another, an idea strongly supported by research on undergraduate learning.

Other efforts of the late 1980s and early 1990s also focused on serving the needs of nontraditional learners both on and off the campus. During this period, IUPUI developed articulation agreements with Ivy Tech State College and started a campus chapter of Alpha Sigma Lambda, the national honorary society for part-time adult college students. A Community Learning Network project, initially funded by the Annenberg Foundation, has since evolved into a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

Teaching and Learning at IUPUI: A Current Perspective. Today, many of these fledgling initiatives of the late 1980s and early 1990s have been institutionalized as key campus-wide and school-based academic units, offices, and features of IUPUI, as we continue working to address the challenges of providing effective teaching and learning for our New Majority students. For example, the 1998 establishment of University College (UC), which grew out of the work of the UEC, CUL, and other earlier initiatives, represented a major commitment of resources to an effort to enhance new students' engagement with their education, to increase and centralize support for learning, and, ultimately, to improve student persistence and academic achievement.

Another milestone was the 1999 reorganization of faculty development efforts and initiatives under the umbrella of a new Office for Professional Development (OPD), one of the most extensive such offices in the country, offering programs and faculty forums on teaching and learning, assisting faculty in using technology to enhance learning, and, with UC, providing campus-wide leadership in addressing such key challenges as helping our students succeed in large introductory courses. A new Office of Student Life and Diversity (SLD), also

initiated in 1999, seeks to expand co-curricular learning opportunities, to ensure that IUPUI's commitment to diversity informs both the formal curriculum and the co-curriculum, and, working with OPD, UC, and other units, to improve the physical environment for learning on campus.

The development of these new offices and initiatives has been accompanied and shaped by systematic campus-wide planning, assessment, and improvement processes spearheaded by the Office of Planning and Institutional Improvement (PAII), established in 1992. Under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was launched in 1993 with faculty representation from every IUPUI school, as well as from administrative units with responsibility for supporting student learning and success. PRAC oversees campus-wide and school-based assessment of student learning, focusing especially on the core abilities defined by the PULs. It is the principal campus group working on the development of this special emphasis self-study, which is based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past ten years.

With the advent of the Community College of Indiana (CCI) in 2000, IUPUI has very recently begun to see changes in enrollment patterns and student demographics. CCI has assumed responsibility for part of IUPUI's access mission and draws on a portion of our traditional student base; in turn, IUPUI's proportion of traditional-aged and full-time students has increased over the past two years, while overall enrollment has also increased. It was in anticipation of such changes that the Future Group was formed in 1999 to consider the impact of CCI on IUPUI's mission, priorities, and goals. In 2000, the Future Group began work on revising IUPUI's Mission, Vision, and Values statement and developing a new strategic plan for the campus. This special emphasis self-study emerges from this campus-wide planning effort, examining the efficacy of current practices and initiatives and identifying areas where our efforts may need to be enhanced or rethought.

**Revised
8-9-02**

Suggestions from 2001-02 PRAC Presentations for Moving Assessment Forward

Involvement in Assessment

1. Increase Faculty Development and Involvement in Assessment
 - Help faculty develop guidelines for incorporating assessment of the Principles of Undergraduate Learning in syllabi
 - Provide access to assessment experts
 - Provide more dollars to support PRAC grants
 - Establish grants that support development of faculty expertise in assessment
 - Support the scholarship of teaching
 - Provide support for more faculty to attend assessment conferences
 - Develop campus-based workshops on assessment
 - Increase support for online teaching
2. Increase student involvement in assessment
 - Provide funds for more involvement of students in assessment-related research and development
 - Assist faculty in determining how to use course assignments for assessment purposes, so that assessment is not viewed as an “add-on” activity by students
3. Engage deans more fully in assessment by stressing benefits to schools (e.g., assuring that students enter the major with certain levels of competence; assuring that introductory courses have aligned goals so that students enter advanced courses with more consistent preparation)
4. Expand the assessment conference—do it more often, include more IUPUI faculty and administrators

Rewards and Incentives for Assessment

1. Revise promotion and tenure criteria to include assessment
2. Include involvement in assessment in guidelines for teaching awards and honors

Infrastructure for Assessment

1. Develop a basic general education core with campus-wide committee support to make it happen
2. Increase PRAC time to discuss assessment tools
3. Disseminate effective examples via sharing sessions
4. Increase focus on general education
5. Appoint a PRAC representative to Faculty Council
6. Have an assessment committee in each school
7. Select/develop technology for keeping track of assessment data
8. Provide help in increasing alumni responses to surveys

Program Review and Assessment Committee

Thursday, September 26, 2002

2:00 -3:30 p.m., UL 1126

Joyce Mac Kinnon, Vice Chair

Linda Durr, Recorder

AGENDA -

1. IntroductionsI. Ritchie
2. Approval of August MinutesI. Ritchie
3. Update on Defining Student Competence on the PULs..... S. Hamilton
4. Update on Performance Indicators for Student LearningT. Banta
5. Update on NCA Self-Study on Learning and TeachingS. Kahn

MINUTES -

Present: W. Agbor-Baiyee, L. Angermeier, S. Avgoustis, S. Baker, T. Banta, P. Boruff-Jones, C. Dobbs, K. Duckworth, E. Gonzalez, C. Guba, S. Hamilton, J. Howard, S. Kahn, L. Kasper, D. Koerner, J. Kuczowski, J. Mac Kinnon, J. McDonald, C. Pike, M. Plummer, E. Sener, P. Smith, C. Souch, R. Vertner, A. Wilson, C. Yokomoto, N. Young

Introductions

J. Mac Kinnon, vice chair, presided over the meeting in the absence of I. Ritchie. Mac Kinnon began by asking attendees not present at the August meeting to introduce themselves to the group.

Approval of August Minutes (J. Mac Kinnon)

- Minutes were approved

Update on NCA Self-Study on Learning and Teaching (S. Kahn)

The order of the agenda was reversed slightly to allow S. Kahn to go first. She distributed two documents:

1. Strengths and Challenges for Learning and Teaching Self-Study, Draft 9/26/02.2
2. Questions for Review Team, Draft 9.26.02.2

Kahn asked that the committee take a few minutes during the meeting to read through the strengths and challenges document and make suggestions. Several suggestions were made:

Challenges:

- On p. 3, first bullet: This item needs to be listed as both a strength and a challenge.
- On p. 3, third bullet: Change “in some” units to “across all” units.
- On p. 3, fifth bullet: We need a stronger word than “ensuring.” Maybe something like “maintaining and enhancing support for the library . . .”
- On p. 3, seventh bullet: It was pointed out that almost everyone is already incorporating the PULs into their undergraduate courses to some degree and that we need to state this differently. J. Kuczkowski suggested “ensuring that every faculty member works to make explicit connections between course content and the PULs...”

Strengths:

- On p. 1, first bullet: reword to say explicitly that many units offer first-year experiences; also, split into two bullets, one addressing first-year experiences and the other addressing University College.

Kahn said we lack information on specific examples of first-year experience courses from other units besides University College, and that’s why this strength may seem to overemphasize the role of UCOL. We still lack good examples in other areas as well. We have made progress across the entire campus and these things need to be captured. If members have suggestions for materials that can be linked to the portfolio Web site, there is still time to do it. It was suggested that we also incorporate more examples of senior capstone experiences.

Another idea was that we cluster the bullets or categorize them. The strengths and challenges look unbalanced.

Kahn reminded committee members about the set of questions that was presented at the August meeting and noted that she had received only two responses. She needs material that can be linked to the self-study so that we have substantive information to show for units across the campus. Members can send Word documents, PowerPoint presentations, or links to other campus Web sites. Kahn will send the list of questions again to the committee via email after the meeting.

Kuczkowski reiterated that Kahn needs the committee’s help and urged PRAC members to send her highlights from their programs.

Kahn also reminded committee members that Bob Bringle is working on the Civic Engagement Self-Study and that they should send relevant examples from their schools to him.

(The final version of the strengths, challenges, and questions document may be found at http://www.iport.iupui.edu/teach/teach_scqs.htm).

Discussion of the “Questions for Review Team”:

E. Gonzalez suggested that University Library plays a role in many of the initiatives discussed in the learning and teaching self-study, but is not frequently mentioned. Kahn replied that David Lewis has sent some specific suggestions for language about the library and that these will be incorporated in the document.

In response to a question about the purpose of these questions, Kahn explained that part of the review team’s role is to act as consultants and that this is particularly true in the case of special emphases self-studies.

Others thought the questions seemed rhetorical and somewhat redundant after the list of challenges. S. Hamilton suggested that we turn the challenges into questions, thus combining the lists of challenges and questions.

Update on Performance Indicators for Student Learning (T. Banta)

T. Banta announced that the Performance Indicators for Teaching and Learning Subcommittee met just prior to the PRAC meeting. Vic Borden has assembled data organized around the goals and objectives in the mission statement. The subcommittee considered the data and decided on “traffic light” colors for the subindicators under the major indicator “Support and Enhance Effective Teaching,” giving the major indicator a yellow-to-green light. The subcommittee will meet again to consider the other major indicators and subindicators for teaching and learning; anyone who would like to join this group should contact Banta. As the subcommittee continues to work on the indicators, its findings will be included in the portfolio.

Update on Defining Student Competence on the PULs (S. Hamilton)

Hamilton highlighted the achievements to date and explained that some areas need further clarification before the Student Eport Committee solicits further input from the schools. Banta and Hamilton have met and decided to set up ten committees, one for each PUL and Core Skill, formed of faculty members who attended the April 12 meeting, as well as other interested faculty. Hamilton has organized these committees, each with a chair, and they are meeting to refine the document begun on April 12. C. Yokomoto has also met with Hamilton to talk through some concerns of faculty in the School of Engineering and Technology. Hamilton noted that the lists of the PUL committee members on her PowerPoint presentation indicate that some committees have only a few people on them; more volunteers are needed! She asked that PRAC members encourage people in their schools to volunteer to serve.

Hamilton commented briefly on the status of each PUL committee:

- PUL 1a: Written Communication: Yokomoto noted some duplication in the “Knowledge and Skills” section, which the committee will be addressing.
- PUL 1b: Analyzing Texts: We need participation from a wide range of disciplines, because different disciplines use different approaches to texts.
- PUL 1c: Oral Communication: The committee needs someone from Education and someone who deals with the public. A question about graphical communication was raised; Hamilton thought that would fit best under written communication. It was also suggested that graphics could be considered under analyzing texts.
- PUL 1d: Quantitative Reasoning: Hamilton noted that this committee needs more people from relevant fields, including Engineering and Technology, social sciences, and others.
- PUL 1e: Information Literacy: Chair H. Mzumara has additional committee members not yet listed here. They have already begun working and are proceeding well.
- PUL 2: Critical Thinking: This committee is also very solid.
- PUL 3: Integration and Application: This committee requires more faculty members.
- PUL 4: Intellectual Breadth, Depth, and Adaptiveness: We need more people on this team as well.
- PUL 5: Society and Culture: This committee is beginning its work.
- PUL 6: Values and Ethics: We would welcome additional assistance on this team.

At this stage, Hamilton is hoping to simplify and clarify the definitions of introductory and intermediate competence and the processes for assessing levels of competence. Before we can make suggestions about which courses and assignments fulfill the expected levels of competence, we must develop campus consensus on defining the levels of competence and articulating these levels as clearly and straightforwardly as possible. Students will be in charge of their own portfolios, but they will need help to decide which assignments would best illustrate their proficiencies. Hamilton closed by explaining the role of the committees and the role of PRAC; she also provided a tentative timeline for further development of the portfolio initiative.

Announcements:

Banta distributed brochures for the 2002 Assessment Institute. A letter will be sent to the deans informing them that we will waive the registration fee for one member of PRAC and encouraging them to send other representatives of their schools.

Banta also distributed (one per school) the July/August issue of *Assessment Update*.

Next Meeting:

Thursday, October 24
2:00 to 3:30 p.m.
UL 1116

Questions for Review Team
Draft 9.26.02.2

Learning and Teaching Self-Study

1. Given our environment as an urban, public, commuter university, what are your suggestions for improving student learning, engagement, and persistence at IUPUI?
2. How can we continue to improve the first-year experience?
3. What can we do to assist our many transfer students in adjusting to the campus?
4. What practices or initiatives might help us to engage more faculty in assessment and the Scholarship of Teaching and Learning as integral parts of their work?
5. How can we integrate the PULs more effectively into faculty work with students?
6. What strategies might help us sustain the teaching and learning innovations and initiatives we currently have underway?
7. What more can we do to ensure that our various initiatives are coordinated with one another?
8. Given that IUPUI is the principal site for graduate professional education in Indiana, how can we take advantage of the concentration of professional schools on campus to benefit undergraduates?
9. How feasible and desirable is it to try to integrate all eight IU campuses in terms of common curriculum expectations and other academic issues?
10. How can we measure our progress on teaching and learning more effectively?
11. What priorities would you suggest IUPUI focus on in the area of teaching and learning over the next five to ten years?

General

1. In what ways was the Web presentation of the self-study more helpful to you than a paper-based self-study? What difficulties did you have with the

Web approach? What suggestions do you have for improving such presentations for accreditation purposes?

2. How might a Web portfolio like IUPUI's be useful for general public accountability purposes? With what audiences? For what purposes? How would we need to adapt the portfolio for other audiences and purposes?
3. How can we make the portfolio and its Web presence as useful as possible for internal improvement? How can we encourage stakeholders to use it as an information resource?

**Strengths and Challenges for
Learning and Teaching Self-Study
Draft 9/26/02.2**

Strengths

- Strong first-year experience programs, including University College, learning communities, and instructional teams for first-year students and the various support services and resources offered under one roof by UC.
- The Gateway Program, bringing together faculty development and student learning, with focus on increasing academic achievement of beginning students.
- Substantial improvement in retention over the past two years.
- New and expanding student support resources and student life programs.
- The emphasis on assessment at UC and collaboration among UC, the Office of Information Management and Institutional Research, and the Office for Professional Development to use assessment to identify and implement those interventions most effective in enhancing first-year student learning and retention.
- The campus-wide Principles of Undergraduate Learning, which define the knowledge and skills all undergraduates should attain and which are integrated in statements of expected competence for each major.
- An agreed-upon “core” curriculum (formerly the CLAS Curriculum) for Liberal Arts and Science majors that also serves as the basis for general education in most other schools.
- Well-defined and improving structures and processes for strengthening and assessing student learning of core skills (the PULs) and of the major.
- Senior capstone courses in most major fields.
- A growing honors program, which has brought more highly qualified students to campus, and increasing undergraduate involvement in research.
- Collaboration with Ivy Tech State College and then the Community College of Indiana to support student academic achievement and articulation between CCI and IUPUI; this collaboration has resulted in a dramatic increase in transfers since 1995.

- Well-developed program of survey research to gather indirect evidence of student learning and data on student, faculty, and staff satisfaction with the working environment on campus.
- Efforts to improve the physical environment for learning and engagement on campus.
- High-quality, comprehensive professional development programs for faculty.
- Rewards and incentives for effective teaching.
- Widespread use of active learning and inquiry-based pedagogies to promote student learning and engagement.
- A strong and growing service learning program and student involvement in clinical experiences and community internships in many major fields.
- Widespread use of technology to provide access to educational resources at IUPUI and to enhance the learning environment, along with initiatives to assess the impact of technology applications in specific teaching and learning contexts.
- Collaborations among IUPUI faculty within and between departments and schools to achieve important goals like improved retention and effective student learning of the PULs and major.
- Participation in national and consortial initiatives to improve teaching and learning that provide IUPUI with opportunities to learn from successful practices at other institutions and adapt them to our context.
- Open information environment and efforts to keep stakeholders informed of the institution's effectiveness in teaching and learning through the annual Performance Report, the IUPUI portfolio, the campus Web site, and other media.

Challenges

- Implementing developmental programs that will promote success for IUPUI's many under-prepared students.
- Continuing to raise our undergraduate retention and persistence-to-graduation rates for *all* students.

- Increasing collaboration with P-12 education to increase access to and preparation for higher education, especially for graduates of the Indianapolis Public School System.
- Strengthening planning and implementation of diversity efforts in some units.
- Continuing to improve student learning of the PULs and major.
- Continuing to improve student life, when most of our students commute to campus.
- Ensuring continued support for the library, the technology infrastructure, parking, and other infrastructure items.
- Financial resources for students.
- Ensuring that every faculty member works to develop at least some of the Principles of Undergraduate Learning in every undergraduate course, that students understand the purpose of the PULs, and that students develop the expected knowledge and skills.
- Ensuring that all faculty members and administrators understand the purposes of assessment and participate in (or support) meaningful assessment and improvement efforts.



Learning Outcomes for the PULs: Introductory and Intermediate Levels

On the Road to Campus
Consensus

Update for PRAC

September 26, 2002



Achievements to date

- Involvement of over 100 faculty on April 12
- Draft document sent to faculty participants and PRAC
- Revised document based on comments from the above
- Establishment of 10 committees to fine tune document leading to consensus



PUL 1a: Written Communication

- Scott Weeden (Chair)
- Polly Boruff-Jones
- Tracy Donhardt
- John Drury
- James McDonald
- Tere Molinder Hogue
- Deb Perkins
- David Sabol
- Harriet Wilkins

PUL 1b: Analyzing Texts

- Thom Marvin
(Chair)
- Kevin
Cramer
- Joseph
Harmon
- Helen
Henard
- Sally Neal
- Robert
Osgood
- Richard
Turner
- Christian
Kloesel



PUL 1c: Oral Communication

- Jan DeWester: Chair
- Kathleen Hanna
- Kimberly McClish
- Michael Hudson
- Randi Stocker



PUL 1d: Quantitative Reasoning

- Robert Rigdon: Chair
- Archana Dube
- Robert Molnar
- Linda Kaspar
- Sithy Nalim



PUL 1e: Information Literacy

- Howard Mzumara: Chair
- John Ault
- Randy Halverson
- Susan Tennant
- Daniel Baldwin
- Clinton Koch
- Rita Pavolka



PUL 2: Critical Thinking

- William Agbor-Baiyee (Chair)
- Eugenia Fernandez
- Betty Jones
- Mary Stanley
- Gayle Williams
- Drew Appleby
- Brenda Fitzgerald
- Laura Lucas
- Russell Vertner



PUL 3: Integration and Application

- Rick Ward: Chair
- Karen Black
- Michele Hanson
- Lee McLaughlin
- Patricia Elbright
- Thom Ho
- Sam Milosevich



PUL 4: Intellectual Breadth, Depth, and Adaptiveness

- David Williamson: Chair
- Carmen Medina
- Sarah Baker
- Ingrid Ritchie
- Bill Schneider
- Kathryn Wilson



PUL 5: Society and Culture

- Susan Sutton: Chair
- Pamela Bliss
- Jay Howard
- Miriam Langsam
- Julie Hatcher
- Pam King
- Catherine Souch
- Pat Wittberg



PUL 6: Values & Ethics

- Natalie Barman: Chair
- Judy Carlson
- Charlie Feldhaus
- Martel Plummer
- Marla Zimmerman
- Joe Kuczkowski
- Bob Bringle
- Andrea Engler
- Mary Fisher
- Charlie Yokomoto



Role of these groups

- Consider knowledge and skills in terms of learning outcomes: what is it that we expect students to know and be able to do? How can they demonstrate this?
- Ensure that each learning outcome is distinguishable from other learning outcomes and distinguishable from level to level.
- Reword for clarity (students and faculty)



Role of groups (cont.)

- Identify courses and assignments which students might use to demonstrate competence
- Think in terms of helping students make choices rather than in comprehensive terms.



Role for PRAC

- Please join any group you are interested in by contacting the chair.
- PRAC will review the reports of each group and make suggestions for modifications where appropriate.



Tentative Timeline

- December 2002: Reports from each group completed
- January 2003: Reports reviewed by PRAC
- February 2003: Reports sent to school curriculum committees
- April: Reports integrated into electronic student portfolio template to be piloted fall 2003.

Program Review and Assessment Committee

Thursday, October 24, 2002

2:00- 3:30 p.m. UL 1126

Trudy Banta, Presiding (in the absence of I. Ritchie and J. Mac Kinnon)

Linda Durr, Recorder

AGENDA

1. Approval of September Minutes
2. Updates and Announcements
3. Strategies to Move Assessment Forward
4. Nominations for Vice Chair

MINUTES

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, K. Black, P. Boruff-Jones, C. Dobbs, K. Duckworth, E. Gonzalez, L. Haas, S. Hamilton, S. Kahn, J. Kuczkowski, J. McDonald, S. Milosevich, H. Mzumara, M. Plummer, E. Sener, C. Souch, K. Stanton, R. Vertner, C. Yokomoto, and N. Young

Agenda Item 1. Approval of September Minutes (T. Banta)

- Minutes were approved.

Agenda Item 2. Updates and Announcements

Grants Subcommittee Update (K. Black)

- K. Black reported that the Grants Subcommittee met to discuss the one proposal that was submitted from Margaret Adamek, Monique Busch, and Ann Kratz. K. Stanton will be requesting clarification from them on some aspects of the proposal; following that, we should be ready for a vote at the December meeting.

Announcements (T. Banta)

- T. Banta reminded the committee that the NCA Review Team will meet with the PRAC members at 2:45 p.m. on Monday, November 18 in UC 115. The meeting will be conducted as a question and answer session. Please review the self-study/portfolio Web site at www.iport.iupui.edu before the meeting and come prepared to talk about what your school has done in terms of initiatives and innovations in teaching, learning, and assessment. Come late and leave early, if you have to, but please come.

Agenda Item 3. Strategies to Move Assessment Forward (T. Banta)

Much of the last year has been spent examining our progress on institutionalizing assessment and using assessment findings to improve. Last year's reports and discussions resulted in a series of recommendations. Banta distributed the document we developed last spring, entitled "Suggestions from 2001-02 PRAC Presentations for Moving Assessment Forward." We will be asking the review team for their perspective on this topic.

Banta mentioned that she had an opportunity to meet with members of the ABET accreditation team during their recent visit to the School of Engineering and Technology to review the Computer Engineering program offered by the Department of Electrical and Computer Engineering. At their exit meeting, the team commented that the department has one of the best assessment programs in the country for this discipline. The one suggestion for improvement they made was that students, as stakeholders, need to be more involved in the assessment process.

Banta noted that D. Appleby has some excellent ideas on how to involve students in assessment. Appleby has found that students are generally not aware of the learning outcomes they are expected to achieve; when they are made aware, they are more enthusiastic about getting involved in assessment. He distributed a packet that describes a capstone course he is teaching in which students are conducting a research project and developing an assessment report for the School of Science, based on the results of the school's Graduating Student Survey and Senior Reflections exercise. Early in the semester, J. Kuczkowski talked with the class about the learning outcomes the school is seeking and the information he hoped to get from the project. This type of project has never been done before in the School of Science--probably because it involves a lot of work. Through this process, the students are learning about the IRB process, confidentiality, and so on. Students can potentially learn a lot from this experience and so can the school.

In response to a question about how the Psychology students' assessment findings will be used, Kuczkowski explained that they will meet with him to report on and discuss the findings. The information will also be presented to the school's Teaching and Learning Committee and the Chairs' Council. Depending on the success of this experiment, Appleby and Kuczkowski hope that this capstone will be offered regularly in the future.

Suggestion: Could we consider asking these students to make a presentation at a future PRAC meeting?

Following is a list of concerns, comments and questions that came out of the discussion on moving assessment forward:

- There needs to be dialogue between students and faculty. What will the dialogue sound like?

- We need to consider people in the organization as clients. Drew's sample engages the students. We need to do more of this.
- ABET suggested that students get involved in the process of deciding what the outcomes should be. Students don't have to be only subjects of assessment, but can also be developers of assessment approaches and investigators of learning outcomes.
- Why not do this in other capstone courses? Not all departments are doing this. Not all are interested.
- What is the role of the student--client or customer? Do students know what problem they are trying to solve? Doing assessment with students is fine, but we must give them all of the necessary information at the outset.
- There is concern that not all students are aware of the PULs. The PULs need to be introduced early, often, and at every level. The PULs were adopted in 1998, so we just now have seniors who have gone through an entire undergraduate program with the PULs in place. The student ePort will help increase awareness of the PULs among both students and faculty. As students work on their portfolios, they will explicitly demonstrate their learning of each PUL.

Banta asked whether other schools have attempted to involve students in assessment and what outcomes came out of these efforts.

- L. Haas noted that in the Sociology Department, students have been involved in assessment through research methods classes, service learning, and studies of college retention. She offered to make examples of these projects available to the group.
- The School of Dentistry introduced a new curriculum a few years ago. J. McDonald commented that the students have shown great professionalism in contributing to assessment efforts. Several of their suggestions have been implemented and have led to positive changes in the curriculum.
- M. Plummer commented that the Herron School has used a modified version of the SOS survey of graduating seniors.
- The School of Liberal Arts has restructured its graduating senior assessment package, partly modeled on the SOS approach. They have not yet tried asking students to do an assessment project similar to Appleby's.
- Students in the School of Physical Education and Tourism Management have formed their own task force on assessment. One of the things that they learned is that they are not as prepared for careers as they should be. They are planning

to present their findings to the dean and to the chairs.

- S. Hamilton noted that one of the faculty learning communities sponsored by the Office for Professional Development is examining the capstone experience in relation to the PULs. She has found that students have tended to see reflection on the PULs in her capstone as extra work; this semester, she is asking students to complete a project, and then reflect on it in relation to the PULs. She hopes that students will see reflection as more meaningful when tied to a specific learning experience.
- S. Milosevich suggested that we consider how to frontload assessment of the PULs by providing a thorough introduction to them at the outset of students' education at IUPUI. Then, we need to consider how to help graduating students link their learning back to the PULs. Such a strategy would help make assessment of the PULs formative as well as retrospective.

Additional Suggestions for Involving Students in Assessment:

Banta asked for additional suggestions for how faculty might be encouraged to include students in assessment efforts. Suggestions and comments included the following:

- Faculty development to help people understand that students are partners in this process.
- A Best Practices Fair in the spring. Students could provide poster sessions or presentations to demonstrate how they are involved in assessing the PULs.
- Brown bag luncheons that address one or two of the PULs per session; feature speakers who have worked successfully with specific PULs. (One comment was that it would be difficult to attract faculty to yet another brown bag series.)
- Bring chairs together to talk about this issue.
- How many faculty are really involved with assessment and are really familiar with the PULs?
- Explain the PULs and assessment more clearly to students. Most freshmen do not yet understand why these skills are important and what the purposes of assessing them might be.
- What does ABET mean by involving students? Some faculty object to this.
- How can we get this information to part-time faculty?
- Are there good models for involving students in assessment?

- With the Student ePort initiative, we are committing IUPUI to engaging students more deeply in assessing the PULs. Is there some way to take this engagement a step further?
- We need to align the PULs more explicitly with learning outcomes in specific disciplines and courses. Students can then understand more clearly why they are asked to do certain kinds of work.
- Form student advisory boards.
- Suggest that each school replicate Appleby's model.

Assessment Findings and NCA Visit:

Banta noted that our NCA team is likely to ask what all of our assessment work adds up to—what has been the impact of this work on teaching and learning? She explained that, in anticipation of such questions, PAII has developed a matrix, drawn from the annual PRAC reports, that summarizes assessment approaches, changes resulting from assessment findings, and the impact of those changes since 1998. This matrix, "Changes Based on Assessment Findings at IUPUI," will be sent to everyone via email, along with instructions for adding information where there are blanks.

Agenda Item 4. Nominations for Vice Chair (T. Banta)

Banta reminded the committee that J. Mac Kinnon, current Vice Chair, will become Chair of PRAC in January. We are now requesting nominations for a new Vice Chair. The Vice Chair will take over as Chair in a year or two, depending on Mac Kinnon's preference for tenure.

K. Johnson was nominated. Trudy asked that other nominations be sent to her via email.

Next meeting:

Monday, November 18, 2002

2:45 - 4:00 p.m. in UL115

Program Review and Assessment Committee

Thursday, December 12, 2002

2:00 to 3:30 p.m.

Ingrid Ritchie, Presiding

Linda Durr, Recorder

AGENDA –

1. Approval of MinutesI. Ritchie
2. PRAC Grant ReportK. Rennels
3. Grants Subcommittee Report K. Stanton
4. Discussion of PRAC's Role/Responsibilities I. Ritchie, T. Banta, J. Mac Kinnon
Reevaluation and New Directions
 - program review
 - general education
 - assessment
 - curriculum review
 - e-portfolio
5. Proposed Policy for PRAC Leadership Changes I. Ritchie, J. Mac Kinnon
6. ElectionI. Ritchie

MINUTES –

Present: W. Agbor-Baiyee, L. Angermeier, D. Appleby, S. Avgoustis, T. Banta, K. Black, D. Boland, P. Boruff-Jones, C. Dobbs, K. Duckworth, C. Guba, L. Haas, S. Hamilton, J. Howard, K. Johnson, S. Kahn, L. Kasper, J. Kuczkowski, J. Mac Kinnon, S. Milosevich, H. Mzumara, I. Queiro-Tajalli, I. Ritchie, E. Sener, R. Vertner, C. Yokomoto

Guest: Ken Rennels, Chair, Department of Mechanical Engineering Technology

Note: Cake was served to thank committee members for all their hard work in helping to make the NCA reaccreditation visit such a success.

Approval of October Minutes (I. Ritchie)

Minutes were approved.

PRAC Grant Report (Ken Rennels)

Ken Rennels, Chair of the Department of Mechanical Engineering Technology, received PRAC funding in 2001-02 for a grant entitled *Development of Outcomes Assessment Instruments for Engineering Technology Degree Programs*. He reported to the committee the results of his work.

The Mechanical Engineering Technology (MET) and Computer Integrated Manufacturing Technology (CIMT) degree programs have been assessing student outcomes for some time, with the help of the school assessment committee, chaired by C. Yokomoto, and PRAC. When the Technology Accreditation Committee/Accreditation Board for Engineering and Technology (TAC/ABET), the accreditation bodies for Engineering and Technology, adopted new accreditation criteria, faculty found that they closely paralleled IUPUI's Principles of Undergraduate Learning; now MET has mapped the PULs to the ABET criteria.

The departments initially took the approach of evaluating the results of certification and licensing examinations that students were already taking. They soon concluded, however, that a locally developed exam would provide more useful information. For help with implementation, they requested and received both a PRAC grant and an internal grant from the School of Engineering and Technology to develop a senior-level assessment exam and a capstone course to assess student outcomes.

Using grant funds to compensate faculty who wrote exam questions, MET developed 120 multiple choice questions for an open-book format exam, administered for the first time in Fall 2001. Based on this initial experience, changes were made, and the second administration of the exam showed a substantial improvement in student scores, which account for ten percent of the final grade in the capstone. Faculty study exam results by question to identify specific strengths and weaknesses in teaching and learning of the MET major, as well as determining the extent to which exam results correlate with student grades. Department faculty members believe that this work has resulted in a more effective and informative student learning outcomes assessment program. The exam has drawn the attention of faculty from other institutions, who have consulted with the IUPUI MET and CIMT faculty in developing their own assessment instruments. The [PowerPoint presentation](#) and [final grant report](#) are available here.

Grants Subcommittee Report (K. Black)

K. Black reported that the Grants Subcommittee met to review the grant proposal from Margaret Adamek, Monique Busch, and Ann Kratz and subsequently sent a letter to Adamek listing several questions and concerns. A copy of that letter was e-mailed, along with the revised grant proposal, to PRAC members prior to this meeting. The subcommittee, satisfied that their questions had been answered, recommended that the proposal be funded. That recommendation was approved.

Discussion of PRAC's Roles and Responsibilities (I. Ritchie, T. Banta, J. Mac Kinnon)

I. Ritchie explained that the questions raised at PRAC's meeting with members of the NCA visiting team prompted her to think that now is a good time for the committee to define PRAC's roles and responsibilities more clearly. She suggested that various subcommittees be formed on the topics listed below, urging subcommittee volunteers to

discuss the topics via e-mail and/or face-to-face meetings and then to present preliminary reports at the January meeting on possible roles for PRAC in these areas. By way of example, those volunteering for the program review subcommittee might think about ways in which PRAC can be more involved in the campus program review process. The chairperson of each group is listed in parentheses after the subcommittee name.

Program review (J. Kuczkowski)

General education and curriculum review (J. McDonald)

Assessment (C. Yokomoto)

E-portfolio (S. Hamilton)

Ritchie had hoped that each of the groups could immediately convene for an organizing meeting, but time did not permit. Members present indicated on the attendance sheet the subcommittee of their choice. Those not present will still have an opportunity to volunteer for a subcommittee—the list will be circulated via e-mail to all members at a later date.

In response to a comment that some of these issues are already being considered by other University committees, T. Banta reminded the group that when the Council on Undergraduate Learning (CUL) was disbanded, the intent was to divide that group's responsibilities between the Academic Policies and Procedures Committee (APPC) and PRAC. Since PRAC was beginning its extensive involvement in preparing for the NCA visit at that time, some of the responsibilities PRAC might have assumed have received little or no attention from a campus-wide group. Now is the time to consider whether PRAC should take on some of these or other responsibilities. For example, CUL shepherded the PULs and it may make sense to have PRAC assume this responsibility. Are there other areas in which PRAC should be involved?

Banta also noted that it would be wise for PRAC to use this period, before the new Chancellor arrives, to define its role more clearly.

Proposed Policy for PRAC Leadership Changes (I. Ritchie and J. Mac Kinnon)

Ritchie distributed a draft description of the role of PRAC's leaders and asked members for comments and suggestions. "May slate candidates," in the last sentence of the last paragraph under "Roles and Responsibilities," was changed to "may suggest candidates."

Discussion focused on the following questions:

- Should the leadership be limited to full-time faculty?
- Could the leadership include part-time faculty?
- Could the leadership include PRAC members holding administrative positions?

PRAC's mission statement defines it as a faculty-led committee; therefore, some members felt that the leadership should be limited to full-time faculty. It was suggested that we might consider restricting one of the elected positions (Chair or Vice Chair) to

full-time faculty members, and allowing the other appointee to be a part-time or full-time faculty member, an administrator, or someone not holding faculty rank. All members, regardless of the type of appointment they hold, are eligible to vote on the leadership.

It was suggested that the issue may not be leadership, but membership. Banta mentioned that members are appointed by their deans and that, in most cases, schools have two representatives. The dean generally selects a full-time faculty member and an associate or assistant dean. Do we want to change our instructions to the deans about whom to appoint to the committee? Members commented that if the committee is to consider such issues as curriculum, general education, assessment, and program review, then it would be best if the membership were made up primarily of faculty.

This discussion was tabled and will continue at a future meeting.

Election

K. Johnson and M. Plummer were nominated for vice chair. Ballots were distributed and votes were counted. Results: Johnson was elected to be the next vice chair.

Changing of the Guard

Ritchie thanked the committee for the opportunity to serve as chair for the past two years and Banta in turn thanked Ritchie for her leadership and hard work. In January, J. Mac Kinnon and Karen Johnson will begin their terms as chair and vice chair, respectively, of PRAC.

Next Meeting:

Thursday, January 16
1:30 to 3:00 p.m.
UL 1126

Program Review and Assessment Committee Membership, Leadership, Roles and Responsibilities – Draft

(Note: We might want to consider inserting the final version at the website as links under the mission statement.)

Membership

The Program Review and Assessment Committee (PRAC) is a faculty-led committee that includes two representatives from each academic and support unit. The representatives are appointed by the deans/unit heads on a yearly basis, prior to the start of the academic year.

Leadership

The leadership of PRAC is elected from the full-time faculty ranks of the committee. The elected leadership consists of a Chair and Vice-Chair who are elected by the membership at the last meeting of the calendar year. The nomination process seeks nominations from the membership, volunteers, and slated candidates.

The Chair and Vice-Chair serve a two-year term in each position. At the end of the term of the Vice-Chair, he/she rotates to the position of Chair. In the event that the Chair steps-down prior to the completion of his/her term, the Vice-Chair moves into the position of Chair. A new election for Vice-Chair is conducted if the remaining term is longer than four months.

Roles and Responsibilities

The role of the representative is to work with the leadership to accomplish the mission of the committee and to inform its school/unit of the committee's deliberations, as appropriate. At the end of each academic year, the representative (or designee in the unit/school) reports on the unit's/school's progress in assessment that was achieved during the academic year.

The role of the Chair is to provide leadership to accomplish the mission of the committee. The Chair is responsible for planning and convening the monthly meetings, making committee assignments, and providing an annual activity summary report, which is submitted to the membership and to the Vice Chancellor of Planning and Institutional Improvement at the end of the academic year. The Chair casts tie-breaking votes.

The role of the Vice-Chair is to provide support to the Chair in accomplishing the mission of the committee. The Vice-Chair is responsible for planning the monthly meetings and convening the monthly meetings in the absence of the chair, and for preparing to assume leadership of the committee.

The Chair and Vice-Chair together with the Vice-Chancellor of Planning and Institutional Improvement form the Executive Committee. The Executive Committee plans and guides the work of the committee. The Executive Committee may include other representatives in the planning process. The Executive Committee may slate candidates for Chair and Vice-Chair.

Development of Outcomes Assessment Instruments for Engineering Technology Degree Programs

*Professor Ken Rennels
Purdue School of Engineering and Technology
December 12, 2002*

Presentation Outline

1. Department Background
2. MET Outcomes Assessment Plan
3. 'Graduation' Exam Development
4. 'Graduation' Exam Format
5. Results and Analysis
6. Conclusions

Department of Mechanical Engineering Technology



258 Undergraduate Students

2,716 Credit Hours

11 Full-Time Faculty

(Fall 2002)

Department of Mechanical Engineering Technology

Certificates

- o Computer Graphics
- o CAD/CAM Systems
- o Electronics Manufacturing
- o Manufacturing Systems
- o Quality Control

Minors

- o Computer Graphics Technology

Department of Mechanical Engineering Technology

Associate of Science Degree Programs

- Computer Graphics Technology
- Computer Integrated Manufacturing Technology
- Mechanical Engineering Technology

Bachelor of Science Degree Programs

- Computer Graphics Technology
- Computer Integrated Manufacturing Technology
- Mechanical Engineering Technology

Continuous Improvement In Engineering and Technology

Assessment Committee

- o Established by school in 1996.
- o Headed by full Professor.
- o Membership includes department chairs and faculty.
- o School's Dean attends meetings.
- o Represents school to campus assessment activities.
- o Coordinates implementation of EC2000 and TC2K accreditation criteria.

MET Assessment Plan

- 1. Identify required courses that include measurable outcomes.**
- 2. Determine courses where each measurable outcome will be assessed.**
 - a. Assess each major area.**
 - b. Assess student learning in each year.**
- 3. Determine artifact or evidence to be used.**
- 4. Determine evaluation methodology.**
- 5. Establish expected level of performance.**
- 6. Analyze the results to develop findings.**
- 7. Feedback to curricular planning process.**

MET Degree Assessment Plan

PRINCIPLES OF UNDERGRADUATE LEARNING		SPECIFIC MEASURABLE OUTCOME What will students be able to do that you will assess?	LOCATION Where is this material taught?	LOCATION Where is this material assessed?	ARTIFACTS OR EVIDENCE What will be collected and evaluated?	EVALUATION METHOD	LEVEL OF PERFORMANCE EXPECTED
1	Core Communications and Quantitative Skills: The ability of students to write, read, speak, and listen, and perform quantitative analysis, and use information resources and technology.	1a. Express ideas and facts in a variety of written formats.	IET 104 MET 105 MET 111 MET 141 MET 220 MET 230 MET 242 MET 320 MET 350 MET 384 MET 414 TCM 220 TCM 340	TCM 220 TCM 340	Student Writing Projects	Standardized Evaluation Forms and Assessment Team	Score of 3 on 5 point scale.
		1b. Comprehend, interpret, and analyze texts.	CGT 110 IET 104 MET 102 MET 111 MET 141 MET 142 MET 220 MET 230 MET 242 MET 320 MET 344 MET 350 MET 384	MET 220 MET 350	Final Exam	Student Learning Evaluation Analysis	80% Success Rate
		1c. Communicate orally in one-on-one and group settings.	IET 104 MET 141 MET 142 MET 220 MET 230 MET 242 MET 320 MET 350 MET 384 MET 414 TCM 370	TCM 370	Student Oral Presentations	Standardized Evaluation Forms and Assessment Team	Score of 3 on 5 point scale.
		1d. Solve problems that are quantitative in nature.	CGT 110 IET 104 IET 150 MET 102 MET 105 MET 111 MET 141 MET 142 MET 220 MET 230 MET 240 MET 242 MET 320 MET 344 MET 350 MET 384 MET 414	MET 105	Final Exam	Student Learning Evaluation Analysis	80% Success Rate
		1e. Make efficient use of information resources and technology.	CGT 110 IET 104 MET 102 MET 105 MET 220 MET 230 MET 320 MET 350 MET 384 MET 414	MET 220 MET 350	Final Exam	Student Learning Evaluation Analysis	80% Success Rate

MET Degree Assessment Plan

PRINCIPLES OF UNDERGRADUATE LEARNING	SPECIFIC MEASURABLE OUTCOME What will students be able to do that you will assess?	LOCATION Where is this material taught?	LOCATION Where is this material assessed?	ARTIFACTS OR EVIDENCE What will be collected and evaluated?	EVALUATION METHOD	LEVEL OF PERFORMANCE EXPECTED
<p>2</p> <p>Critical Thinking: The ability to analyze complex issues and make informed decisions from multiple perspectives.</p>	2a. Analyze complex issues and make informed decisions.	IET 104 MET 220 MET 230 MET 384 MET 414	MET 414	Comprehensive Examination	Results Analysis by Subject Area	70% Success Rate in Each Subject Area
	2b. Synthesize information in order to come to reasoned conclusions.	IET 104 IET 150 MET 102 MET 111 MET 220 MET 230 MET 384 MET 414	MET 414	Comprehensive Examination	Results Analysis by Subject Area	70% Success Rate in Each Subject Area
	2c. Evaluate the logic, validity and relevance of data.	IET 150 MET 105 MET 220 MET 230 MET 320 MET 350 MET 384 MET 414	MET 414	Comprehensive Examination	Results Analysis by Subject Area	70% Success Rate in Each Subject Area
	2d. Solve challenging problems.	IET 150 MET 102 MET 111 MET 220 MET 230 MET 320 MET 350 MET 384 MET 414	MET 414	Comprehensive Examination	Results Analysis by Subject Area	70% Success Rate in Each Subject Area
	2e. Use knowledge and understanding to generate and explore new questions.	IET 104 MET 220 MET 230 MET 320 MET 350 MET 384 MET 414	MET 414	Comprehensive Examination	Results Analysis by Subject Area	70% Success Rate in Each Subject Area
	4b. Compare and contrast approaches to knowledge in different disciplines.	MET 414	MET 414	Senior Design Capstone Project	Standardized Evaluation Forms and Assessment Team	Score of 3 on 5 point scale.

MET Learning Assessment Tools

- 1. Problem Solving Skills - Student Learning Evaluation Analysis Form.**
- 2. Written and Oral Communication - Standardized Evaluations Forms and Assessment Team.**
- 3. Critical Thinking - Comprehensive Examination.**

Course-Level Learning Assessment Tool

Student Learning Evaluation Analysis Form

Identifies Level of Problem Solving:

1. Step-by-Step Solution Process
2. Determine Appropriate Solution Process
3. Determine Best Solution Process
4. Convert Real-World into Data for Problem Solution
5. Generating New Problem Solution Methods

Development of the 'Graduation' Exam Assessment Tool

1. Reviewed existing certification and licensing examinations.
 - a. Fundamentals of Engineering Exam.
 - b. Certified Manufacturing Engineering Exam (used by Purdue MET program on Calumet campus).

Fundamentals of Engineering Examination

The National Council of Examiners for Engineering and Surveying (NCEES) manages the Fundamentals of Engineering (FE) and Principles and Practice of Engineering (PE) examinations. These examinations are used for Professional Engineering registration process with the eight hour FE examination taken during the last semester of an engineering curriculum. NCEES supplies universities with scores by subject area for their students.

Fundamentals of Engineering Examination

Unfortunately engineering technology students are not permitted to take the FE exam during their senior year in the state of Indiana. The state of Indiana also places other roadblocks for engineering technology students to take the FE exam including mathematics requirements beyond calculus and calculus-based physics requirements. Additionally, while the FE exam does cover a wide range of topics, it lacks questions in several of the required subject areas of the CIMT and MET programs, thereby making it unacceptable as an overall assessment tool.

Certified Manufacturing Engineer Examination

The examination for Certified Manufacturing Engineering and Certified Manufacturing Technologist is administered by the Society of Manufacturing Engineers (SME). The examinations cover primarily manufacturing related subject areas. At this time, feedback by subject area is not available to universities. Additionally, while these exams do cover a wide range of topics, it lacks questions in several of the required subject areas of the CIMT and MET programs, thereby making it unacceptable as an overall assessment tool.

MET and CIMT 'Graduation' Exam

- 2. Decision made to develop unique examinations for MET and CIMT students at IUPUI to be administered as a component of required senior design or capstone courses.**
- 3. Funding requested by Professor Jack Zecher through School of Engineering and Technology internal grant program and by Professor Ken Rennels through PRAC grants for development of the MET and CIMT examinations.**

‘Graduation’ Exam Format

- 1. Exam administered in CIMT 481 and MET 414.**
- 2. Exams represent 10% of final course grade to provide a level of emphasis by students on the exam.**
- 3. Core subject areas for each degree program identified.**

‘Graduation’ Exam Format

- 4. Course coordinators for each core subject area hired to write exam questions.**
 - a. Final exam questions suggested as question models.**
 - b. Emphasized that question development should provide feedback to faculty for course improvement.**

‘Graduation’ Exam Format

- 5. Each course allocated the same number of questions:**
 - a. MET – 10 questions per subject area.**
 - b. CIMT – 8 questions per subject area.**
- 6. Final exam contains 120 multiple choice questions. Exam administered allowing 2 minutes per question.**
- 7. Exam is administered in open book and bound note format.**

MET Exam Format

1	CGT 110 MET 102/328	Engineering Graphics
2	IET 350	Engineering Economics
3	MET 105	Engineering Calculations
4	MET 111	Engineering Statics
5	MET 141/344	Materials
6	MET 142/242	Manufacturing Processes
7	MET 211	Strength of Materials
8	MET 213	Dynamics
9	MET 214	Machine Elements
10	MET 220/320	Heat and Thermodynamics
11	MET 230	Fluid Power
12	MET 350	Fluid Dynamics

CIMT Exam Format

1	CGT 110 MET 102/328	Engineering Graphics
2	CIMT 224	Production Planning
3	CIMT 260	Robotics
4	CIMT 310	Facilities Layout
5	IET 150	Industrial Statistics
6	IET 300	Dimensional Metrology
7	IET 350	Engineering Economics
8	IET 454	Statistical Quality Control
9	MET 105	Engineering Calculations
10	MET 141	Materials
11	MET 142/242	Manufacturing Processes
12	MET 212	Engineering Mechanics
13	MET 230	Fluid Power
14	MET 240	Foundry Science
15	MET 271	Computer Controlled Machining

Examinations

Results

Conclusions

1. **The Department of Mechanical Engineering Technology has achieved a modest level of experience in developing student learning outcomes assessment programs for engineering technology programs.**
2. **The ‘Graduation’ examination has shown great potential and has garnered the department a high level of attention by similar programs at other schools.**

Program Review and Assessment Committee

Thursday, January 16, 2003

2:00 -3:30 p.m., UL 1126

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair, Recorder

AGENDA –

1. Approval of December minutes..... J. Mac Kinnon
2. Discussion of the roles and responsibilities of PRAC J. Mac Kinnon

At our December meeting we briefly discussed the mission of PRAC based on some general categories. We also began a discussion about committee membership. At this meeting we will begin a discussion about the roles and responsibilities of PRAC now and in the future. We will do this as a group, with the intention that we will break into small groups for further discussion at our February meeting. We will continue to defer the discussion on committee membership until after we have agreed on committee roles and responsibilities.

As a starting point the mission of PRAC currently is as follows:

“The Program Review and Assessment Committee is composed of representatives of a broad range of academic and support units. The committee establishes guidelines for comprehensive program review for academic and administrative units and provides guidance for student outcomes assessment throughout the institution. This committee, which has faculty leadership, funds grants that promise innovative approaches or improved practice in assessment. It also has the responsibility for preparing campus assessment plans and reports that may be required by the North Central Association. The activities of the committee are supported by the Office of the Vice-Chancellor for Planning and Institutional Improvement.”

We have been involved in the following broad areas:

- Assessment: student assessment (e-portfolios)
department assessment (matrices)
campus performance indicators
- Program review
- General education/PULs
- Grant review

3. Program reviewGreg Fetterman
Department of Psychology presentation at 2:00 p.m.
4. Format of the annual report due in May 2003 T. Banta
5. Adjournment J. Mac Kinnon

MINUTES –

Present: W. Agbor-Baiyee, D. Appleby, T. Banta, K. Black, P. Boruff-Jones, C. Dobbs, L. Haas, S. Hamilton, L. Houser, J. Howard, K. Johnson, S. Kahn, L. Kasper, J. Kuczkowski, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, J. Orr, C. Pike, M. Plummer, E. Sener, C. Souch, A. Wilson, C. Yokomoto, and N. Young

Guest: Greg Fetterman, Chair, Department of Psychology

Introduction and Approval of December Minutes

The meeting was called to order by J. Mac Kinnon at 1:35 p.m.

The minutes of the December 2002 meeting were approved as written.

PRAC Roles and Responsibilities

Mac Kinnon initiated a discussion of the roles and responsibilities of PRAC. She explained that after reviewing the current PRAC mission and major responsibilities, the committee would begin this discussion on a general level; at next month's meeting, the larger committee will divide into small groups to discuss specific aspects of the committee's charge.

To begin the discussion, T. Banta reported on her recent meeting with the incoming Chancellor, Charles Bantz. She noted that he appreciates the stage that we have reached in our institutional planning and assessment efforts. He was particularly impressed by the consistency of our focus: our goals have been consistent through two planning processes. Moreover, the recent very positive review from the NCA team has demonstrated the benefits of our work to date. Banta explained that this transition point in administrative leadership is an ideal time for PRAC to reconsider its mission. For example, should we continue to address assessment issues at both the undergraduate and graduate levels? What about administrative units? What is our responsibility in terms of the PULs? Program review?

Mac Kinnon opened the floor for discussion. S. Hamilton reported that ten committees have been working on the PULs; she will bring their findings to us for dissemination to schools. She believes that PRAC has an important role to play in moving the campus forward on assessment of the PULs and on development of the student e-portfolio initiative.

Mac Kinnon asked whether members were confused about how our committee's responsibilities relate to graduate and undergraduate programs. She explained that, while many campus committees are specifically focused on either undergraduate or graduate affairs, the scope of PRAC's responsibilities is unclear. Banta pointed to the high level of participation in the committee by representatives of graduate and professional programs as an indication that program review and assessment are considered central to both graduate and undergraduate programs. S. Milosevich noted that the Principles of Undergraduate Learning in fact apply universally to learning at any level, while Banta observed that program reviews have covered both the graduate and undergraduate levels, because faculties and resources for both levels are often the same or are overlapping.

Mac Kinnon inquired whether there were important functions not covered by PRAC or any other committee (especially given the demise of the Council on Undergraduate Learning). C. Yokomoto asked whether any committee is dealing with turf battles over courses or curricula. L. Houser suggested that this had become a function of the Academic Policies and Procedures Committee (APPC), whereupon Yokomoto wondered if such disputes were properly the responsibility of administrators. J. Kuczkowski noted that the Graduate Affairs Committee serves as the curriculum committee for graduate programs. A committee such as APPC, which includes mostly non-faculty members, should not have parallel responsibility for undergraduate curriculum; such a committee should include members who have direct responsibility for teaching. He expressed concern, however, that taking on this responsibility might complicate PRAC's central mission.

Milosevich felt that there should be a clear connection between PRAC and any new undergraduate curriculum committee that might be formed. J. Orr explained that, at the Law School, she finds that some faculty take a condescending view of the PULs and hence of assessment because of the explicit focus on "undergraduate" learning; thus, she has trouble explaining the connection between PRAC and the Law School. Her view was that we should not form another committee to deal with curriculum issues.

Presentation on Program Review (Greg Fetterman)

To accommodate the schedule of the presenter, the discussion of PRAC's mission was interrupted by a report on the most recent Program Review of the Department of Psychology, presented by the chair of that department, Greg Fetterman. He provided the committee with a Fact Sheet on the department, which has the largest number of majors in the School of Science, and described the department's last two program reviews, both of which the faculty found to be useful. The first review, in 1990, was more transformational, and led to a number of changes in the program. For the 1996-97 review, the department sought reviewers who could evaluate the undergraduate program, as well as the department's research and graduate missions. Fetterman pointed out that reviewers can also serve as lobbyists for a department, advocating for resources as well as critiquing and evaluating.

Sample recommendations from the 1996-97 reviewers included:

1. Altering the system of advising: Originally, four or five faculty were advising majors, and, while a process of revising the advising system was in progress, the review provided impetus to accelerate that initiative. More faculty advisors were added, and a peer advising office, staffed by undergraduates and supervised by a graduate assistant, was created. Overall, the department both streamlined and improved the advising system. The new system has been the subject of several articles and numerous inquiries from around the country. Recently, the department was cited by NACADA for using best practices in advising.
2. Creating a better balance between undergraduate and graduate programs. Drew Appleby, one of the reviewers, was ultimately hired as Director of Undergraduate Studies for the department, and his work has had a strong impact on the department.
3. Improving assessment processes: The department is currently working on a graduating senior assessment plan.

Questions and comments for Fetterman included:

--Is there any accrediting body for psychology? The American Psychological Association accredits graduate programs in clinical psychology.

--Does the Psychology Department recommend that PRAC suggest to departments preparing for review that they seek to assemble review committees that balance undergraduate, graduate, and other important mission areas? Fetterman did think so, and several committee members pointed out that reviews and review teams need to reflect IUPUI's reality, in which undergraduate and graduate programs are often tightly connected. Banta said that it is more efficient to assess both at the same time.

--S. Kahn noted that Fetterman had been modest about the department's accomplishments in assessment; the department's assessment Web page is highlighted in the IUPUI portfolio/self-study Web site. Fetterman commented that D. Appleby was responsible for creating this page.

--Fetterman concluded by noting that scientists are often uneasy with assessment because some measures are not quantitative and they suspect that those that are may not be valid; moreover, he strongly feels that rewards for assessment work must be built into the system to encourage faculty participation.

PRAC Roles and Responsibilities (continued)

After Fetterman's presentation, the discussion of PRAC's role resumed. On the topic of the relevance of PRAC and the PULs to graduate and professional programs, J. McDonald commented that the PULs are very similar to the accreditation standards for dentistry; he also noted that PRAC has been an extremely useful resource to the dental school. W. Agbor-Baiyee explained that the medical curriculum is organized around competencies that can be easily mapped to the PULs (though they aren't limited to the PULs). Medical school faculty see the PUL competencies as central to preparing students for their professional responsibilities.

Mac Kinnon asked whether the committee was united in its desire not to give up or add functions and received an affirmative answer. Banta inquired about whether the committee wished to recommend that IUPUI create a curriculum committee. L. Haas said that no formal group exists to facilitate interdisciplinary collaboration (such as the Medical Sociology program on which the School of Medicine and the Department of Sociology are working). Milosevich noted the obstacles that Responsibility Centered Management presents to collaboration, and Agbor-Baiyee said that IUPUI needs to be clear about its strategic priorities institution-wide to promote such efforts effectively.

Based on the committee's discussion, Appleby suggested an addition to the mission statement for PRAC: "PRAC provides a forum for the exchange of program review and assessment information and strategies among both graduate and undergraduate programs and administrative units."

Annual Report Format

Banta introduced a discussion of the format of the annual report due in May 2003. She commented that our accreditation report provides evidence that assessment is infused into work across the campus. Now that we have reached this stage, she suggested, we might consider whether or not the original report format still meets the needs of all units. For example, units who have already passed the early stages of the assessment process might not find the matrix we've used in the past especially useful and might simply want to write a report on progress over the past year in using assessment findings to improve programs and instruction and in gauging the impact of such improvements. This suggestion met with widespread approval, and Kuczkowski noted the importance of faculties' gathering to affirm their progress without having to repeat what has already been done. Haas pointed out that many faculty members see assessment as an end rather than as a means; she believes that many departments still need to work on forming a common set of educational goals that can unify them and their work. Kahn argued for the importance of emphasizing a campus-wide outlook in whatever system is adopted.

Conclusion

Mac Kinnon reminded the committee that next month's meeting will be devoted to small-group work on specific aspects of PRAC's mission.

The meeting was adjourned at 3:00 p.m.

Next Meeting

Thursday, February 13
1:30 to 3:00 p.m.
UL 1126

Respectfully submitted,

Karen Ramsay Johnson
Vice Chair

Psychology Department Fact Sheet

Faculty:

26 full-time faculty (including 3 lecturers), 2 Postdoctoral Fellows, 3 Assistant/Associate Scientists, approximately 15 associate (part-time) faculty, approximately 20 adjunct faculty

Staff:

5 full-time staff including Head Administrator, Director of Student Development, and Graduate and Undergraduate administrative assistants. A web programmer, who works for the Dean's office, is housed in the psychology department; the programmer supports several web-intensive courses and performs other technical chores, as needed. Several part-time staff (work-study positions)

Undergraduate Programs:

BA and BS degrees. Majors taking either degree can elect to concentrate in one of three subspecialties linked to our graduate programs (see below).

Undergraduate Students:

Approximately 500 majors and 250 minors. Psychology teaches about 23,000 credit hours each year at the undergraduate level.

Student Organizations:

Psi Chi (Honor Society in Psychology) and Psychology Club

Graduate Programs:

MS in Clinical Rehabilitation Psychology (CRP)
MS in Industrial/Organizational Psychology (I/O)
PhD in CRP (accredited by the American Psychological Association)
PhD in Psychobiology of Addictions (PBA)

Graduate Students:

55 total, 20 at the MS level and 35 at the PhD level

Facilities:

4000 sq. ft. research area (3rd floor) for psychobiology faculty and their undergraduate and graduate students. This space includes facilities for housing animals (rodents and birds).

13,000 sq. ft. (1st floor) of space for faculty and graduate student offices, research space for CRP, I/O, Social, Developmental, and Perceptual research, and a 1000 sq. ft computer cluster for student laboratories.

Scholarship:

Faculty publish about 70 articles, book chapters, and books each year and make about 150 scholarly presentations at professional meetings, other universities, and in the community.

External Support:

Faculty receive about 2.5 million dollars in external funding annually. Below is a partial list of funding sources.

National Science Foundation
National Institute of Mental Health
National Institute of Drug Abuse
Department of Education
Rehabilitation Services Administration
National Institute of Alcohol Abuse and Alcoholism
Eli Lilly
Epilepsy Foundation
Indiana Department of Mental Health

Notable Facts:

Innovations in PSY B104 (Introduction to Psychology as a Social Science), our largest course (3200 students per year). More active learning; eliminate large lecture sections; web-based interactive activities.

Development of textbook and study guide for PSY B104: reduce costs to students; revenue generation for the department.

Use of web-based testing in PSY B104 Life-Span Development (PSY B310), Child and Adolescent Psychology (PSY B360), and Abnormal Psychology (PSY B380). Flexibility; immediate and detailed feedback; can take a test twice (different versions), and only the high score counts; do not need to use class time for tests.

Innovations in undergraduate advising: Advising office open 40 hours each week, managed by a graduate student TA and staffed by peer advisers. Nine faculty advisers who use one of two advising systems. We have received an external grant to compare the efficacy of the two systems.

Vertical integration of undergraduate and graduate degree programs. Undergraduates select among three specialty areas (CRP, I/O, PBA) linked to our graduate programs. Specializations culminate in capstone experiences in the special area (e.g., research project; practicum)

Psychology is a pioneer in supporting undergraduate research experiences. Support Psychology Undergraduate Research (SPUR; developed in early 80's)

has served as a model for other science departments, and for programs at the university level.

Psychology established the first formally-approved PhD in the nonhealth area on the IUPUI campus (Clinical Rehabilitation Psychology).

Clinical Rehabilitation Psychology program received 5-year full accreditation from the American Psychological Association (APA), the only program in the country to do so in 1997.

Four PhD students in the CRP program have received the APA dissertation award during the past four years (50 \$1000 awards are made each year).

Substantial efforts to promote cultural diversity among faculty and students, and to incorporate diversity training in our CRP program. We received a major grant from the Rehabilitation Services Administration to support these efforts.

Psychology Department Fact Sheet

Program Review and Assessment Committee

Thursday, February 13, 2003

1:30-3:00 p.m., UL 1126

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair, Recorder

AGENDA –

1. Approval of January minutes..... Mac Kinnon
2. Revision of PRAC mission statement (see below--addition to current mission is in bold; wording thanks to D. Appleby)..... Mac Kinnon
3. Update on student e-portfolios and capstone experiences Hamilton
4. Small group work..... Mac Kinnon

At the meeting, you will be asked to self-select one of the following four groups to join for discussion of the work of PRAC:

- **Assessment**, including student assessment, department assessment, and campus performance indicators
- **Program review**
- **General education/PULs/e-portfolios**
- **Grant process**

Each group will select a chair and recorder and focus on the following questions:

1. How is PRAC currently involved in this area?
2. How *should* PRAC be involved in this area?

Groups will report back next month.

5. Additional business for future meetings:
 - PRAC committee membership/leadership
 - Program review reports from specific units

MINUTES –

Present: W. Agbor-Baiyee, L. Angermeier, D. Appleby, S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, C. Dobbs, L. Haas, S. Hamilton, M. Hansen, L. Houser, J. Howard, K. Johnson, S. Kahn, J. Kuczkowski, J. Mac Kinnon, C. Pike, M. Plummer, K. Rome, E. Sener, C. Souch, A. Wilson, C. Yokomoto and N. Young

Introduction and Approval of January Minutes

The meeting was called to order by J. Mac Kinnon at 1:30 p.m.
The minutes of the January 16, 2003 meeting were approved as written.

PRAC Mission Statement

The first item of business was the consideration of the revised PRAC mission statement, which now includes a sentence suggested by D. Appleby at the January 26 PRAC meeting. With a one-word deletion, the new mission statement was approved as written. The new mission statement of PRAC is as follows:

The Program Review and Assessment Committee is composed of representatives of a broad range of academic and support units. The committee establishes guidelines for comprehensive program review for academic and administrative units and provides guidance for student outcomes assessment throughout the institution. It also provides a forum for the exchange of program review and assessment information and strategies among graduate and undergraduate programs and administrative units. This committee, which has faculty leadership, funds grants that promise innovative approaches or improved practice in assessment. It also has the responsibility for preparing campus assessment plans and reports that may be required by the North Central Association. The activities of the committee are supported by the Office of the Vice Chancellor for Planning and Institutional Improvement.

Update on the E-Portfolio and the Capstone Experience Projects (S. Hamilton)

S. Hamilton provided a report on the capstone experience and the student e-Portfolio initiative, which is progressing rapidly. Seven of the committees considering levels of competence in the PULs have turned in their final reports, and two more reports are expected this week, leaving only one to come later. The fourth draft of the full report should be distributed at the next PRAC meeting.

The Learning Matrix is the learning core of the e-Portfolio system; it provides a single interface for users, and allows students to add documents, including reflective writing. It is the basis for a user-friendly system that will be piloted in five to ten University College Learning Communities in the fall.

A team of representatives from relevant units and constituencies on campus will attend the AAC&U Summer Institute to focus intensively on planning for the piloting and implementation of the e-Portfolio project; Mac Kinnon is the PRAC representative.

Hamilton also reported on the work of last year's Summer Institute team, which focused on the capstone experience at IUPUI. The group has been very productive: its first year's work has resulted in an action plan that includes guidelines for developing a capstone experience and a faculty learning community organized around the capstone experience. The learning community will present a panel at the Edward C. Moore Symposium on March 7 and has begun a web site that includes exemplary capstone syllabi. The work on the capstone will tie into both the institutional portfolio and the student e-portfolio. Hamilton invited all to attend a Capstone Town Hall Meeting on April 7, from 12:00-1:30 in Lilly Auditorium.

PRAC Charges

The rest of the meeting was devoted to small group discussion of the various aspects of PRAC's work. Members selected one of four discussion groups: Assessment, Program Review, General Education/PULs/e-Portfolio, and Grant Process. At next month's meeting, each group will report on its conclusions, focusing on two questions:

- 1) How is PRAC currently involved in this area?
- 2) How *should* PRAC be involved in this area?

Because of the dispersal of the small groups, the meeting did not formally adjourn.

Next Meeting

Thursday, March 13
1:30 to 3:00 p.m.
UL 1126

Learning Matrix of the IUPUI Student Electronic Portfolio

PUL Pre-Survey:

Principle of Undergraduate Learning	Introductory		Intermediate		Advanced		Experiential	
1a Core Skills: Written Communication	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1b Core Skills: Analyzing Texts	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1c Core Skills: Oral Communication	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1d Core Skills: Quantitative Problem Solving	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
1e Core Skills: Information Literacy	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
2. Critical Thinking	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
3. Integration and Application of Knowledge	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
4. Intellectual Depth, Breadth, and Adaptiveness	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
5. Understanding Society and Culture	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	
6. Values and Ethics	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help	Add/Edit	Help
	Reflection		Reflection		Reflection		Reflection	

Intermediate PUL Survey

Senior PUL Survey

Update Report to PRAC on Capstones and ePortfolio

February 13, 2003
Sharon J. Hamilton

Student Electronic Portfolio

1. Campus Consensus Committees:
 - a. 10 committees; 7 final reports in and integrated into 4th draft;
 - b. 2 committees will have final report this week; Ethics committee: ??
 - c. Should have 4th draft ready for distribution at next PRAC meeting

2. Learner Matrix: this is the core of our portfolio
 - a. Will be piloted in the fall in 5-10 first year learning communities
 - b. All going well, will become part of every first-year student's approach to documenting and assessing learning at IUPUI in the fall of 2004.

3. AAC&U Summer Institute
 - a. To explore issues of implementation of the ePortfolio
 - b. Represents many (but not all) major stakeholders:
 - i. Student Life and Diversity: Michelle Verduzco
 - ii. Pilot and implementation in UC: David Sabol
 - iii. Faculty Governance: Mary Fisher
 - iv. PRAC/Student Learning: Joyce MacKinnon
 - v. Aspects of assessment: Susan Kahn
 - vi. Senior Academy – Barbara Zimmer???
 - vii. Or Technology – Nathan Byrer
 - viii. And/or Student: Shawn Plew
 - ix. And/or additional staff from Student Life and Diversity

Capstone:

1. Report from AAC&U Team of 2002: Mountaintops, Magnets, and Mandates
2. Capstone Faculty Learning Community: 12 members
3. Presentation at Edward C. Moore Symposium
4. Website
5. Linkage to institutional portfolio and student portfolio
6. Town Hall Meeting: Monday, April 7: 12-1:30 Lilly Auditorium

**Campus Action Plan (CAP) for
Indiana University – Purdue University Indianapolis (IUPUI)**

Mountaintops, Magnets, and Mandates

The Capstone Experience at IUPUI

Team Leader:

Stephen Hundley, Assistant Professor of Organizational Leadership and Supervision

Members:

Dena Brown, Student of Computer Technology (Minor in Electrical Engineering Technology)

Daphene Cyr, Assistant Professor of Construction Technology

Larbi Oukada, Chair and Professor of Foreign Languages and Culture

Connie Rowles, Associate Professor of Nursing

Co-Sponsored by Scott Evenbeck: University College and Sharon Hamilton: Office of Campus Writing

**The working definition of the capstone experience at IUPUI is:
“a culminating set of experiences that captivate, encapsulate, synthesize,
and demonstrate learning (Hamilton).”**

Assumptions guiding our work with this project:

- There cannot be an overly prescriptive plan for the capstone experience.
- The culture, values, and structures at IUPUI support decentralized, discipline-based decision-making.
- The process for developing capstone experiences is evolving organically out of existing work with our Principles of Undergraduate Learning (PUL's) and the Gateway/First Year Experiences.
- The PUL's form the standard that in some way, shape, or form should be revisited in the capstone.

Guidelines for the development of a capstone experience:

1. Decide the purpose of the capstone

The following purposes may all be applicable; however, only one should be chosen as the primary guiding principle for the development of the capstone experience.

- Is the capstone experience an interdisciplinary synthesizing intellectual experience? (the view from the **mountaintops** of the senior year)
- Is the capstone experience an assessment at the end of a program of study (discipline specific)? (a **magnet** that draws together the knowledge gained in a new synthesis)
- Is the capstone experience necessary to satisfy accreditation requirements? (based on external **mandates**)
- Is the capstone experience beneficial to the students' in post-undergraduate experiences e.g. employment, graduate school?

2. Keys to capstone experiences

- Capstone experiences should be a culminating set of personal, academic, and professional experiences.
- The rationale for the capstone experience should be based on the specific needs of the discipline.
- Capstone experiences need not be thought of as a single course.
- Capstone experiences should be structured near the end of the program of study.
- Satisfactory completion of capstone experiences should be required for graduation.
- Capstone experiences should be facilitated, mentored, and/or coordinated by full time, experienced faculty.

- Student ownership, responsibility, and engagement should be central to the capstone experience.
- Discussion, reflection, and/or demonstration of the IUPUI Principles of Undergraduate Learning (PUL's) should be evident in the capstone experience.
- The primary focus of the capstone experience should be on synthesis, integration, and application of previous knowledge, rather than on acquisition of new knowledge or skills.

3. Options for the Capstone

- Major/Discipline-based course.
- Interdisciplinary course with a minimum of two distinctly different disciplines represented.
- Out-of-Class/Co-curricular experiences.
- Service- and/or Community-based learning.
- Application/Demonstration of Knowledge.
- College-to-Work/Career transition.

4. Preferred Pedagogical Practices

- Collaborative learning.
- Self-directed learning.
- Problem-based learning.
- Strategies that encourage critical thinking synthesis-level activities.
- Learner-centered teaching strategies.

5. Future steps to sustain the innovation

Fall Semester, 2002:

The learning community has already been formed and will be given an overview from the faculty who attended the Association of American Colleges and Universities (AAC&U) Campus Leadership for Sustainable Innovation Institute. The broader learner community will be involved in contributing to and expanding an already existing literature review. Capstone experiences for planned for the Spring Semester, 2003 will be developed and/or improved.

Spring Semester 2003:

The capstone experiences that have been developed will be visited and the learning community members will meet to discuss how these experiences are meeting the group goals. Plans will be developed to disseminate our findings internally and externally.

You are Invited To a
CAPSTONE
TOWN HALL MEETING

Lilly Auditorium
University Library
April 7: 12 - 1:30

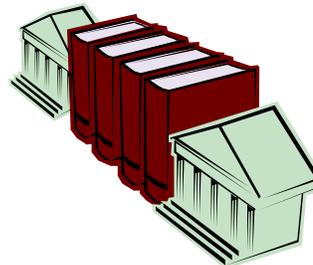


Presented by the Capstone
Faculty Learning Community
and the AAC&U Summer
Institute for Sustaining
Innovation (2002)

Magnets



Mandates



Mountaintops



Models for capstones at IUPUI

Program Review and Assessment Committee

Thursday, March 13, 2003

1:30-3:30 p.m., UL 1126

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair, Recorder

AGENDA –

1. Approval of February minutes Mac Kinnon
2. Grant Committee Recommendations Baker
3. Discussion Group Reports (10 minutes per report)
 - a. Grant Process Baker
 - b. Assessment Boland
 - c. Program Review Black
 - d. General Education/PULs/e-portfolio Hamilton
4. Principles of Undergraduate Learning e-portfolios Draft Report Hamilton
5. Adjournment Mac Kinnon

MINUTES –

Present: W. Agbor-Baiyee, L. Angermeier, D. Appleby, S. Baker, T. Banta, K. Black, C. Dobbs, E. Gonzalez, S. Hamilton, M. Hansen, K. Johnson, L. Kasper, J. Kuczkowski, J. Mac Kinnon, S. Milosevich, H. Mzumara, J. Orr, C. Pike, I. Queiro-Tajalli, K. Rome, E. Sener, J. Smith, C. Souch, C. Yokomoto

Approval of February Minutes

- The meeting was called to order at 1:30 pm by J. Mc Kinnon.
- The minutes of the February 23, 2003 meeting were approved as written.

Grant Committee Recommendations

The Grant Review Subcommittee recommended three proposals for funding: Anton et al., Department of Spanish; Appleby, Department of Psychology, and Thedwall, et al., Department of Communication Studies. D. Appleby announced that he had to withdraw his proposal due to lack of departmental support, faculty participation being integral to his project. The two remaining projects were endorsed unanimously by the members of PRAC.

S. Baker provided the Grant Process Discussion Group Report. This group's primary findings were that more information about the PRAC grants should be disseminated, possibly in an OPD booklet. They also suggested that the subcommittee consider simplifying the guidelines. In addition, it would be possible to streamline the process by not routinely sending out copies of

proposals to all PRAC members, so that the subcommittee could simply offer recommendations and ask for approval. Members would still be able to receive electronic copies of the proposals if they chose. An issue that needs clarification is whether or not stipends and travel should be covered; now, such decisions depend on the preferences of subcommittee members who rotate on and off the subcommittee. Finally, the group suggested putting examples of successful proposals online and tracking previous grants and their outcomes (information that might also go online).

C. Yokomoto asked if PRAC might be able to get about \$2,000 more in order to give larger grants to encourage participation. He also suggested reviewing the guidelines to allow greater flexibility for more focused projects and to make eligibility clearer.

Program Review Committee Recommendations

K. Black reported for the Program Review Discussion Group. This group suggested that important tasks for PRAC would be to help chairs and departments understand what to expect from the program review process; evaluate the effectiveness of the program review process (reports by chairs to PRAC may be less than candid); review existing survey results; analyze summaries of reviewers' recommendations across time (and see how they've been acted on); and give information to new chairs and program directors (maybe through the campus chairs' group). E. Sener commented that it might be wise to lessen requirements for programs and schools who have already done (or are in the process of) a major review (such as an accreditation review); they should not have to do another major one to meet campus requirements. Banta responded that schools and departments that are accredited have a variety of ways open to them in addressing the campus requirements.

General Education/E-Portfolio Recommendations

S. Hamilton reported for the General Education/ E-Portfolio discussion group: This group raised a series of questions that are important for understanding the purpose and methodology of the e-portfolio, including: What will motivate students to finish? Hamilton explained that many components, such as an advising system now being developed in Bloomington and a résumé building component that focus groups have determined is important to students, will be implemented. An IUPUI team (including Joyce Mac Kinnon as the PRAC representative) will be attending an AAC&U workshop this summer to plan further strategies.

Will incomplete portfolios be barriers to graduation? Hamilton responded that the project is not even close to making such a decision. Right now, discussion is focused on how the portfolio can be integrated into first-year seminars.

One member asked about implications for students taking courses out of order. Hamilton: That's happening less and less as demographic changes result in more traditional-aged students and as advising improves. Working on the portfolio can help students be more aware of the meaning of different course levels (first year, sophomore, junior, and senior), course numbers, and so forth.

Can we broaden the list of recommended courses for specific areas? Hamilton replied that we can. In fact, every course might contain an assignment related to at least one of the PULs.

Is work being done on developing specific assignments to match particular PULS? Hamilton responded that, yes, large gateway courses are already doing that, and there will be a bigger push next year.

General concerns expressed by PRAC members included a strong conviction that it will be important to protect multiple pathways to the general education goals. Several members expressed concern that the portfolio requirements might lead to decreasing diversity of curriculum. Hamilton replied that the AAC&U team will work on this problem in Denver.

J. Kuczkowski asked whether most of the benefit of the portfolio will be for students. He argued that, if 80 percent of the benefit is for students, we should proceed, but he noted that there are 40 tasks to complete and wondered if that might be shortened. Hamilton responded that there are actually only 30 cells and that the last 10 are optional. Furthermore, she pointed to the benefits that students will receive from the experience of taking the metacognitive approach required by reflective writing. A new member of the e-portfolio team, Stacy Morrone, has a Ph.D. in motivational theory and will be working on making sure that the students will benefit from their work on the portfolios. The team will also conduct many student focus groups.

S. Milosevich noted concerns that come up a lot for faculty in his field: 1) our students' tendency to take only the courses that are listed. 2) the danger of waiting until the capstone to get students involved in the PULs. He, too, suggested cutting down on the matrix.

Hamilton introduced the PUL discussion group chairs:

David Sabol representing Scott Weeden – Written Communication

Jan DeWester – Oral Communication

Susan Sutton – Understanding Society and Culture

Bill Agbor-Baiyee – Critical Thinking

Bob Rigdon – Quantitative Reasoning

Howard Mzumara – Information Literacy

Hamilton presented the latest (fourth) draft of the PUL matrix and of the committee reports, requesting that PRAC members send in suggested revisions.

She asks that we take this version back to our schools and programs to ask each department to specify where its courses can go as recommended courses. The ultimate goal is to tailor lists for students by major.

After various specific questions about the matrix, C. Souch suggested that the segments on the various PULs are uneven in length and emphasis, and asked whether the document needs to be more balanced. After some discussion about whether or not it is realistic for the PULs to be balanced in this way, it was suggested that we send the document back to the PUL discussion groups. This met with some resistance from the chairs, who felt, in general, that their committees had done all that they could do.

A compromise solution was reached, whereby the Chairs will convene one last time to discuss whether any modifications need to be made in light of the comments of PRAC members. Hamilton will call a meeting of committee chairs, a group that includes some representatives from PRAC. Meanwhile, PRAC members should send any further recommendations to Hamilton.

The discussion of the e-portfolio will be continued at the April meeting of PRAC.

Adjournment

The meeting was adjourned at 3:30.

Next meeting:

Thursday, April 17
1:30 to 3:00 p.m.
UL 1126

Program Review Discussion Group Report

Members: William Agbor-Baiyee, Drew Appleby, Karen Black, Kevin Rome, Catherine Souch, and Nancy Young

What is PRAC currently doing?

PRAC involvement has been to approve guidelines and to hear department chairs' reports about the reviews conducted.

What should be PRAC's involvement?

1. Currently the Office of Planning and Institutional Improvement and its component offices provide data and assistance with the development of the self-study and the schedule. And, while it appears that (at least in Liberal Arts) there is a great deal of discussion among chairs about what to expect, we recommend that PRAC members serve as advisors to department chairs on assessment activities. PRAC should develop a list of members who are willing to serve in this capacity. Additionally, this list should be posted to the PRAC website and given to chairs during an early meeting about the review.
2. PRAC should help develop a means of assessing the effectiveness of academic and service unit reviews. One method may be to survey department heads to obtain more candid opinions than those which might be given in the oral presentations to PRAC. It was discussed that any negative perceptions of the review process might not be fully expressed during these oral presentations to PRAC. And, as a result aspects of the process which could or should be modified may not be known by PRAC. In light of the significant amount of time and effort invested in preparing self-studies and performing the reviews, PRAC should seek additional means of assessing the extent to which these reviews are seen as a significant benefit to those who are reviewed in comparison to the time and effort that is expended.
3. PRAC should review the results of the surveys now conducted. These surveys include reviewers' surveys on the process and self-study and another on the schedule. (See surveys below.)
4. A summary of reviewers' recommendations across all departments should be analyzed for cross-campus themes. As a part of this review it was recommended that PRAC also gather information about what has happened as a result of the reviews. For example, have departments been supported in their attempts to undertake some of the recommendations suggested by the reviews?
5. While not specifically related to Program Review, this group believes that PRAC should make an effort to contact new chairs and program directors about resources (such as PRAC members) and on-going activities (e.g. academic and service unit reviews, assessment reports) related to assessment at IUPUI. We recommend making contact with the 'chairs group' on campus and offer to collaborate in some way to insure new chairs or program directors become familiar with assessment and program review and the work of PRAC.

IUPUI PROGRAM REVIEW EVALUATION

Please take a moment to assist us in improving future program reviews.

1. Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?
2. Please rate the sections of the self-study:

Sections	Excellent	Above Avg.	Average	Below Avg.	Poor	N/A
Mission & Goals						
Programs & Curricula						
Student Outcomes						
Resources						
Questions to Guide Team						

3. Did you have the necessary office equipment to complete your work efficiently?
4. Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?
5. Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)
6. Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative etc.).
7. What general suggestions would you offer to improve future reviews?
8. Please rate the overall process of the program review. (Please circle one)
 1=poor 2=fair 3=good 4=excellent

Thank you very much for your help. Please use the enclosed envelope to return to Trudy W. Banta, IUPUI, Administration Building 140, 355 N. Lansing Street, Indianapolis, IN 46202.

**PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS**

Please take a few minutes to assist us in improving our process by responding to this questionnaire. Please rate the following sessions as to their usefulness in informing you about the department.

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session					
Tour of Department					
Descriptive Overview of Department					
Review of Academic Programs					
Faculty Interviews					
Student Interviews					
Meeting with School Deans					
Related Department Representatives Meeting					
University Support Representatives Meeting					
Entry Support Directors Meeting					
Concluding Discussion					

FOURTH DRAFT REPORT OF APRIL 12, 2002 CAMPUS COLLOQUIUM ON THE

Principles of Undergraduate Learning at IUPUI

Sharon Hamilton
Revised February 2003

Key: Introductory competence is represented in regular type
Intermediate competence is represented in **boldface**
Competencies that are the same for both, but are demonstrated developmentally, are in *italics*

(Based on the work of 10 multidisciplinary faculty committees who have worked with the comments from faculty who attended the April 12, 2002 Colloquium as they appeared in the third draft of this document.

The next step will be to distribute this report to members of PRAC, who will take it to relevant committees in their respective schools for input from a wider range of faculty. Our request at this time will be threefold:

- 1. In the left column, to identify any needed areas of modification in the description of what all students should know and be able to do at the introductory (26 cr. hrs) and intermediate (56 cr. hrs), and suggest wording that would meet the identified need.**
- 2. In the right column (or middle and right columns in PUL 1e), to identify courses in their respective programs or majors that explicitly address that area of knowledge or skill and/or assignments that explicitly provide opportunities to demonstrate their competence in that area of knowledge or skill (not EVERY opportunity, but major opportunities).**

PUL 1 (a)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

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

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students identify the purpose or function of a particular piece of writing, knowing that there are many different reasons for writing.</p> <p>2. Students write documents demonstrating several different purposes or functions for writing.</p>	<p>W130 or W131131: any final draft</p> <p>W132, W231, or W233 any final draft; a combination of documents from a variety of subject areas at the 100-200 level demonstrating different functions or purposes for writing.</p>
<p>2. Students identify an intended audience for a piece of writing with the awareness that different readers have different needs.</p> <p>2. Students analyze audience needs and articulate how their writing responds to these needs.</p>	<p>W130 or W131: Writer's Statement for final portfolios</p> <p>Writer's statement that outline different writing processes for different kinds of writing tasks, possibly in different disciplinary areas.</p>
<p>3. Students gather and select information and content appropriate to the purpose of and audience for their writing.</p> <p>3. Students employ a wide range of details and examples adequate to develop and support their topic. These details and examples are relevant, significant, and appropriate to topic, purpose, and audience.</p>	<p>W130 or W131: any final draft</p> <p>Any combination of written report, essay, critique, or analysis at the 200-level or above. Preferably 2-3 different kinds of examples.</p>
<p>4. Students recognize different organizational patterns appropriate for a variety of topics, purposes, and audiences.</p> <p>4. Students use a variety of organizational patterns appropriate for different topics, purposes, and audiences.</p>	<p>WW130 or 131: a combination of several final drafts</p> <p>A combination of papers, reports, essays, critiques, explanations, and/or written discussions – in final draft form – from any course at the 200-level or higher.</p>

<p>5. Students recognize differences in language usage, style, convention, and format appropriate for a variety of topics, purposes, and audiences.</p> <p>5. Students employ a variety of language usage, styles, conventions, and formats appropriate for different topics, purposes, and audiences.</p>	<p>W131: Writer's Statement for final portfolio</p> <p>A combination of papers, reports, essays, critiques, explanation, or written discussion s– in final draft form – from any courses at the 200-level or higher.</p>
<p>6. Students recognize characteristic features of texts for different academic disciplines and organizational settings.</p> <p>6. Students produce texts that reflect the characteristic features of texts produced for different academic disciplines and organizational settings.</p>	<p>Texts from 3 or 4 different 100-level courses, with a reflective paper demonstrating an understanding of the different characteristic features of texts from different disciplines.</p> <p>A combination of written assignments -- in final draft form – from courses at the 200-level or higher</p>

PUL 1 (b)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

b) Comprehend, Interpret, and Analyze Texts

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. <i>Students draw upon a repertoire of reading strategies when reading different kinds of text</i></p>	<p>Critical Inquiry Courses UC112; appropriate assignment</p> <p>Gateway courses: juxtapose different genres and provide pre-reading questions (demonstrated with papers from at least two different kinds of text)</p> <p><i>American Studies A103, A301 and A302: reading responses on different types of</i></p>

	<p><i>texts, including history, anthropology, literature, autobiography, sociology.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers answering questions based on directed readings. Upper level courses: critical reviews of books; “bibliographical narratives” of scholarly debates.</i></p>
<p>2. <i>Students identify the main idea of a passage</i></p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: Reader-response papers; any appropriate, relevant assignment</p> <p><i>American Studies A103: reading responses and class discussions.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers answering questions based on directed readings. Upper level courses: critical reviews of books; “bibliographical narratives” of scholarly debates. Discussion sessions on primary sources and debates in secondary literature.</i></p> <p><i>English W132: critical annotated bibliographies.</i></p>
<p>3. <i>Students make and articulate connections between</i></p> <ul style="list-style-type: none"> a) <i>ideas in the text and their personal life experiences</i> b) <i>ideas in the text and other course content</i> c) <i>ideas in the text and broader contexts (such as an historical context, or another course, or societal issues, etc.)</i> 	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: Written responses; class discussion Compare/contrast assignment Pre-discussion brainstorming exercise</p> <p>American Studies A103, A301 and A302: Class discussions, Independent research paper, final examination.</p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: in-class essay writing workshop sessions; final exam questions; op-ed pieces.</i></p>
<p>4. <i>Students distinguish among facts, assertions, and opinions</i></p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment.</p> <p><i>American Studies A103, A301 and A302: reading responses.</i></p>

	<p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers and discussion sessions on scholarly debates; peer-reviews of drafts of student papers.</i></p> <p><i>English W132: critical annotated bibliographies and literature review.</i></p>
<p>5. Students identify the purpose or function of the text.</p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment</p> <p><i>American Studies A103, A301 and A302: class discussions.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers; discussion sessions; critical reviews; annotated bibliographies.</i></p> <p><i>English W132: critical annotated bibliographies and literature review</i></p>
<p>6. Students evaluate the internal logic of the text.</p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment</p> <p><i>American Studies A103, A301 and A302: class discussions.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers; discussion sessions; critical reviews; annotated bibliographies.</i></p> <p><i>English W132: critical annotated bibliographies and literature review</i></p>
<p>7. Students evaluate credibility of the text and of sources within the text.</p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment</p> <p><i>American Studies A103, A301 and A302: class discussions.</i></p> <p><i>History 300-level courses and capstone: discussion sessions; critical reviews; annotated bibliographies.</i></p>

PUL 1 (c)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

c) Communicate orally one-on-one and in group settings

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students identify their own (and each others) strengths in oral communication, including strengths in organization,, content, delivery, and audience adaptation.</p> <p>1. Students apply their understanding of their identified strengths at the introductory level to opportunities for oral communication beyond R110.</p>	<p>Communication R110: All course speeches, plus a self-analysis and audience listening sheets for other students.</p> <p>Sample opportunities: Journalism C190; J200,, J201; Social Work S141, S231; S280</p>
<p>2. Students assess characteristics of intended audience and adapt their speeches to this assessment and analysis.</p> <p>2. Students demonstrate how their assessment of audience characteristics influences different features of their oral communication beyond R110.</p>	<p>Communication R110: Audience analysis of speeches 2 and 3; creation of audience surveys on the two persuasive speeches.</p> <p>Sample opportunities: Journalism: J200; J201 Social Work: S141, S231, S280</p>
<p>3. Students create a specific purpose or function for their oral communication</p> <p>3. Students demonstrate how aspects of their oral communication beyond R110 are shaped by purpose or function.</p>	<p>Communication R110: Speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: C190; J200; J201 Social Work S141, S231, S280</p> <p>All oral presentations and oral interviews in any 100-level course other than R110, any 200-level course</p>

<p>4. Students organize their main ideas to accomplish their specific purpose.</p> <p>4. Students demonstrate different ways of organizing ideas to accomplish different purposes in courses other than R110.</p>	<p>Communication R110: speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: C190; J200; J201 Social Work S231, S280</p>
<p>5. Students develop their main ideas fully and clearly in order to accomplish their purpose in relation to their intended audience.</p> <p>5. Students demonstrate how their have developed their ideas and used specific examples or amplifications in relation to their purpose and audience in courses other than R110.</p>	<p>Communication R110: Speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: J200; J201 Social Work, S231, S280</p>
<p>6. Students locate and incorporate credible sources of information into their oral presentations.</p> <p>6. Students can demonstrate the credibility of sources they have located and incorporated in oral communication in courses or events other than R110</p>	<p>Communication R110: Speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: C190; J200; J201 Social Work, S231, S280</p>
<p>7. Students create and effectively use appropriate communication aids (ex. power point slides, handouts, audio tape, or video tape) that aid in accomplishing their specific purposes</p> <p>7. Students create and effectively use appropriate communication aids for oral communication in events or courses other than R110</p>	<p>Communication R110: Speech 2 or any subsequent speech Prosteps classes</p> <p>Sample opportunities: Journalism: J200; J201 Social Work, S231, S280</p>
<p>8. Students employ effective oral and nonverbal delivery skills when communication orally:</p> <ul style="list-style-type: none"> • Students use appropriate rate, volume, pauses, and articulation to effectively communicate their message • Students use appropriate eye contact and body language to effectively communicate their message <p>8. Students employ oral and nonverbal delivery skills, as described above, to communicate effectively in events and courses other than R110</p>	<p>Communication R110: Any speech Freshman learning community courses</p> <p>Sample opportunities: Journalism: J200; J201 Social Work, S231, S280</p>
<p>9. Students apply critical listening skills to the oral communication of others</p>	<p>Communication R110: Any or all speeches through the creation of oral and written feedback on speakers Communication 180; Unit on effective listening</p>

<p>9. Students demonstrate their application of critical listening skills to the oral communication of others in courses or events other than R110</p>	<p>Sample opportunities: Journalism: C190; J200; J201 Social Work: S141; S231, S280</p>
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PUL 1 (d)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

d) Solve problems that are quantitative in nature

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students use calculation skills of everyday life (percents, decimals, fractions, operations, etc.) and basic algebra skills to solve mathematical problems</p> <p>2. Given a mathematical problem, students employ additional problem-solving skills appropriate to their areas of interest</p>	<p>1. Demonstration; models in textbooks; practice; strategies developed in mathematical courses; assignments that require applications to daily life contexts. Courses: Math 110 or 111 or higher level MATH or STAT course</p> <p>2. Demonstration, models in textbooks, practice, and other strategies used in mathematical courses; assignments that require students to employ additional problem-solving skills appropriate to their areas of interest.</p> <p>Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; any lab course in science or engineering/technology; any course in which mathematics plays a prominent role.</p>
<p>Students use the information in written descriptions of problems in order to solve them in situations where the solutions follow a prescribed pattern..</p> <p>Students use the information in written descriptions of problems in order to solve them in situations where the student must select an appropriate method of solution among possible alternatives.</p>	<p>Simple word problems on exams or assignments; assignments that require students to explain how they have used information in written descriptions of problems in order to solve them. Courses: MATH 110 or 111 or higher level MATH or STAT course; any course which is quantitative in nature.</p> <p>Assignments that ask students to work with quantitative problems: lab reports; homework; projects; test problems.</p>

	<p>Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; any course which is quantitative in nature.</p>
<p>Given a graph, chart, or table, students answer basic questions about the information provided and describe relationships among the data.</p> <p>Given graphs, charts, or statistical information, students identify possibilities and limitations in the potential application of the data.</p>	<p>Assignments that ask students to work with or compile graphs, charts, or tables. Courses: Math 110 or 111 or higher level MATH or STAT course</p> <p>Assignments that ask students to work with or compile graphs, charts, or tables; assignments that require students to articulate the possibilities and limitations in the potential application of the data; laboratories; Internet searches; textbook graphics; homework projects Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; Science lab</p>
<p>Students interpret symbolic language when it is presented in problems.</p> <p>Given an application, students collect data and use basic statistical language to describe that data.</p>	<p>Assignments that ask students to work with quantitative problems; labs; reports; text exercises; homework; projects; test problems Courses: Math 110 or 111 or higher level MATH or STAT course PHIL 162 or P265</p> <p>Assignments that ask students to work with or compile and interpret statistical information; laboratories; Internet searches; textbook readings; homework; projects Courses: MATH 118; STAT 301 or higher level STAT course; any course which is statistical in nature; Science lab; Philosophy courses.</p>
<p>Students identify appropriate approaches to solving problems.</p> <p>In solving problems without prescribed methods of solutions, students recognize potential approaches to their solution and implement effective solutions.</p>	<p>Assignments that ask students to work with quantitative problems; lab reports; homework; projects; test problems.</p> <p>Courses: Math 110 or 111 or higher level MATH or STAT course; any course which is quantitative in nature.</p> <p>Assignments that ask students to work with quantitative problems, or to identify possible approaches to solving a problem, and articulate reasons for their choice; laboratories; homework; projects, test problems.</p> <p>Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; Any course which is quantitative or statistical in nature.</p>

PUL 1 (e)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

- e) Make effective use of information resources and information technology for personal and professional needs.**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED	DEMONSTRATION OF COMPETENCE
<p>1. Student effectively interacts with multiple computer programs and platforms to create, edit, save, and manage files using the following kinds of software:</p> <ul style="list-style-type: none"> • Communication software (email; chat; course management) • Presentation software/graphics • Word processing • Databases • Spreadsheets <p>1. Discipline-specific applications of all the above kinds of software</p>	<p>IT training Workshops (STEPS & PROSTEPS; IT training Online --NETg) and Knowledge Base (http://kb.iu.edu)</p> <p>Courses: CPT 106 or related courses First Year Experience Courses (Learning Communities)</p> <p>IT training Workshops (STEPS & PROSTEPS; IT training Online --NETg) and Knowledge Base (http://kb.iu.edu)</p> <p>Discipline-specific courses requiring information literacy</p> <p><i>* may require multiple courses/training sessions</i></p>	<ul style="list-style-type: none"> • Threaded class discussion • Student uses university-specific online applications (Oncourse; email) • One or more assignments or tests that draw(s) upon more than one application software program <p>Research projects, research papers, or presentations using information technology</p>

<p>2. Student determines the nature and extent of the information needed.</p> <p>2. Student evaluates and refines information needs according to discipline, available resources, and potential audience</p>	<p>Writing assignments' Library assignments Librarian-led sessions in classes One-on-one sessions with librarians</p> <p>Courses:</p> <ul style="list-style-type: none"> • First Year Experience Courses (Learning Communities; Critical Inquiry • Eng. W131 or related courses <p>Research papers</p>	<ul style="list-style-type: none"> • Student identifies key concepts in terms that describe the information needed • Student identifies appropriate resources as starting points • Student develops and information search strategy <p>Student independently identifies and locates appropriate discipline-specific library resources</p>
<p>3. Student accesses and evaluated information effectively and efficiently</p> <p>3. Student selects efficient and effective approaches for accessing information and modifies the research strategy as new insights are gained.</p>	<p>Assignments that require students to reflect on the process of acquiring information</p> <p>Research papers</p>	<ul style="list-style-type: none"> • Student locates library resources – books, journals, databases, etc. • Student constructs and implements effectively designed search strategies • Student applies evaluative criteria to information sources • Student carries out a search for information using a variety of information retrieval systems and strategies appropriate to the assignment and discipline • Student modifies topic and query (broadens, narrows, changes) based on evaluation of information retrieved
<p>4. Student organizes and uses information effectively to accomplish a specific purpose.</p> <p>4. Student demonstrates an understanding</p>	<p>Writing assignments Oral presentations</p> <p>Research papers</p>	<ul style="list-style-type: none"> • Student identifies types of information sources cited in a research tool (e.g. journal index, website, etc.) • Student correctly cites sources when needed <p>Student compares new knowledge with</p>

that a variety of sources will provide additional evidence for the topic.	Independent research projects	prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
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PUL 2

Critical Thinking: The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- a) Use knowledge and understanding in order to generate and explore new questions from multiple perspectives
- b) Solve challenging problems
- c) Analyze complex issues, make informed decision, and evaluate decisions made
- d) Synthesize information in order to arrive at reasoned conclusions
- e) Evaluate the logic, validity, and relevance of information

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. <i>Students use knowledge and understanding in order to generate and explore new questions from multiple perspectives. In so doing, they</i></p> <ul style="list-style-type: none"> • Make reasonable inferences from observations and evidence • Identify and use discipline-specific problem-solving frameworks • Apply previously learned concepts to new situations • Apply multiple perspectives in an example/examples • Generate original questions • Examine new information in context of existing or previous knowledge 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p>

	<p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>2. <i>Students solve challenging problems</i></p> <ul style="list-style-type: none"> • <i>Organize information for problem solving</i> • <i>Demonstrate basic knowledge relevant to the problem and use of symbolic representation of information</i> • <i>Identify components of context that influence problem-solving activity</i> • <i>Demonstrate respect for multiple perspectives</i> 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>3. Analyze complex issues to make informed decisions: Students can do most or many of the following:</p> <ul style="list-style-type: none"> • Accurately interpret evidence, statements, graphics, questions, etc. • Identify relevant arguments (reasons and claims) pro and con • Offer analyses and evaluations of obvious alternative points of view • Draw warranted, non-fallacious conclusions • Justify some results or procedures and explain reasons • Fair-mindedly follow where evidence and reasons lead <p>3(b) Analyze complex issues to make informed decisions: Students consistently do all or almost all of the following:</p> <ul style="list-style-type: none"> • Accurately interpret evidence, statements, graphics, questions, etc. • Identify salient arguments (reasons and claims) pro and con • Offer thoughtful analyses and evaluate major alternative points 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening</i></p>

<p>of view</p> <ul style="list-style-type: none"> • Draw warranted, judicious non-fallacious conclusions • Justify key results and procedures and explain assumptions and reasons • Fair-mindedly follow where evidence and reasons lead 	<p>examinations, oral examinations, multiple-choice questions.</p>
<p>4. Students synthesize information in order to arrive at reasoned conclusions. They demonstrate this by:</p> <ul style="list-style-type: none"> • Discerning and then comparing and contrasting varying perspectives and sources of information • Recognizing differences between a perspective and its source 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>5. Students evaluate the logic, validity, and relevance of information through habits of logical thinking that include the following:</p> <ul style="list-style-type: none"> • Identifying the logic of their own thinking • Sorting evidence and sources of evidence according to credibility and relevance • Recognizing and tolerating ambiguity and/or incomplete data 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p>

	<i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i>
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PUL 3

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- a) enhance their personal lives;
- b) meet academic and professional standards and competencies; and
- c) further the goals of society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. Students identify connections among knowledge, concepts, and objectives within particular courses.</p> <p>1. Students begin to analyze and synthesize knowledge and concepts in particular courses to gain a better understanding of that particular subject.</p>	<p>UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and/or report on connections among knowledge, concepts, and/or course objectives.</p> <p>Any Gateway or 200-level course assignment that requires students to analyze and/or synthesize knowledge and concepts within a particular course.</p>
<p>2. Students recognize connections among knowledge, concepts, and objectives in different courses and/or different disciplines, noting, for example, similarities and differences in the knowledge, concepts, or objectives.</p> <p>2. Students apply knowledge from one course to answer or raise questions in another course..</p>	<p>UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and role play problems or cases by demonstrating or articulating the connections within personal, professional, and social situations</p> <p>Any Gateway or 200-level course assignment wherein students apply knowledge from one course to answer or raise questions in another course.</p>
<p>3. Students recognize connections between course knowledge, concepts, and objectives and their personal experiences and perspectives.</p> <p>3. Students demonstrate in their writing, verbal communication, and other academic work an awareness between personal experiences and</p>	<p>And course assignment at the 100-200 level that articulates connections between course knowledge, concepts, and objectives and students' personal experiences and perspectives.</p> <p>Any course assignment at the 200+ level wherein students demonstrate an awareness between personal experiences and perspectives and academic</p>

perspectives and academic experience.	experience.
4. Students understand connections between and relevance of academic experience in their personal, professional, and community lives.	UCOL 110; Gateway Courses; other 100-level courses: any course assignment where students connect their academic experiences to their personal, professional, and/or community lives.
4. Students utilize awareness of the connections between their academic experiences and their personal, professional, and community lives to enhance personal relationships and contributions to their profession and larger community.	Service learning projects; internships; practica; any course assignment at the Gateway or 200 level that demonstrates awareness of how connections between academic experiences and personal, professional, and community life may enhance (or has enhanced) personal relationships and contributions to students' professions or community.

PUL 4

Intellectual Depth, Breadth, and Adaptiveness

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

- 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) *Intellectual 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.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED
1. Students articulate the idea that different disciplines/subdisciplines approach problems with different methods and different perspectives.	Show historical relationships among different approaches (e.g. behavioral psychology as reaction against psychoanalytic approach)
1. Students identify assumptions, core beliefs, premises, and/or major concepts of different disciplines and/or subdisciplines.	Sample opportunities to demonstrate competence: Windows on Science: any pertinent assignment. Any assignment(s) from Gateway Courses or Critical Inquiry courses that require students to articulate differences in method and perspective among different disciplines. Assignment(s) that compare and contrast different opinions and approaches (e.g. through comparing readings that take different perspectives or express different opinions)

	<p>Sample opportunities include assignments from any gateway or 200-level courses that require a compare/contrast or multiple perspective approach.</p>
<p>2. Students apply discipline-specific criteria to determine and evaluate reliability of information.</p> <p>2. Students demonstrate foundational knowledge of a discipline (e.g. artist's portfolio)</p>	<p>Assignments that ask students to apply discipline-specific criteria (for example: "the scientific method,") to a given case or problem</p> <p>Any assignment in a 200-level or Gateway course that addresses the foundational knowledge of their major. This would, of course, vary among disciplines.</p>
<p>3. Students adapt communication of ideas to different situations and audiences.</p> <p>3. Students express orally or in writing several perspectives on an issue.</p>	<p>Assignments that require students to write or speak about issues in different contexts.</p> <p>Sample opportunities to demonstrate competence include appropriate assignments from W131; R110; any Gateway or 100level course</p> <p>Assignment that require students to model different approaches to an issue or problem.</p> <p>Sample opportunities to demonstrate competence include appropriate assignments from any Gateway or 200-level course</p>
<p>4. Students express orally or in writing their own perspectives and knowledge about an issue.</p> <p>4. Students express orally and in writing perspectives different from their own.</p>	<p>Assignments that ask students to express orally or in writing their own perspectives and knowledge about an issue.</p> <p>Sample opportunities to demonstrate competence include assignments in W131; R110; W130; UC 110; and Gateway or 100-level course assignments that require students to express orally or in writing their own perspectives and knowledge about an issue.</p> <p>Assignments that require students to apply different perspectives, including perspectives different from their own, to an issue or a problem.</p> <p>Sample opportunities to demonstrate competence include appropriate assignments from any Gateway or 200-level course.</p>

PUL 5

	<p>to deconstruct how various statements and positions on these events and phenomena were reached. Examples include double-sided journals reflecting on current events during the semester; critical reading of letters to the editor or advice columns from the newspaper.</p> <p>Courses: same list as above, plus English L202, Communications Studies C201, Economics E201, E202, History H217, Political Science Y205</p> <p>Assignments that ask students to recognize, practice, and/or critique a particular disciplinary approach. Examples include review of a scholarly journal devoted to a particular issue; examination of the life and work of a particular scholar.</p>
<p>2. Students are familiar with some of the basic parameters of a national or subnational group other than their own (either within the United States or beyond), such as:</p> <p>a. the basic cultural, social, economic, political, or religious structures of that group,</p>	<p>a. Courses: African American Studies A150, Anthropology A104, Communications Studies C180, Education E300, Geography G110, G130, Political Science Y103, Y217, Religious Studies R212, Social Work S100, Sociology R100, R121, Women's Studies W105</p> <p>Assignments that ask students to develop a comprehensive profile of a particular group. Examples include drafting an encyclopedia entry for the group; discussing how the economic structures of the group relate to its kinship structures; analyzing how one particular</p>

<p>b. literature, art, folklore, music, or other elements of expressive culture produced by members of the group,</p> <p>c. the group's relations with other groups, particularly in terms of such issues as ethnicity, race, class, gender, and ability,</p>	<p>trait or behavior pattern for the group relates to its overall characteristics and position.</p> <p>b. Courses: African American Studies A150, Anthropology A104, Classical Studies C205, Communications Studies C201, T130, English L115, L200, L203, L204, L205, L207, L213, C190, Folklore F101, F111, German G265, Herron H100, Japanese E231, Music M174, Religious Studies R101, R223, Spanish S231, S240, World Languages F200.</p> <p>Assignments that ask students to experience and/or analyze a particular example of expressive culture from a particular group. Examples include writing a position paper from the perspective of a particular character in a novel; interpreting a painting, poem, folk song; attending a cultural event and writing a response paper to the event.</p> <p>c. Courses: African American Studies A150, A202, Anthropology A104, A201, Communications Studies C180, Economics E101, Education K201, E300, English G104, L207, Geography G110, G130, Labor Studies L101, L105, L110, Philosophy P120, P221, Political Science Y101, Y103, Y213, Y219, Y250, Sociology R100, R121, R220, R240, SPEA J101, J201, V160, V170, V264, Social Work S100, S251, Women's Studies W105, World Languages F200</p> <p>Assignments that ask students to examine, debate, and discuss the interaction among two or more groups. Examples include asking students to take the position of each group in turn, then asking them to work collaboratively to resolve differences.</p>
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<p>d. the group's past history and/or the current issues and problems it faces.</p> <p>2. Students are familiar with a range of different social and cultural systems, both around the world and within the United States, by having at least one of the following:</p> <p>a. knowledge of two or more groups or societies in some depth,</p> <p>b. understanding of the global and regional systems that cross-cut individual societies,</p>	<p>Courses: African American Studies A150, A202, Anthropology A103, A104, Economics E101, E111, E112, Geography G110, G185, Geology G132, History H105, H106, H108, H109, H113, H114, H221, H227, Labor Studies L101, L105, Political Science Y101, Y103, Social Work S251, Sociology R100, R121, R240, SPEA H120, J101, V264, Women's Studies W105</p> <p>Assignments that ask students to recognize and chronicle the events and processes that led to a group's current condition and/or to identify the issues now before that group. Examples include collecting editorials around a topical area; reviewing popular magazines to determine how a group is represented in advertising; tracing out the evolving history of a particular issue for the group.</p> <p>a. Courses: any two of the courses listed for 2.a-d above.</p> <p>Assignments that ask students to explore the basic parameters, expressive culture, and/or history of a second group in addition to one they have already studied. See 2.a above for examples.</p> <p>b. Courses: Anthropology A104, Economics E101, Geography G110, G130, G185, Geology G107, G132, History H109, H114, H221, H227, Labor Studies L105, Political Science Y101,</p>
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<p>c. a general overview of the course of human history and development over time.</p>	<p>Y217, Y219, Religious Studies R212, Sociology R100, SPEA V160, World Languages F200</p> <p>Assignments that ask students to consider the impact of global and regional systems on particular societies, and/or to examine trends of change in these systems. Examples include exploring the global impact of such phenomena as Asian martial arts or American fast food franchises; using basic trade statistics to trace out the major flows of goods from various parts of the world to other parts; listing all the items that students use daily that come from other nations.</p> <p>c. Courses: Anthropology A103, Economics E111, E112, English L213, Herron H101, H102, History H105, H106, H108, H109, H113, H114, H221, H227</p> <p>Assignments that ask students to recognize and analyze the basic events, processes, and causal factors that have shaped human history from earliest times to the present. Examples include visiting museums with historical collections and analyzing how particular objects fit within their larger historical contexts; creating and defending top ten lists of the most important events in human history; research papers that explore the reasons behind particular historical changes.</p>
<p>3. Students are familiar with some of the basic parameters of American society, such as:</p> <p>a. key aspects of American cultural, social, economic, political, or religious life,</p>	<p>a. Courses: American Studies A103, Political Science Y103, Y213, Y250, Religious Studies R173, Sociology R100, R121,</p>

<p>b. important examples of American literature, folklore, music, or other elements of expressive culture,</p> <p>c. the major events and processes that have characterized American history, both internally and in terms of its relations with other nations,</p> <p>d. the social and cultural diversity of the American population.</p>	<p>R220, SPEA J101, V160, V264.</p> <p>Assignments that ask students to develop a broad, analytical view of one of these major dimensions of American life. Examples include placing a particular current event or issue within the larger social, cultural, economic, political, or religious structures of American life; composing an overview of a particular aspect of American life, such as kinship or social class.</p> <p>b. Courses: English L115, L200, C190, Folklore F131, Herron H103, Music Z201, Z202, Spanish S231.</p> <p>Assignments that ask students to experience and/or analyze a particular example of American expressive culture. Examples include placing a particular story, song, or work of art within the context of major events and issues shaping American life; exploring how a story, song, or work of art relates to the life of the individual(s) who created it.</p> <p>c. Courses: History H105, H106, H114, Labor Studies L101.</p> <p>Assignments that ask students to recognize and chronicle the events and processes that led to the current nature and condition of the U.S. Examples include composing a detailed description of a particular event or process; tracing out the overall history of a particular aspect of American life, such as political parties or foreign policy.</p> <p>Courses: African American Studies A150, American Studies A103, Anthropology A104, Education K201, E300, Geography</p>
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<p>3. Students understand some of the forces that have shaped the history, complexity, and global positioning of the United States, and can bring this understanding to bear in assessing various statements and positions concerning American culture, society, and public policy.</p>	<p>G110, Political Science Y103, Psychology B104, Social Work S100, Sociology R100, R121, R220, R234, R240, Women’s Studies W105.</p> <p>Assignments that ask students to recognize the range of identities and groups that now constitute the American population, as well as their basic interrelationships. Examples include building outward from one’s personal economic, ethnic, racial, or subcultural position to an understanding of the full range of such positions in the U.S.; evaluating the nature and impact of census data on understandings of American diversity; tracing out the history of the civil rights and similar movements.</p> <p>Courses: African American Studies A150, American Studies A103, Anthropology A104, Economics E101, E111, E112, Geography G110, History H105, H106, H114, Labor Studies L101, Political Science Y103, Y213, Y250, Sociology R100, R121.</p> <p>Assignments that ask students to recognize and analyze the basic events, processes, and causal factors that have shaped American history. Examples include assessing the present-day impact of a particular event in American history; evaluating various public statements on the nature of American life.</p>
<p>4. Students understand how culture, social institutions, and personal experience influence one’s attitudes, behaviors, and beliefs.</p>	<p>Courses: Anthropology A104, Communications Studies C180, C201, Economics E201, Education K201, E300, English G104, L115, L207, Folklore F101, F131, Geography G110, German G265, Herron H100, Labor Studies L110, Political Science Y101, Psychology B104, Religious Studies R101, R283, Social Work</p>

<p>4. Students assess their own beliefs, attitudes, and behaviors concerning human nature and society, recognizing the nature, origins, strengths, and limitations of these views and practices.</p>	<p>S100, Sociology R100, R121, R220, R234, Spanish S240, Women's Studies W105, World Languages F200.</p> <p>Assignments that ask students to make a connection between actions or beliefs and the background of the person or group exhibiting those actions or beliefs. Examples include analyzing how a particular document or work of art reflects the social and cultural position of the author; exploring cross-cultural differences in how a particular social institution is carried out.. Anthropology; Religious Studies; Sociology; Literature Group work</p> <p>Courses: same as above plus Anthropology A103, Philosophy P221.</p> <p>Assignments that ask students to reflect on some of their own actions or beliefs and the ways in which these reflect their own background. Examples include role-playing in which students defend a social practice that is unfamiliar to them; a self-awareness inventory of one's own background; examining the evolutionary evidence on human nature as well as various philosophical positions on the topic.</p>
<p>5. Students have direct personal experience with members of a social or cultural group other than their own, through interaction with members of the group on campus or through attendance at performances, festivals, lectures, and/or exhibits sponsored by the group.</p>	<p>Courses: any course that invites guest speakers or performers from diverse backgrounds to the class or that encourages students to attend relevant activities outside of class.</p> <p>Assignments that require students to come into direct contact with members of a social or cultural group other than their own through attendance at an event, personal interviews, or internet correspondence. Examples include attendance at such an event;</p>

<p>5. Students are able to interact productively with individuals from other backgrounds, moving beyond stereotypes and preconceptions, being open to other ways of viewing the world, understanding basic principles of cross-cultural understanding and communication, and possibly being able to speak more than one language.</p>	<p>interviewing a member of an immigrant, racial, subcultural, or ethnic group other than one's own; corresponding with students or other individuals in another nation by email.</p> <p>Courses: Anthropology A104, Communications Studies C180, Education K201, E300, English G104, Geography G110, Philosophy P220, Psychology B104, Social Work S100, Sociology R100, and any language course (Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish, and American Sign Language).</p> <p>Assignments that ask students to identify and deconstruct stereotypes, to practice taking on new ways of looking at a situation, to engage in cultural simulations, to recognize the value of teamwork, and to mediate disputes. Examples include becoming fluent in another language; devising a list of ten principles for cross-cultural understanding; team-building exercises that stress diversity.</p>
<p>6. Students recognize the complexity and importance of at least one of the following forces in human social and cultural life:</p> <p>a. the construction of individual identity in its social context</p>	<p>a. Courses: Anthropology A104, Psychology B104, Sociology R100, R220, R234.</p> <p>Assignments that ask students to recognize that personal identity is shaped over time and to identify the social factors that contribute to personal identity. Examples include charting changes in one's own identity as one goes through the life cycle; exploring how</p>

<p>b. the many intersecting dimensions of diversity, including cultural belief, gender, age, class, education, race, ethnicity, ability, personality, and a host of other factors,</p> <p>c. the factors that lead to social and cultural change and influence public policy, as well as theories concerning how such change proceeds over time,</p> <p>d. the patterns of globalization, urbanization, and technological development now reshaping all societies,</p>	<p>different individuals relate to a particular social label or category.</p> <p>Courses: African American Studies A150, Anthropology A104, Biology N200, Education K201, E300, Psychology B104, Religious Studies 133, Social Work S100, Sociology R100, R121, R220, R240, Women’s Studies W105.</p> <p>Assignments that ask students to explore how two or more of these factors influence each other. Examples include exploring how gender and race affect each other; role-playing how being differently abled or being a senior citizen would affect one’s social positioning.</p> <p>Courses: Anthropology A103, A104, Economics E101, E111, E112, Geography G110, Political Science Y101, Sociology R100.</p> <p>Assignments that ask students to identify the major forces that cause societies and cultures to change over time. Examples include exploring the interplay of political, economic, and cultural forces in provoking ethnic conflicts; tracing out the history and impact of a particular movement for social change.</p> <p>d. Courses: Anthropology A104, Communications Studies M150, Geography G130, History H106, H109, H114, Informatics I202, Journalism J110, Sociology R100, R121.</p> <p>Assignments that ask students to recognize the importance of these forces in their own lives, consider how these forces have affected different societies differently, and/or project where these forces might be leading in the future. Examples include collecting and</p>
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<p>e. the role of ritual, performance, and expressive culture in shaping belief and action,</p> <p>f. the role of environmental, political, and economic forces in shaping belief and action.</p> <p>6. Students recognize the complexity and importance of</p>	<p>analyzing the migration history of one's own ancestors; investigating the social and cultural impact of the internet.</p> <p>e. Courses: Anthropology A104, Classical Studies C205, Communications Studies C180, C201, T130, English L115, L200, L203, L204, L205, L207, C190, Folklore F101, Herron H100, Music M174, Religious Studies R133, R223, World Languages F200.</p> <p>Assignments that ask students to consider how particular performances, rituals, or other types of expressive culture might affect their viewers/readers. Examples include comparing novels on the same theme from two different nations; analyzing the social importance of recurrent mythological themes.</p> <p>Courses: Anthropology A104, Economics E101, E201, E202, Geography G110, G130, G185, Geology G107, G123, G132, Labor Studies L110, Philosophy P237, Political Science Y101, Social Work S251, Sociology R100, R121, R220, R234, R240, SPEA E162, H120, J101, V160, V264.</p> <p>Assignments that ask students to to recognize the importance of these forces in their own lives, consider how these forces have affected different societies differently, and/or project where these forces might be leading in the future. Examples include composing and defending a State of the Planet address for the year 2050; researching the impact of human activity on a particular species of plant or animal.</p> <p>Courses: any two or more of the above courses.</p>
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<p>several of the forces just listed, as well as the ways in which these forces interact and shape each other.</p>	<p>Assignments that ask students to explore how two or more of these forces shape each other. Examples include analyzing the political meaning of a play or novel; identifying a range of factors that have shaped a particular current event.</p>
<p>7. Students are able to recognize and critically examine both implicit and explicit representations of cultures and societies found in verbal, written, visual, cinematic, and other popular media.</p> <p>7. Students are able to recognize and critically examine various theories and statements concerning culture and society found in scholarly texts.</p>	<p>Courses: Communications Studies M150, R220, T130, English L200, L210, C190, W260, Folklore F101, F111, F131, Herron H100, Informatics I202, Journalism J110, Music M174, Z201, Z202, Political Science Y250, World Languages F200.</p> <p>Assignments that ask students to evaluate a particular representation in terms of its messages - both implicit and explicit - about particular social and cultural groups. Examples include analyzing the visual and textual image used to create a certain mood in advertising; chronicling the ethnic and racial images presented in a particular television show during the course of the semester.</p> <p>Courses: Anthropology A103, A104, Communications Studies C180, C201, R220, Economics E101, E201, E202, English G104, L202, W260, Folklore F101, Geography G110, Herron H100, History H217, Philosophy P110, P220, P221, Political Science Y101, Y205, Psychology B104, Religious Studies R133, Sociology R100.</p> <p>Assignments that ask students to recognize and evaluate the theoretical position, research</p>

PUL 6

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. 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; and
- b) recognize the importance of aesthetics in their personal lives and to society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. <i>Students articulate their respective system of personal and societal (including professional) values.</i></p>	<p>Address the following: What values are most important to you? How did you develop your value system?</p> <p>Post a paper you have written for a course that relates some development in your understanding of values and ethics, personally or professionally, or develop your own statement. Feel free to link to additional items you have written or done to support your views.</p>
<p>2. <i>Students explain and provide examples of how their respective value system (personal and/or professional) relates to personal and professional conduct.</i></p>	<p>Address the following: How does your value system guide your personal actions as a citizen in society? How does your value system impact decisions made in your chosen or desired career or professional life?</p> <p>Post a paper you have written for a course that addresses or otherwise relates to the relationship between personal and professional values, or develop your own statement. You may attach documents from work or organizations that provide examples of your personal or professional conduct or expectations for personal/professional conduct.</p>
<p><i>Students demonstrate an understanding of and respect for the value systems of others in contrast to their own, and can explain how decisions and conclusions may vary based on different perspectives.</i></p>	<p><i>Provide examples of specific issues in which people of good will, having different value systems, may reach different conclusions.</i></p>

Notes from General Education/Student Learning/Electronic Portfolio Sub-Committee of PRAC

February 13, 2003

In attendance: Jay Howard
Linda Haas
Joe Kuczkowski
Sharon Hamilton

Interested but could not attend: Polly Boruff-Jones
Susan Kahn

We focused primarily on concerns and questions related to the student electronic portfolio.

These are:

1. What will motivate students to complete their portfolios?
2. Will incomplete portfolios serve as a barrier to graduation?
3. Will Gateway faculty have faculty development resources to develop assignments that link to the learning matrix?
4. What about students who take courses out of order (e.g. 400 level courses in the first or second year; or students who leave required 100-level Gateway courses until their final year)?
5. Several problems related to listing specific courses (e.g. W131) to meet a requirement in the matrix. This may steer students to one or two courses when many courses may meet the requirement. This also relates to RCM issues. Is there a way to list recommended courses by major? Will all instructors of a particular course develop assignments to address one or more of the PULs? Having assignments targeted to address a particular PUL may depend more upon specific faculty members than on specific courses.
6. Is a 40-cell learning matrix overkill? Will all transfers and majors fill out all boxes or even a majority of the boxes?

These are all excellent questions. I do not have answers to any of them, although I have some ideas about all of them. Do we want to try to “converse” via e-mail about some of these?

Program Review and Assessment Committee

Thursday, April 17, 2003

1:30-3:00 p.m., UL 1126

Karen Johnson, Acting Chair

Susan Kahn, Recorder

AGENDA –

1. Approval of March Minutes.....K. Johnson
2. Report from the Ad Hoc Assessment Group D. Boland
3. Program Review..... Kenna Quinet
4. Report on e-PortfolioJay Fern/Stacy Morrone
5. Recommendations from the IUPUI Future Group T .Banta
6. PRAC Annual Reporting Format(s) T. Banta
7. Adjournment.....K. Johnson

MINUTES –

Present: W. Agbor-Baiyee, L. Angermeier, D. Appleby, S. Avgoustis, T. Banta, C. Dobbs, E. Gonzalez, L. Haas, M. Hansen, L. Houser, K. Johnson, S. Kahn, L. Kasper, J. Kuczkowski, H. Mzumara, M. Plummer, I. Queiro-Tajalli, E. Sener, J. Smith, A. Wilson, C. Yokomoto, and N. Young

Introduction and Approval of March Minutes

The meeting was called to order by K. Johnson at 1:30 p.m.

The minutes of the March 13, 2003 meeting were approved as written.

Report from the Ad Hoc Assessment Group

This report was postponed due to the absence of the presenter, D. Boland.

Program Review Report

Professor Kenna Quinet, Director of Undergraduate Programs in SPEA, reported on the outcomes of a 1999 program review of the Bachelor of Science in Criminal Justice. She explained that review team members included faculty from criminal justice programs at institutions similar to IUPUI and she reviewed the team's recommendations and subsequent actions by SPEA.

- The review team recommended that SPEA faculty in Criminal Justice develop a mission/vision statement. This has not occurred, primarily because CJ is within SPEA, which has an overall school mission, but not individual program missions..

- The team suggested making the tenure process less cumbersome. Criminal Justice has made the process more campus-centered and no longer requires tenure cases to be approved by all eight IU campuses.
- The team recommended that evaluation of part-time faculty be strengthened. The program has implemented this recommendation; several part-time faculty have been let go; mentoring is provided to part-time faculty having difficulties; and financial constraints have forced decreased course offerings and larger course sections, meaning that fewer part-time faculty are needed.
- The team was also concerned about the impact of course buy-outs, given the small number of full-time faculty members in the programs. Buy-outs remain a major problem; it is possible that in 2003-2004, the program could be down to 4.5 full-time faculty as a result of sabbaticals and buy-outs..
- The team noted a need for better connections between the Criminal Justice program and the Career Center. The program now works more closely with the Career Center on internships and other opportunities for current and graduating students.
- The team advised the program to fill in some gaps in the curriculum. Faculty have developed new courses in Terrorism, Homicide, Privatization in Criminal Justice, Global Criminal Justice System, and Drugs and Alcohol. Financial constraints have made it difficult for the program to implement this recommendation as fully as the faculty would like.
- The team suggested reviewing and updating the General Education requirements for the Bachelor of Science in Criminal Justice. One result of efforts here is that course titles have changed, with 300- and 400- level courses no longer labeled as "introductions" to an area of study. The curriculum has still not been fully mapped to the PULs, but general education requirements now are more closely matched to those of the Schools of Liberal Arts and Science. Students have the option of selecting a more science-focused track or a track that incorporates study of a foreign language.
- The team expressed a concern about the program's location in SPEA. The program remains in SPEA and Quinet noted that she finds the public affairs dimension valuable.

Overall, Quinet was enthusiastic about the review and its outcomes. The review team approached its work thoroughly, talking to students and faculty and examining many campus documents. In response to a question about whether the time had come for a another review, Quinet said that a review might be helpful, but not if the recommendations continue to focus on the need for more full-time faculty, since the program is not expecting additional resources for that.

Other committee members asked about the self-study preceding the review team's visit and the value of the entire process. Quinet answered that the work of the self-study included student focus groups, faculty discussion, and a student survey that yielded valuable information. The process also led faculty to examine data that they might not

have looked at otherwise. Many recommendations were not acted on, however, because of resource limitations, leadership changes, and the organization of SPEA, which encourages faculty to identify with the school, not the program.

Report on ePort Initiative

Jay Fern, UITS, and Stacy Morrone, Center for Teaching and Learning, used a [PowerPoint presentation](#) to provide an overview of planning for the technological infrastructure of the student electronic portfolio. In building the infrastructure, technology developers are focusing on providing a rich learning environment that can empower both students and faculty members. Rather than “patching together” various electronic functions and services, developers are creating a portal environment that will incorporate many components, including the ePort and Oncourse, into a unified set of Web services that can “talk” to one another. Students can import material from Oncourse into their portfolios in a single step, and an authentication and authorization process will allow their identities to follow them as they move through various programs and functions in the Web environment.

Currently, UITS programmers are developing the Learner Profile and the Learning Matrix, two key features of ePort. Students will own all content included in their electronic portfolios and will assign viewing rights to whomever they choose. Students involved in co-curricular activities can create a co-curricular matrix that will accommodate the rich set of experiences that many students bring to IUPUI. Students will not be simply plugging items into boxes on the matrix; the design will give students the power to select what they want to display from their various learning experiences and activities.

Many technological, conceptual, and educational issues remain to be resolved. For example, how will transfer students be expected to approach developing their portfolios? Will they be expected to complete the entire Learning Matrix?

In response to a question about whether implementing ePort will be worth the extra effort required from faculty, Morrone explained that the portfolios will help students articulate the ways in which assignments speak to specific PULs and help interested faculty think about the PULs in relation to their disciplines. Students will have the ability to connect and map their learning from various courses and disciplines and be empowered to think deeply about their own learning processes. Faculty at IUPUI decided to adopt the PULs; if it made sense to adopt them, then it makes sense to find methods for truly integrating them into the curriculum. Morrone noted that faculty will define the relationship of assignments to the PULs; students will decide whether to include particular assignments in their portfolios as evidence of competence in one or more PULs. H. Mzumara added that assignments included in the portfolios will be part of students’ regular coursework and will not necessarily require additional work by faculty.

Fern noted that development of ePort will be an iterative process as we test successive versions and discover the features and capabilities most important for making it work to improve teaching and learning. The PULs will provide categories that allow us to make sense of large volumes of data on student learning generated by ePort.

T. Banta commented that a common complaint among faculty is that students forget what they have learned from one course to the next; the portfolio provides a mechanism

to help students connect learning among various courses and between courses and learning goals.

Current plans call for a pilot of ePort this fall. The pilot will use a simple version of the portfolio that includes the Learner Profile and the Learning Matrix. Refinements will then be made based on experiences with the pilot, as part of the iterative process that will go into fully developing the entire system.

Several committee members expressed concern that the Learning Matrix and levels of competence in the PULs are too rigid. Are we allowing enough flexibility or wrongly assuming that students progress through the curriculum in a strictly linear fashion? What about students who take several developmental courses during their first 26 hours? Are there too many boxes to fill in? Do we need all of this to implement the PULs?

Morrone replied that developers of the system will rely strongly on student focus groups to alert them to these kinds of problems. Banta noted that the system does not assume that students can attain competence only if they take certain courses and added that if we can accomplish what we have over the past year (i.e., developing rubrics for introductory and intermediate competence in all of the PULs and beginning development of the technological infrastructure), then we should be able to deal with problems that arise as we implement ePort.

C. Yokomoto observed that the emphasis on supporting and empowering students and on the flexibility of the system was welcome and commented that ePort will be easier to “sell” to faculty if it is not presented as a mandate. D. Appleby agreed that he was heartened by the language about enabling and empowering students. For example, the electronic portfolio will give students more control over how they are perceived by potential employers and graduate admissions committees. The portfolio should help students understand that they are working to develop the skills and knowledge they will need to succeed after college, making assignments and requirements seem less arbitrary to them. It will help them to understand that they need to take control of their education to gain the maximum benefit from it.

S. Avgoustis inquired about how ePort will be funded. Banta responded that the pilot will proceed and that a proposal will be submitted for the Dedicated Tuition Dollars fund; if successful, the proposal will allow the initiative to progress more rapidly by funding programming support in UITS and faculty stipends for scoring portfolios.

W. Agbor-Baiyee inquired about how we will know what constitutes a good, mediocre, or poor portfolio? How will students know whether they are on the right path? Morrone replied that a good portfolio is more than the bits and pieces that students place in the matrix; the overall quality arises from how the parts fit together, with students’ reflective writing helping to unify the various pieces of work. As the initiative proceeds, we will work out procedures for reviewing the portfolios, possibly using members of the Senior Academy to respond to students’ reflective writing, for example. Mzumara reminded the group that the rubrics developed by the ten faculty committees over the past year will provide guidance to both students and faculty for evaluating the quality of work in the portfolios.

Additional questions arose about plans to use the ePort for assessment and evaluation. How will we move from assessing individual pieces of work to looking at student achievement across units and the institution? Who will do this assessment? Banta replied that these issues are being addressed. E. Gonzalez asked how the digital library concept fits this initiative? Fern explained, as an example, that a reference in a student paper might link to an actual digital resource in the library. Gonzalez further inquired how various library specializations would be incorporated; Fern replied that these are the kinds of questions we need people to ask so that developers of the ePort will know what is most important to work on. He invited committee members to e-mail him with any further questions they might have. Banta added that while next year's pilot will primarily involve first-year students, any faculty member who wants his or her course included is welcome to join.

Recommendations from the IUPUI Future Group

Banta explained that the North Central review team provided us with a set of suggestions that we will review at a future meeting. Since we addressed so many topics in the self-study, we are still in the process of distilling all of the recommendations.

PRAC Annual Reporting Format

Banta passed out two possible templates to be used for this year's PRAC reports, due May 31. Most units will find the first template the best fit, but several are ready to use the second one, which asks about the impact of changes made as a result of assessment findings.

Adjournment

The meeting adjourned at 3:00 p.m.

Next Meeting

Thursday, May 8
1:30 to 3:00 p.m.
UL 1116

Changes Based on Assessment Findings at IUPUI

School/Department	Year	Methods Used	Changes Made	Impact of Changes

PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?	2. How would you know it? (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?

ON THE ROAD TO CAMPUS CONSENSUS OF THE PULS AT IUPUI

Representing the work of ten multidisciplinary campus committees who have begun the work of defining what all students should know and be able to do in relation to the PULs at the first year and sophomore level

April 200+3
Sharon J. Hamilton

Multi-Disciplinary Campus Teams: Fall 200+2 – Spring 200+3

(Many more than are listed below expressed interest in joining a team, or began working with a team, but had to drop out of discussions because of other commitments)

1. Core Communication and Quantitative Skills

a. Written Communication

Scott Weeden (English): Chair
David Sabol (English)
Harriet Wilkins (Technical Communication)

b. Interpreting Text

Thom Marvin (English): Chair
Kevin Cramer (History)
Joseph Harmon (Library)
Helen Henard (English; Student Advising in SLA)
Christian Kloesel (English)
Sally Neal (Library)
Nancy Newton (Foreign Languages and Culture)
Robert Osgood (Education)
Juan Sanchez (Pediatrics)
Richard Turner (English)

c. Oral Communication

Jan DeWester (Communication Studies): Chair
Marta Anton (Foreign Languages and Culture)
Cathy Buyarski (Director of Advising in UC)
David Fleishhacker (Student)
Kathleen Hanna (Library)
Randi Stocker (Library; Windows on Science)

d. Quantitative Reasoning

Robert Rigdon (Mathematics): Chair
Archana Dube (Economics)
Linda Kasper (Clinical Laboratory Sciences)
Erdogen Sener (Construction Technology)

e. Information Literacy

Howard Mzumara (Testing and Assessment)
Enrica Ardemagni (Foreign Languages and Culture)
John Ault (Adaptive Educational Services)
Dan Baldwin (Informatics)
Polly Boruff-Jones (Library)
Cynthia Dobbs (Nursing)
Randall Halverson (Library)
Clinton Koch (Informatics)
Sam Milosevich (Informatics)
Rita Pavolka (Education Program – UITS)
Janis Stevens (Computer Technology)
Susan Tennant (Informatics)

2. Critical Thinking

- a. William Agbor-Baiyee (Biochemistry): Chair
- b. Drew Appleby (Psychology)
- c. Eugenia Fernandez (Computer Technology)
- d. Ed Gonzalez (Library)
- e. Betty Jones (Physical Education)
- f. Laura Lucas (Construction Technology)
- g. Larbi Oukada (Foreign Languages and Culture)
- h. Mary Stanley (Library)
- i. John Tilley (Philosophy)
- j. Russell Vertner (Business)
- k. Charlie Yokomoto (Engineering)

3. Integration and Application of Knowledge

- a. Rick Ward (Anthropology): Chair
- b. Gabrielle Bersier (Foreign Languages and Culture)
- c. Karen Black (Higher Education Administration)
- d. Patricia Ebricht (Nursing)
- e. Michele Hansen (Institutional Research)
- f. Sam Milesovich (Informatics)

4. Intellectual Breadth, Depth, and Adaptiveness

- a. David Williamson (Computer Technology): Chair
- b. Sarah Baker (Radiologic Sciences)
- c. Khaula Murtadha (Exec. Assoc. Dean of Education)
- d. Ingrid Ritchie (SPEA)
- e. Bill Schneider (History)
- f. Rosalie Vermette (Foreign Languages and Culture)
- g. Kathryn Wilson (Biology)

5. Understanding Society and Culture

- a. Susan Sutton (Anthropology): Chair
- b. Pamela Bliss (Student Life and Diversity)
- c. Julie Hatcher (Service Learning)
- d. Jay Howard (Sociology)
- e. Pam King (Adaptive Educational Services)
- f. Miriam Langsam (History)
- g. Catherine Souch (Geography)
- h. Patricia Wittberg (Sociology)

6. Values and Ethics

- a. Natalie Barman (Education): Chair
- b. Charles Feldhaus (Organizational Leadership)
- c. Joe Kuczkowski (Mathematics)
- d. Charlie Yokomoto (Engineering)

A Message for Faculty About This Document and Its Relationship to the Electronic Student Portfolio

1. For several years now, we have been working to develop an electronic student portfolio at IUPUI. The major goal of this portfolio is to provide students a means of tracking their growth and achievement in learning throughout their education. A further goal is to actually enhance their learning, through the reflective writing component.
2. Beginning next fall, several first year learning communities will be piloting the new electronic student portfolio (ePort)
3. While ePort will have several features, the feature most relevant to this document is the learning matrix, which is constructed to enable students to show how, within all the different courses they are taking, they are improving their abilities as outlined in the PULs.
4. For the past year, several faculty have been working to define what level of ability in the PULs we can reasonably expect of all students, regardless of their major, by the end of their first and sophomore years. Their deliberations are represented in this document.
5. The students in the pilot will be doing the following:
 - a. Beginning their learner profile, defining their academic goals and their learning styles, and completing a survey about their initial understanding of and beginning competence in the PULs.
 - b. Uploading documents from their first year courses, and writing reflections on each PUL when they determine they have met the faculty expectations for the PUL as described in this document.
 - c. Students will be encouraged to be as selective as possible, using one document to demonstrate competence in several facets of any one PUL as well as competence in more than one PUL. At the same time, each PUL will likely require at least 3 documents to demonstrate competence, so students will be looking for some suggestions from faculty about which assignments might be good to use for the portfolio.
6. Faculty in the pilot and faculty teaching first year courses will be doing the following:
 - a. Pilot faculty will orient their students to ePort and get them started on their learner profile and learning styles
 - b. Pilot faculty will encourage students to upload assignments from their courses to demonstrate their beginning levels of competence in each of the PULs;
 - c. Faculty teaching first year students in the pilot will likely be asked (by those students) which of their assignments might be good to upload as evidence of their competence. Therefore, it would be a good idea to look through this document and see which of your assignments meet any of these expectations for the PULs. Please let us know if somehow none of the descriptions seem relevant to your courses or the work you expect of students, so that we can work together to determine how best to attend to that.
7. Much more will soon be forthcoming about ePort, but, for now, we wanted you to see what your colleagues have been working on while there is still time for any suggestions you would like to make.

What All Students Should Know and Be Able to Do

(developed by multi-disciplinary campus committees: Fall 200+2 – Spring 200+3)

Key: Introductory competence is represented in regular type; **Intermediate** competence is represented in **bold** type; Competence that is the same for both, but is demonstrated developmentally, is in *italics*.

PUL 1

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

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

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students identify the purpose or function of a particular piece of writing, knowing that there are many different reasons for writing.</p> <p>2. Students write documents demonstrating several different purposes or functions for writing.</p>	<p>Students may select any finished piece of writing and identify its function or purpose.</p> <p>Students may choose any combination of documents from a variety of subject areas at the 100-200+ level demonstrating different functions or purposes for writing (minimum of 3).</p>
<p>2. Students identify an intended audience for a piece of writing with the awareness that different readers have different needs.</p> <p>2. Students analyze audience needs and articulate how their writing responds to these needs.</p>	<p>Students can select any finished piece of writing and identify its audience and the needs of that audience.</p> <p>Students may choose a combination of any 2 or 3 documents written in 100-200+ level classes that are intended for different audiences, and will explain the choices they made to respond to the needs of these different audiences (may be the same documents used for #1).</p>
<p>3. Students gather and select information and content appropriate to the purpose of and audience for their writing.</p>	<p>Students may select any finished piece of writing and identify how content was selected to be appropriate to its function or purpose. Students might consider using the same piece of writing they used for #1 and #2.</p>

<p>3. Students employ a wide range of details and examples adequate to develop and support their topic. These details and examples are relevant, significant, and appropriate to topic, purpose, and audience.</p>	<p>Any combination of written report, essay, critique, or analysis at the 200+-level or above. Preferably 2-3 different kinds of examples (may be the same documents used for #1).</p>
<p>4. Students recognize different organizational patterns appropriate for a variety of topics, purposes, and audiences.</p> <p>4. Students use a variety of organizational patterns appropriate for different topics, purposes, and audiences.</p>	<p>Students may select any combination of 2-3 papers written in different subject areas or courses and demonstrating different kinds of organizational patterns.</p> <p>Students may select a combination of 2-3 papers, reports, essays, critiques, explanations, and/or written discussions – in final draft form – from any courses at the 200+-level or higher, ensuring that they exhibit a range of organizational styles or patterns (may be the same documents used for #1).</p>
<p>5. Students recognize differences in language usage, style, convention, and format appropriate for a variety of topics, purposes, and audiences.</p> <p>5. Students employ a variety of language usage, styles, conventions, and formats appropriate for different topics, purposes, and audiences.</p>	<p>Students may select any finished piece of writing and identify how language usage, style, convention, and format were selected to be appropriate to its function or purpose. Students might consider using the same piece of writing they used for #1, 2, and #3.</p> <p>Students may select a combination of 2-3 papers, reports, essays, critiques, explanation, or written discussion s– in final draft form – from any courses at the 200+-level or higher. These papers should all together (not each one of them) show a variety of language usage, styles, conventions, and formats (may be the same documents used for #1).</p>
<p>6. Students recognize characteristic features of texts for different academic disciplines and organizational settings.</p> <p>6. Students produce texts that reflect the characteristic features of texts produced for different academic disciplines and organizational settings.</p>	<p>Students may select texts from 3 or 4 different 100-level courses, with a reflective paper demonstrating an understanding of the different characteristic features of texts from different disciplines.</p> <p>Students may select a combination of 2-3 written assignments -- in final draft form – from courses at the 200+-level or higher (may be the same documents used for #1).</p>

PUL 1 (b)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

b) Comprehend, Interpret, and Analyze Texts

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
1. <i>Students draw upon a repertoire of reading strategies when reading different kinds of text</i>	<p>Choose a combination of 2-3 assignments in 100-level courses that, taken together, require to you to apply different reading strategies for different kinds of texts</p> <p>Choose a combination of 2-3 assignments in 200+-level courses or above that, taken together, require to you to apply different reading strategies for different kinds of texts</p>
2. <i>Students identify the main idea of a passage</i>	<p>Choose an appropriate reading assignment from any 100-level course.</p> <p>Choose an appropriate reading assignment from any 200+-level (or above) course.</p>
3. <i>Students make and articulate connections between</i> a) <i>ideas in the text and their personal life experiences</i> b) <i>ideas in the text and other course content</i> <i>ideas in the text and broader contexts (such as an historical context, or another course, or societal issues, etc.)</i>	<p>Choose an appropriate reading assignment from any 100-level course.</p> <p>Choose an appropriate reading assignment from any 200+-level course.</p>
4. <i>Students distinguish among facts, assertions, and opinions</i>	<p>Choose an appropriate reading assignment from any 100-level course.</p> <p>Choose an appropriate reading assignment from any 200+-level course.</p>
5. <i>Students identify the purpose or function of the text.</i>	<p>Choose an appropriate reading assignment from any 100-level course.</p> <p>Choose an appropriate reading assignment from any 200+-level course.</p>
6. <i>Students evaluate the internal logic of the text.</i>	<p>Choose an appropriate reading assignment from any 100-level course.</p> <p>Choose an appropriate reading assignment from any 200+-level course.</p>
7. <i>Students evaluate credibility of the text and of sources within the text.</i>	<p>Choose an appropriate reading assignment from any 100-level course.</p> <p>Choose an appropriate reading assignment from any 200+-level course.</p>

PUL 1 (c)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

c) **Communicate orally one-on-one and in group settings**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students identify their own (and each others) strengths in oral communication, including strengths in organization,, content, delivery, and audience adaptation.</p> <p>1. Students apply their understanding of their identified strengths at the introductory level to opportunities for oral communication at the sophomore level.</p>	<p>Any course speech, plus a self-analysis and audience listening sheets for other students (the same speech may be used to demonstrate several of these skills or competences described, wherever appropriate).</p> <p>Any course speech or oral presentation at the 200+-level or beyond (the same speech may be used to demonstrate several of these skills or competences described, wherever appropriate).</p>
<p>2. Students assess characteristics of intended audience and adapt their speeches to this assessment and analysis.</p> <p>2. Students demonstrate how their assessment of audience characteristics influences different features of their oral communication.</p>	<p>An audience analysis of a speech or oral presentation given in any 100-level course.</p> <p>An audience analysis for any course speech or oral presentation at the 200+ level</p>
<p>3. Students create a specific purpose or function for their oral communication</p> <p>3. Students demonstrate how aspects of their oral communication are shaped by purpose or function.</p>	<p>Any course speech or oral presentation in any 100-level course.</p> <p>Any course speech at the 200+-level</p>
<p>4. Students organize their main ideas to accomplish their specific purpose.</p> <p>4. Students demonstrate different ways of organizing ideas to accomplish different purposes</p>	<p>Any course speech or oral presentation in any 100-level course.</p> <p>Any combination of 2-3 course speeches or oral presentations at the 200+ level or beyond</p>
<p>5. Students develop their main ideas fully and clearly in order to accomplish their purpose in relation to their intended audience.</p> <p>5. Students demonstrate how they have developed their ideas and used specific examples or amplifications in relation to their purpose and audience</p>	<p>Any course speech or oral presentation in any 100-level course.</p> <p>Any course speech or oral presentation at the 200+level</p>

<p>6. Students locate and incorporate credible sources of information into their oral presentations.</p> <p>6. Students can demonstrate the credibility of sources they have located and incorporated in oral communication.</p>	<p>Any course speech or oral presentation in any 100-level course.</p> <p>Any course speech or oral presentation at the 200+ level</p>
<p>7. Students create and effectively use appropriate communication aids (ex. power point slides, handouts, audio tape, or video tape) that aid in accomplishing their specific purposes</p> <p>7. Students create and effectively use appropriate communication aids for oral communication.</p>	<p>Any course speech or oral presentation in any 100-level course.</p> <p>Any course speech or oral presentation at the 200+level</p>
<p>8. Students employ effective oral and nonverbal delivery skills when communicating orally:</p> <ul style="list-style-type: none"> • Students use appropriate rate, volume, pauses, and articulation to effectively communicate their message • Students use appropriate eye contact and body language to effectively communicate their message <p>8. Students employ oral and nonverbal delivery skills, as described above, to communicate effectively.</p>	<p>Any course speech or oral presentation in any 100-level course.</p> <p>Any course speech or oral presentation at the 200+ level</p>
<p>9. Students apply critical listening skills to the oral communication of others</p> <p>9. Students demonstrate their application of critical listening skills to the oral communication of others.</p>	<p>Any course speech or oral presentation in any 100-level course.</p> <p>Any course speech or oral presentation at the 200+ level</p>

PUL 1 (d)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

d) Solve problems that are quantitative in nature

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students use calculation skills of everyday life (percents, decimals, fractions, operations, etc.) and basic algebra skills to solve mathematical problems</p>	<p>Demonstration; models in textbooks; practice; strategies developed in mathematical courses; assignments that require applications to daily life contexts.</p>

<p>2. Given a mathematical problem, students employ additional problem-solving skills appropriate to their areas of interest</p>	<p>Demonstration, models in textbooks, practice, and other strategies used in mathematical courses; assignments that require students to employ additional problem-solving skills appropriate to their areas of interest.</p>
<p>Students use the information in written descriptions of problems in order to solve them in situations where the solutions follow a prescribed pattern.</p> <p>Students use the information in written descriptions of problems in order to solve them in situations where the student must select an appropriate method of solution among possible alternatives.</p>	<p>Simple word problems on exams or assignments; assignments that require students to explain how they have used information in written descriptions of problems in order to solve them.</p> <p>Assignments that ask students to work with quantitative problems: lab reports; homework; projects; test problems.</p>
<p>Given a graph, chart, or table, students answer basic questions about the information provided and describe relationships among the data.</p> <p>Given graphs, charts, or statistical information, students identify possibilities and limitations in the potential application of the data.</p>	<p>Assignments that ask students to work with or compile graphs, charts, or tables.</p> <p>Assignments that ask students to work with or compile graphs, charts, or tables; assignments that require students to articulate the possibilities and limitations in the potential application of the data; laboratories; Internet searches; textbook graphics; homework projects</p>
<p>Students interpret symbolic language when it is presented in problems.</p> <p>Given an application, students collect data and use basic statistical language to describe that data.</p>	<p>Assignments that ask students to work with quantitative problems; lab reports; text exercises; homework; projects; test problems</p> <p>Assignments that ask students to work with or compile and interpret statistical information; laboratories; Internet searches; textbook readings; homework; projects</p>
<p>Students identify appropriate approaches to solving problems.</p> <p>In solving problems without prescribed methods of solutions, students recognize potential approaches to their solution and implement effective solutions.</p>	<p>Assignments that ask students to work with quantitative problems; lab reports; homework; projects; test problems.</p> <p>Assignments that ask students to work with quantitative problems, or to identify possible approaches to solving a problem, and articulate reasons for their choice; laboratories; homework; projects, test problems.</p>

PUL 1 (e)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

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

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	DEMONSTRATION OF COMPETENCE
<p>1. Student effectively interacts with multiple computer programs and platforms to create, edit, save, and manage files using the following kinds of software:</p> <ul style="list-style-type: none"> • Communication software (email; chat; course management) • Presentation software/graphics • Word processing • Databases • Spreadsheets <p>1. Discipline-specific applications of all the above kinds of software</p>	<ul style="list-style-type: none"> • Threaded class discussion • Student uses university-specific online applications (Oncourse; email) • One or more assignments or tests that draw(s) upon more than one application software program <p>Research projects, research papers, or presentations using information technology and library bases to locate references, and requiring library citations in a recognized format (MLA, APA, Chicago Manual, etc.)</p>
<p>2. Student determines the nature and extent of the information needed.</p>	<p>Writing assignments Library assignments Librarian-led sessions in classes One-on-one sessions with librarians</p> <ul style="list-style-type: none"> • Student identifies key concepts in terms that describe the information needed • Student identifies appropriate resources as starting points • Student develops and information search strategy

PUL 2

Critical Thinking: The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- a) Use knowledge and understanding in order to generate and explore new questions from multiple perspectives
- b) Solve challenging problems
- c) Analyze complex issues, make informed decision, and evaluate decisions made
- d) Synthesize information in order to arrive at reasoned conclusions
- e) Evaluate the logic, validity, and relevance of information

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. <i>Students use knowledge and understanding in order to generate and explore new questions from multiple perspectives. In so doing, they</i></p> <ul style="list-style-type: none"> • Make reasonable inferences from observations and evidence • Identify and use discipline-specific problem-solving frameworks • Apply previously learned concepts to new situations • Apply multiple perspectives in an example/examples • Generate original questions • Examine new information in context of existing or previous knowledge 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>2. <i>Students solve challenging problems</i></p> <ul style="list-style-type: none"> • <i>Organize information for problem solving</i> • <i>Demonstrate basic knowledge relevant to the problem and use of symbolic representation of information</i> • <i>Identify components of context that influence problem-solving</i> 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-</i></p>

<p><i>activity</i></p> <ul style="list-style-type: none"> • <i>Demonstrate respect for multiple perspectives</i> 	<p><i>on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>3. Analyze complex issues to make informed decisions: Students can do most or many of the following:</p> <ul style="list-style-type: none"> • Accurately interpret evidence, statements, graphics, questions, etc. • Identify relevant arguments (reasons and claims) pro and con • Offer analyses and evaluations of obvious alternative points of view • Draw warranted, non-fallacious conclusions • Justify some results or procedures and explain reasons • Fair-mindedly follow where evidence and reasons lead <p>3. Analyze complex issues to make informed decisions: Students consistently do all or almost all of the following:</p> <ul style="list-style-type: none"> • Accurately interpret evidence, statements, graphics, questions, etc. • Identify salient arguments (reasons and claims) pro and con • Offer thoughtful analyses and evaluate major alternative points of view • Draw warranted, judicious non-fallacious conclusions • Justify key results and procedures and explain assumptions and reasons • Fair-mindedly follow where evidence and reasons lead 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>4. <i>Students synthesize information in order to arrive at reasoned conclusions. They demonstrate this by:</i></p> <ul style="list-style-type: none"> • <i>Discerning and then comparing and contrasting varying</i> 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p>

<p><i>perspectives and sources of information</i></p> <ul style="list-style-type: none"> • <i>Recognizing differences between a perspective and its source</i> 	<p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p><i>B. Assignments at the introductory and intermediate level may include the following:</i></p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p><i>C. Assessment approaches may include the following:</i></p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>5. Students evaluate the logic, validity, and relevance of information through habits of logical thinking that include the following:</p> <ul style="list-style-type: none"> • Identifying the logic of their own thinking • Sorting evidence and sources of evidence according to credibility and relevance • Recognizing and tolerating ambiguity and/or incomplete data 	<p><i>A. Teaching methods at the introductory and intermediate levels may include the following:</i></p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p><i>B. Assignments at the introductory and intermediate level may include the following:</i></p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p><i>C. Assessment approaches may include the following:</i></p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>

PUL 3

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- a) enhance their personal lives;
- b) meet academic and professional standards and competencies; and
- c) further the goals of society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. Students identify connections among knowledge, concepts, and objectives within particular courses.</p> <p>1. Students begin to analyze and synthesize knowledge and concepts in particular courses to gain a better understanding of that particular subject.</p>	<p>Any 100-level course assignment that requires students to research a situation and/or report on connections among knowledge, concepts, and/or course objectives.</p> <p>Any 200+-level course assignment that requires students to analyze and/or synthesize knowledge and concepts within a particular course.</p>
<p>2. Students recognize connections among knowledge, concepts, and objectives in different courses and/or different disciplines, noting, for example, similarities and differences in the knowledge, concepts, or objectives.</p> <p>2. Students apply knowledge from one course to answer or raise questions in another course..</p>	<p>Any 100-level course assignment that requires students to research a situation and role play problems or cases by demonstrating or articulating the connections within personal, professional, and social situations</p> <p>Any 200+-level course assignment wherein students apply knowledge from one course to answer or raise questions in another course.</p>
<p>3. Students recognize connections between course knowledge, concepts, and objectives and their personal experiences and perspectives.</p> <p>3. Students demonstrate in their writing, verbal communication, and other academic work an awareness between personal experiences and perspectives and academic experience.</p>	<p>Any course assignment at the 100-200+ level that articulates connections between course knowledge, concepts, and objectives and students' personal experiences and perspectives.</p> <p>Any course assignment at the 200+ level wherein students demonstrate an awareness between personal experiences and perspectives and academic experience.</p>
<p>4. Students understand connections between and relevance of academic experience in their personal, professional, and community lives.</p> <p>4. Students utilize awareness of the connections between their academic experiences and their personal, professional, and community lives to enhance personal relationships and contributions to their profession and larger community.</p>	<p>Any 100-level course assignment where students connect their academic experiences to their personal, professional, and/or community lives.</p> <p>Service learning projects; internships; practica; any course assignment at the 200+ level that demonstrates awareness of how connections between academic experiences and personal, professional, and community life may enhance (or has enhanced) personal relationships and contributions to students' professions or community.</p>

PUL 4

Intellectual Depth, Breadth, and Adaptiveness

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

- 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) *Intellectual 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.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED
<p>1. Students articulate the idea that different disciplines/subdisciplines approach problems with different methods and different perspectives.</p> <p>1. Students identify assumptions, core beliefs, premises, and/or major concepts of different disciplines and/or subdisciplines.</p>	<p>Any assignment(s) from 2-3 100-level courses that demonstrate differences in method and perspective among different disciplines. Students will need to briefly describe these different methods and perspectives.</p> <p>Any assignment(s) from 2-3 200+-level courses that demonstrate differences in method and perspective among different disciplines. Students will need to briefly describe these different methods and perspectives.</p>
<p>2. Students apply discipline-specific criteria to determine and evaluate reliability of information.</p> <p>2. Students demonstrate foundational knowledge of a discipline (e.g. artist's portfolio)</p>	<p>Assignments from 2-3 100-level courses that ask students to apply discipline-specific criteria (for example: "the scientific method,") to a given case or problem</p> <p>Any assignment in a 200+level course that addresses the foundational knowledge of their major.</p>
<p>3. Students adapt communication of ideas to different situations and audiences.</p> <p>3. Students express orally or in writing several perspectives on an issue.</p>	<p>Assignments from 2-3 100-level courses that –taken all together -- require students to write or speak about issues in different contexts.</p> <p>Assignment that require students to model different approaches to an issue or problem or assignments from 2-3 200+-level courses that –taken all together -- require students to write or speak about issues in different contexts</p>

<p>4. Students express orally or in writing their own perspectives and knowledge about an issue.</p> <p>4. Students express orally and in writing perspectives different from their own.</p>	<p>Any assignment in any 100-level course that ask students to express orally or in writing their own perspectives and knowledge about an issue.</p> <p>Any assignment from any 200+ level course that require students to apply different perspectives, including perspectives different from their own, to an issue or a problem.</p>
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PUL 5

Understanding Society and Culture

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. 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; and
- c) operate with civility in a complex social world.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. Students recognize the difference between ordinary interpretations of cultural and social processes and those reached through scholarly inquiry.</p> <p>1. Students are conversant with at least one disciplinary approach to defining and explaining the nature and workings of culture and society.</p>	<p>Any assignment in any 100-level course that asks students to examine familiar social events or phenomena in new ways, to use the methods and perspectives of scholarly research, and/or to deconstruct how various statements and positions on these events and phenomena were reached. Examples might include double-sided journals reflecting on current events during the semester; critical reading of letters to the editor or advice columns from the newspaper.</p> <p>Any assignment in any 200+-level course that asks students to recognize, practice, and/or critique a particular disciplinary approach. Examples might include review of a scholarly journal devoted to a particular issue; examination of the life and work of a particular scholar.</p>
<p>2. Students are familiar with some of the basic parameters of a national or</p>	

<p>subnational group other than their own (either within the United States or beyond), such as:</p> <ul style="list-style-type: none"> a) the basic cultural, social, economic, political, or religious structures of that group, b. literature, art, folklore, music, or other elements of expressive culture produced by members of the group, c. the group's relations with other groups, particularly in terms of such issues as ethnicity, race, class, gender, and ability, d. the group's past history and/or the current issues and problems it faces. <p>2. Students are familiar with a range of different social and cultural systems, both around the world and within the United States, by having at least one of the following:</p> <ul style="list-style-type: none"> a. knowledge of two or more groups or societies in some depth, b. understanding of the global and regional systems that cross-cut individual societies, 	<ul style="list-style-type: none"> a. Any assignment in any 100-level course that asks students to develop a comprehensive profile of a particular group. Examples include drafting an encyclopedia entry for the group; discussing how the economic structures of the group relate to its kinship structures; analyzing how one particular trait or behavior pattern for the group relates to its overall characteristics and position. b. Assignments that ask students to experience and/or analyze a particular example of expressive culture from a particular group. Examples include writing a position paper from the perspective of a particular character in a novel; interpreting a painting, poem, folk song; attending a cultural event and writing a response paper to the event. c. Assignments that ask students to examine, debate, and discuss the interaction among two or more groups. Examples include asking students to take the position of each group in turn, then asking them to work collaboratively to resolve differences. d. Assignments that ask students to recognize and chronicle the events and processes that led to a group's current condition and/or to identify the issues now before that group. Examples include collecting editorials around a topical area; reviewing popular magazines to determine how a group is represented in advertising; tracing out the evolving history of a particular issue for the group. <ul style="list-style-type: none"> a. Assignments that ask students to explore the basic parameters, expressive culture, and/or history of a second group in addition to one they have already studied. See 2.a above for examples. b. Assignments that ask students to consider the impact of global and regional systems on particular societies, and/or to examine trends of change in these systems. Examples might include exploring the global impact of such phenomena as Asian martial arts or American fast food franchises; using basic trade statistics to trace out the major flows of goods from various parts of the world to other parts; listing all the items that students use daily that come from other nations.
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<p>c. a general overview of the course of human history and development over time.</p>	<p>c. Assignments that ask students to recognize and analyze the basic events, processes, and causal factors that have shaped human history from earliest times to the present. Examples might include visiting museums with historical collections and analyzing how particular objects fit within their larger historical contexts; creating and defending top ten lists of the most important events in human history; research papers that explore the reasons behind particular historical changes.</p>
<p>3. Students are familiar with some of the basic parameters of American society, such as:</p> <p>a. key aspects of American cultural, social, economic, political, or religious life,</p> <p>b. important examples of American literature, folklore, music, or other elements of expressive culture,</p> <p>c. the major events and processes that have characterized American history, both internally and in terms of its relations with other nations,</p> <p>d. the social and cultural diversity of the American population.</p> <p>3. Students understand some of the forces that have shaped the history, complexity, and global positioning of the United States, and can</p>	<p>a. Assignments that ask students to develop a broad, analytical view of one of these major dimensions of American life. Examples include placing a particular current event or issue within the larger social, cultural, economic, political, or religious structures of American life; composing an overview of a particular aspect of American life, such as kinship or social class.</p> <p>b. Assignments that ask students to experience and/or analyze a particular example of American expressive culture. Examples include placing a particular story, song, or work of art within the context of major events and issues shaping American life; exploring how a story, song, or work of art relates to the life of the individual(s) who created it.</p> <p>c. Assignments that ask students to recognize and chronicle the events and processes that led to the current nature and condition of the U.S. Examples might include composing a detailed description of a particular event or process; tracing out the overall history of a particular aspect of American life, such as political parties or foreign policy.</p> <p>d. Assignments that ask students to recognize the range of identities and groups that now constitute the American population, as well as their basic interrelationships. Examples might include building outward from one's personal economic, ethnic, racial, or subcultural position to an understanding of the full range of such positions in the U.S.; evaluating the nature and impact of census data on understandings of American diversity; tracing out the history of the civil rights and similar movements.</p> <p>Assignments that ask students to recognize and analyze the basic events, processes, and causal factors that have shaped American history.</p>

<p>bring this understanding to bear in assessing various statements and positions concerning American culture, society, and public policy.</p>	<p>Examples might include assessing the present-day impact of a particular event in American history; evaluating various public statements on the nature of American life.</p>
<p>4. Students understand how culture, social institutions, and personal experience influence one's attitudes, behaviors, and beliefs.</p> <p>4. Students assess their own beliefs, attitudes, and behaviors concerning human nature and society, recognizing the nature, origins, strengths, and limitations of these views and practices.</p>	<p>Assignments that ask students to make a connection between actions or beliefs and the background of the person or group exhibiting those actions or beliefs. Examples might include analyzing how a particular document or work of art reflects the social and cultural position of the author; exploring cross-cultural differences in how a particular social institution is carried out.. Anthropology; Religious Studies; Sociology; Literature Group work</p> <p>Assignments that ask students to reflect on some of their own actions or beliefs and the ways in which these reflect their own background. Examples might include role-playing in which students defend a social practice that is unfamiliar to them; a self-awareness inventory of one's own background; examining the evolutionary evidence on human nature as well as various philosophical positions on the topic.</p>
<p>5. Students have direct personal experience with members of a social or cultural group other than their own, through interaction with members of the group on campus or through attendance at performances, festivals, lectures, and/or exhibits sponsored by the group.</p> <p>5. Students are able to interact productively with individuals from other backgrounds, moving beyond stereotypes and preconceptions, being open to other ways of viewing the world, understanding basic principles of cross-cultural understanding and communication, and possibly being able to speak more than one language.</p>	<p>Any course that invites guest speakers or performers from diverse backgrounds to the class or that encourages students to attend relevant activities outside of class.</p> <p>Assignments that require students to come into direct contact with members of a social or cultural group other than their own through attendance at an event, personal interviews, or internet correspondence. Examples might include attendance at such an event; interviewing a member of an immigrant, racial, subcultural, or ethnic group other than one's own; corresponding with students or other individuals in another nation by email.</p> <p>Assignments that ask students to identify and deconstruct stereotypes, to practice taking on new ways of looking at a situation, to engage in cultural simulations, to recognize the value of teamwork, and to mediate disputes. Examples might include becoming fluent in another language; devising a list of ten principles for cross-cultural understanding; team-building exercises that stress diversity.</p>
<p>6. Students recognize the complexity and importance of at least one of the following forces in human social and cultural life:</p>	

<p>a. the construction of individual identity in its social context</p> <p>b. the many intersecting dimensions of diversity, including cultural belief, gender, age, class, education, race, ethnicity, ability, personality, and a host of other factors,</p> <p>c. the factors that lead to social and cultural change and influence public policy, as well as theories concerning how such change proceeds over time,</p> <p>d. the patterns of globalization, urbanization, and technological development now reshaping all societies,</p> <p>e. the role of ritual, performance, and expressive culture in shaping belief and action,</p> <p>f. the role of environmental, political, and economic forces in shaping belief and action.</p> <p>6. Students recognize the complexity and importance of several of the forces just listed, as well as the ways in which these forces interact and shape each other.</p>	<p>a. Assignments that ask students to recognize that personal identity is shaped over time and to identify the social factors that contribute to personal identity. Examples might include charting changes in one’s own identity as one goes through the life cycle; exploring how different individuals relate to a particular social label or category.</p> <p>b. Assignments that ask students to explore how two or more of these factors influence each other. Examples might include exploring how gender and race affect each other; role-playing how being differently abled or being a senior citizen would affect one’s social positioning.</p> <p>c. Assignments that ask students to identify the major forces that cause societies and cultures to change over time. Examples might include exploring the interplay of political, economic, and cultural forces in provoking ethnic conflicts; tracing out the history and impact of a particular movement for social change.</p> <p>d. Assignments that ask students to recognize the importance of these forces in their own lives, consider how these forces have affected different societies differently, and/or project where these forces might be leading in the future. Examples might include collecting and analyzing the migration history of one’s own ancestors; investigating the social and cultural impact of the internet.</p> <p>e. Assignments that ask students to consider how particular performances, rituals, or other types of expressive culture might affect their viewers/readers. Examples might include comparing novels on the same theme from two different nations; analyzing the social importance of recurrent mythological themes.</p> <p>f. Assignments that ask students to recognize the importance of these forces in their own lives, consider how these forces have affected different societies differently, and/or project where these forces might be leading in the future. Examples might include composing and defending a State of the Planet address for the year 2050; researching the impact of human activity on a particular species of plant or animal.</p> <p>Assignments that ask students to explore how two or more of these forces shape each other. Examples might include analyzing the political meaning of a play or novel; identifying a range of factors that have shaped a particular current event.</p>
<p>7. Students are able to recognize and critically examine both implicit and explicit representations of cultures and societies found in verbal, written,</p>	<p>Assignments that ask students to evaluate a particular representation in terms of its messages - both implicit and explicit - about particular social and cultural</p>

visual, cinematic, and other popular media.	groups. Examples might include analyzing the visual and textual image used to create a certain mood in advertising; chronicling the ethnic and racial images presented in a particular television show during the course of the semester.
7. Students are able to recognize and critically examine various theories and statements concerning culture and society found in scholarly texts.	Assignments that ask students to recognize and evaluate the theoretical position, research

PUL 6

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. 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; and
- b) recognize the importance of aesthetics in their personal lives and to society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
1. <i>Students articulate their respective system of personal and societal (including professional) values.</i>	<p>Address the following: What values are most important to you? How did you develop your value system?</p> <p>Post a paper you have written for a 100-level course that relates some development in your understanding of values and ethics, personally or professionally, or develop your own statement. Feel free to link to additional items you have written or done to support your views.</p> <p>Post a paper you have written for a 200+-level course that relates some development in your understanding of values and ethics, personally or professionally, or develop your own statement. Feel free to link to additional items you have written or done to support your views.</p>
2. <i>Students explain and provide examples of how their respective value</i>	Address the following:

<p><i>system (personal and/or professional) relates to personal and professional conduct.</i></p>	<p>How does your value system guide your personal actions as a citizen in society? How does your value system impact decisions made in your chosen or desired career or professional life?</p> <p>Post a paper you have written for a 100-level course that addresses or otherwise relates to the relationship between personal and professional values, or develop your own statement. You may attach documents from work or organizations that provide examples of your personal or professional conduct or expectations for personal/professional conduct.</p> <p>Post a paper you have written for a 200+-level course that addresses or otherwise relates to the relationship between personal and professional values, or develop your own statement. You may attach documents from work or organizations that provide examples of your personal or professional conduct or expectations for personal/professional conduct.</p>
<p><i>3. Students demonstrate an understanding of and respect for the value systems of others in contrast to their own, and can explain how decisions and conclusions may vary based on different perspectives.</i></p>	<p>Post a paper from any 100-level course – or write your own paper that addresses the following: What thinking process do you use when you encounter conflicting ideas based on different value systems? Explain how different perspectives can influence a person’s value system. Provide examples of specific issues in which people of good will, having different value systems, may reach different conclusions.</p> <p>Post a paper from any 200+-level course – or write your own paper that addresses the following: What thinking process do you use when you encounter conflicting ideas based on different value systems? Explain how different perspectives can influence a person’s value system. Provide examples of specific issues in which people of good will, having different value systems, may reach different conclusions.</p>
<p><i>4. Students demonstrate their personal view of aesthetics including an understanding that this is based on their respective value systems.</i></p>	<p>Post a paper from any 100-level course – or write your own paper -- that provides examples of how aesthetics has influenced your (or someone else’s) personal, professional, or civic decisions. Address the following:</p> <ul style="list-style-type: none"> • How does one’s value system influence decisions about aesthetics? • What decisions have you made that illustrate how aesthetics are related to your value system?

Post a paper from any 200+-level course – or write your own paper -- that provides examples of how aesthetics has influenced your (or someone else's) personal, professional, or civic decisions.

Address the following:

- **How does one's value system influence decisions about aesthetics?**
- **What decisions have you made that illustrate how aesthetics are related to your value system?**

Building a Rich Learning Environment



Program Review & Assessment Committee
April 17, 2003

Jay Fern • University Information Technology Services

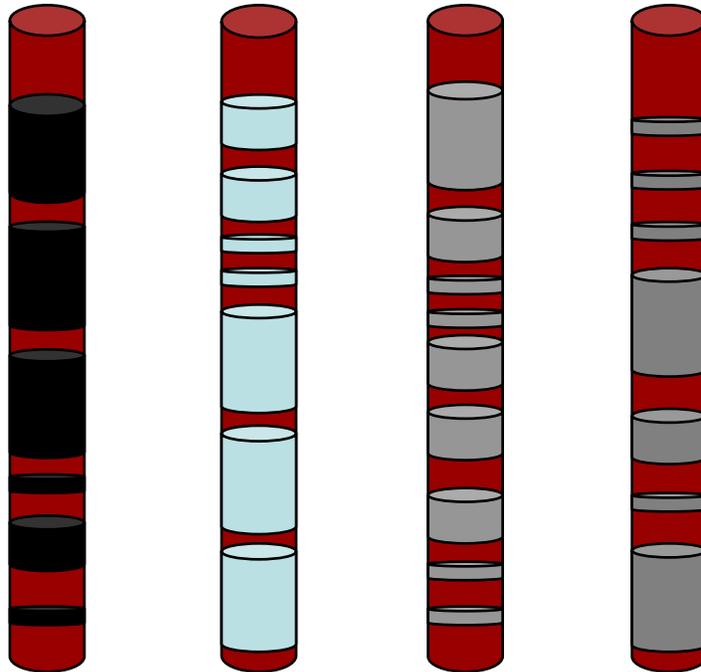
Stacy Morrone • Center for Teaching and Learning

Goals

- *Empower* students
 - Access *all* learning resources anywhere, anyplace, anytime
 - Work smarter and more efficiently
 - Discover and demonstrate logical pathways to academic success
- *Enable* faculty
 - Partner in students' progress
 - Provide rich content w/ greater ease
- *Enrich* learning experiences
 - Through meaningful connections between work, learning across courses and co-curricular activities.

Where are we today-

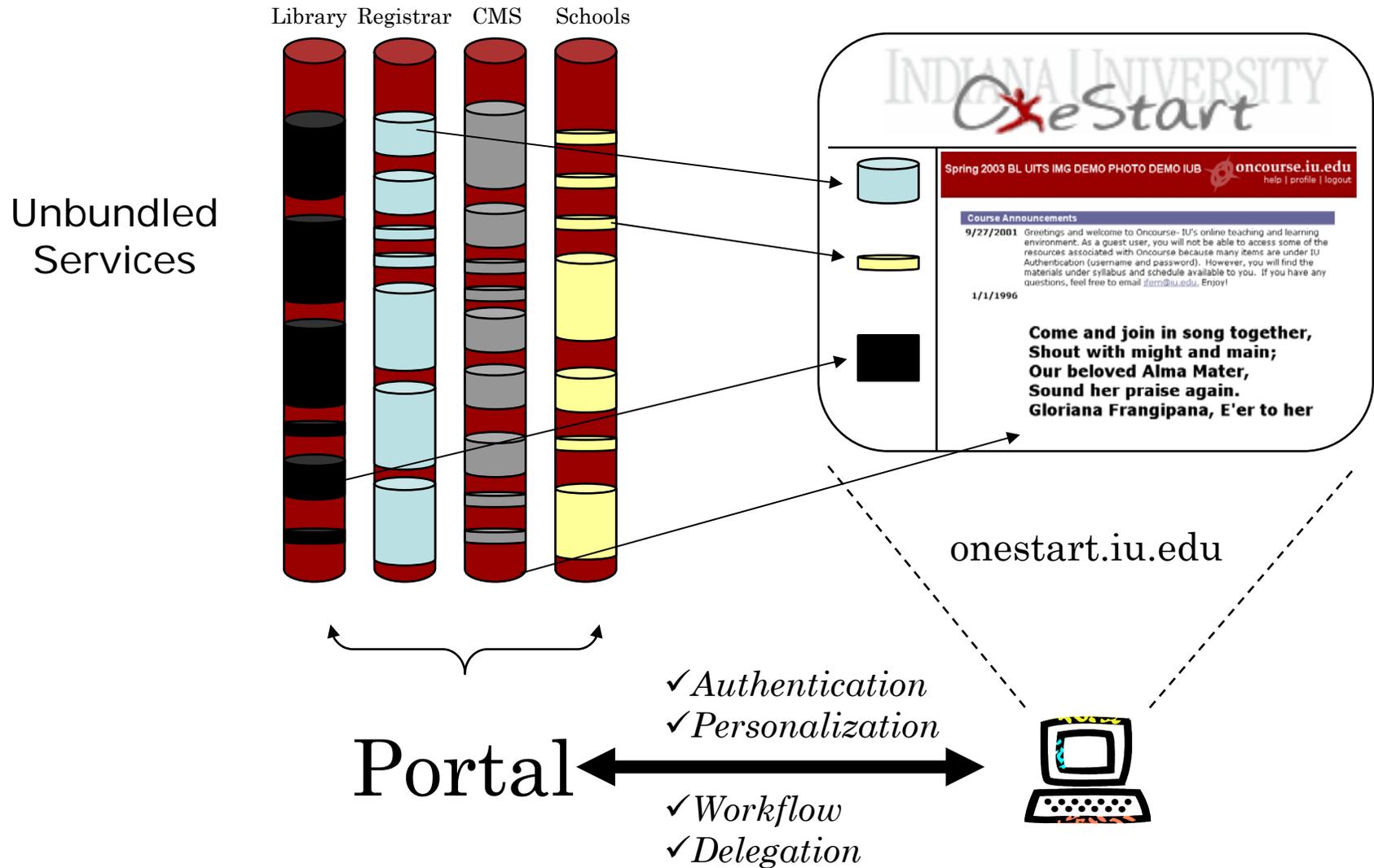
Library Registrar CMS Schools



Information
Silos

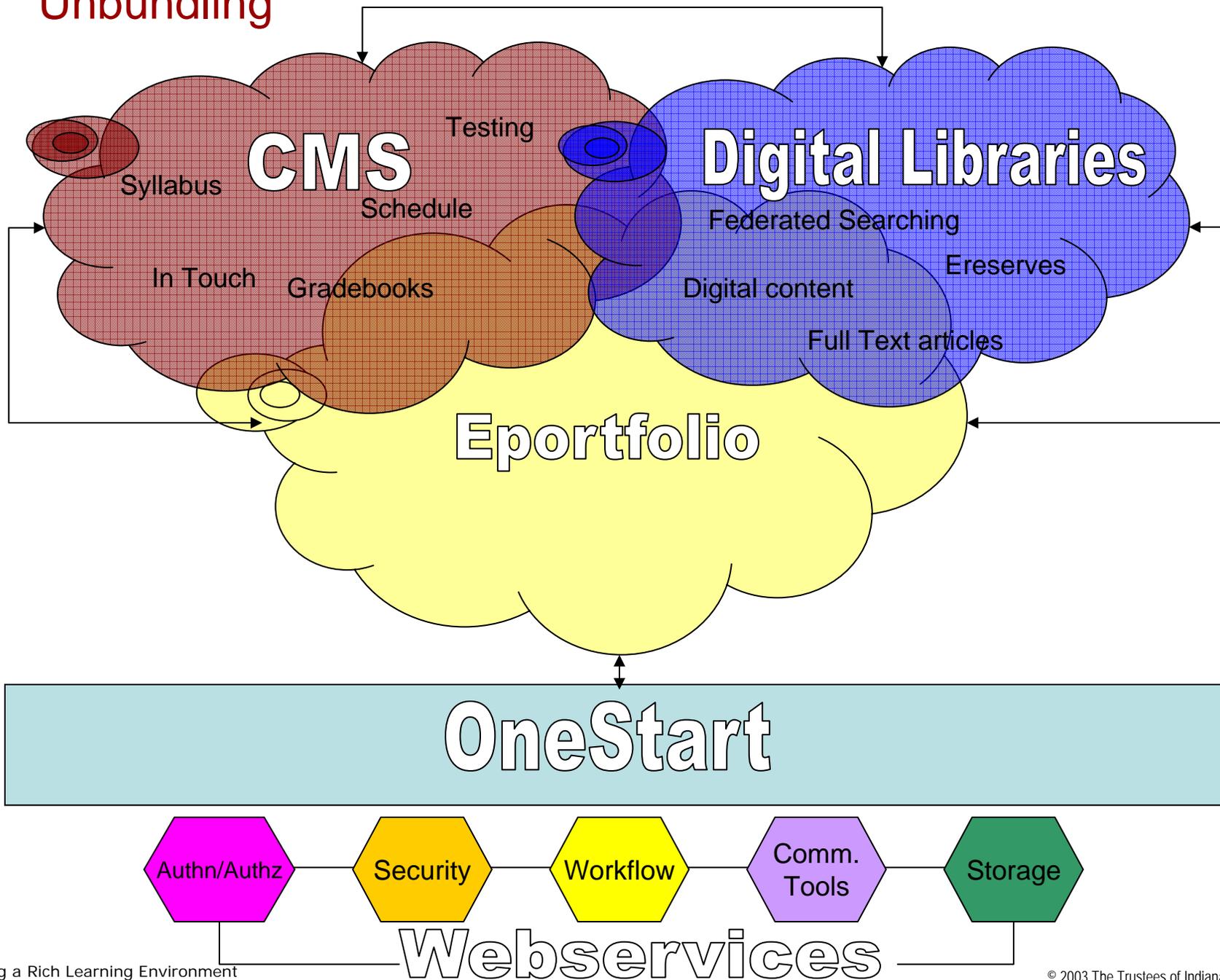


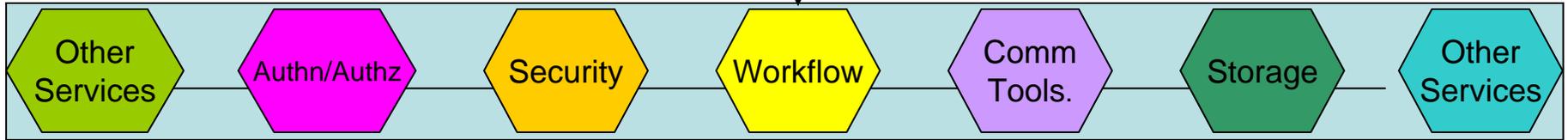
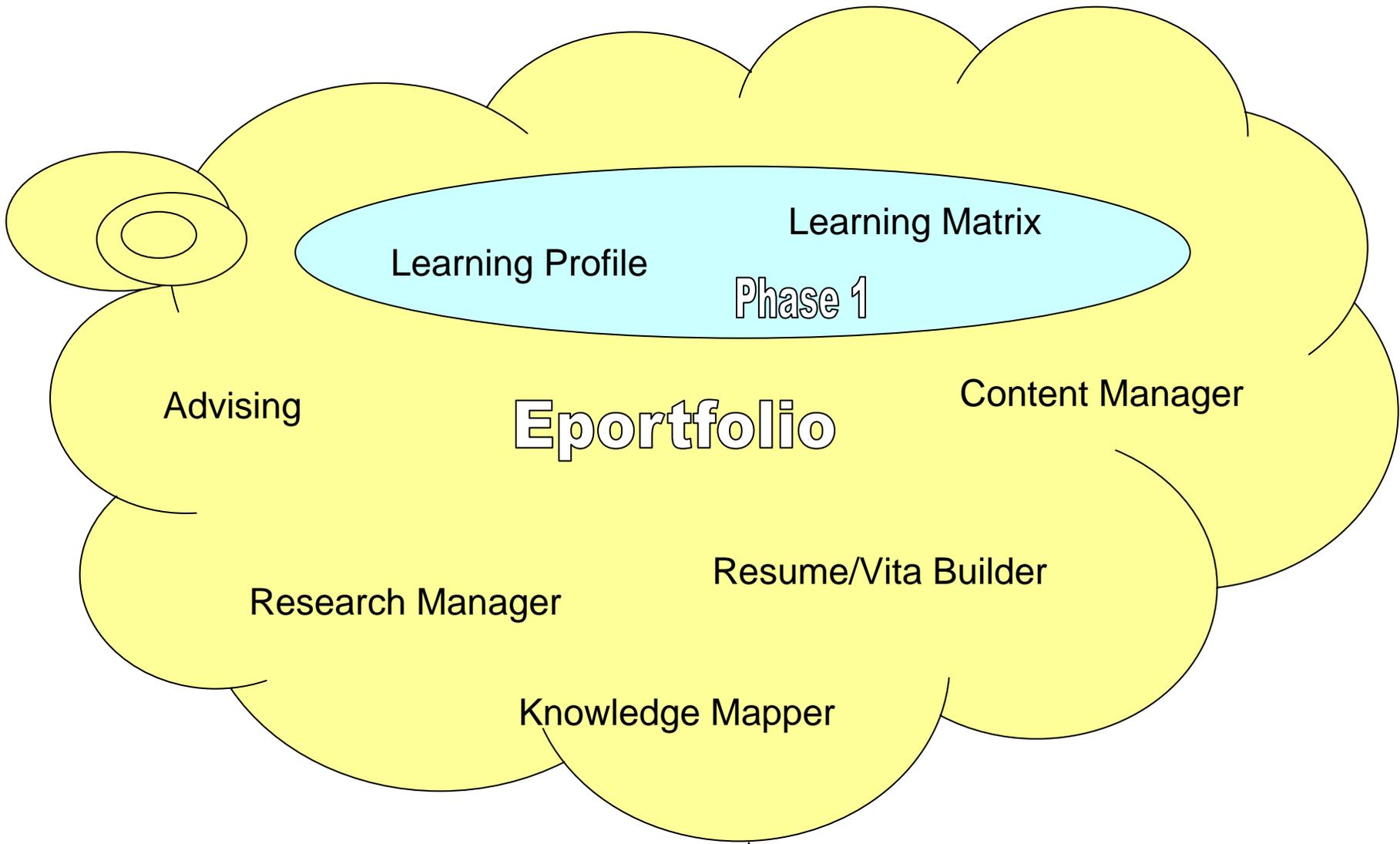
Where we're going -

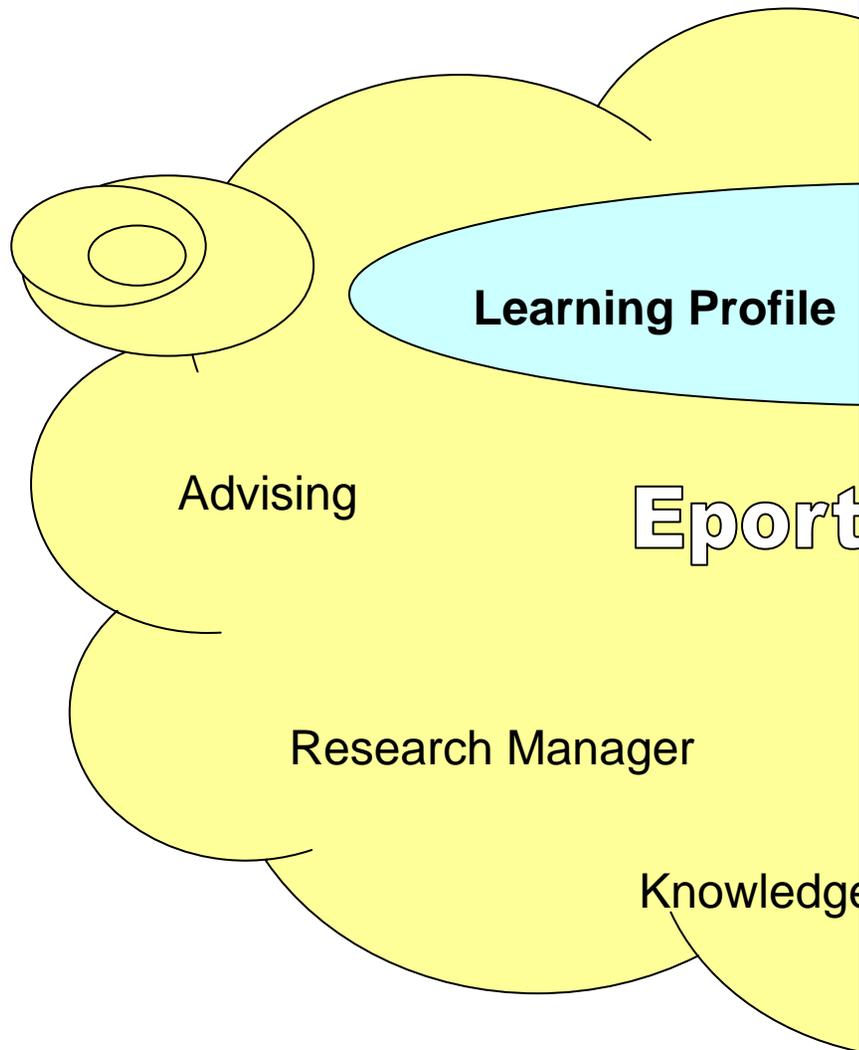


Rich Learning Environment

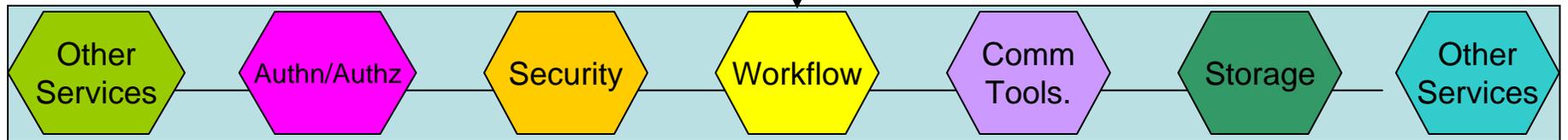
“Unbundling”







- ID
- Mission/Vision/Goal builder
- Survey (NG assessment tool)
 - Readiness
 - PUL efficacy (Pre/mid/post)
 - Longitudinal/Formative
 - Self assessment
 - Attitudinal
 - Online Learner
 - NSSE (Student Engagement)



Learning Profile

My Information

 [Edit](#)



Jay Fern
Undecided
Freshman
321 E. Indy Ave
Indianapolis, IN
317-555-1212 h
317-123-4567 c
jfem@iupui.edu

[Click to see intro](#)

www.jayfern.com

My Major & Career Path

▼ Arts and Humanities		
Elementary Composition 1	Fa02	A-
Professional Writing Skills	Sp03	-
American History II	Su03	-
Comparative Religion	Sp03	-
Religion and Lit in Asia	Sp04	-
▼ Biological Sciences		
Psy as a Bio Science	Fa02	B-
▶ CS/Math/Phy Science		
▼ Supportive Area Req.		
Culture and Society	Fa02	A-
Survey of Current Econ	Sp03	-
Intro to American Politics	Su03	-

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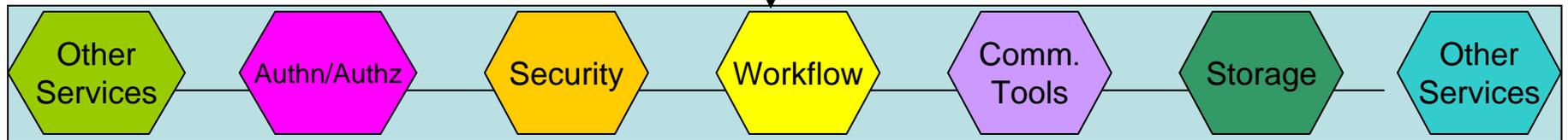
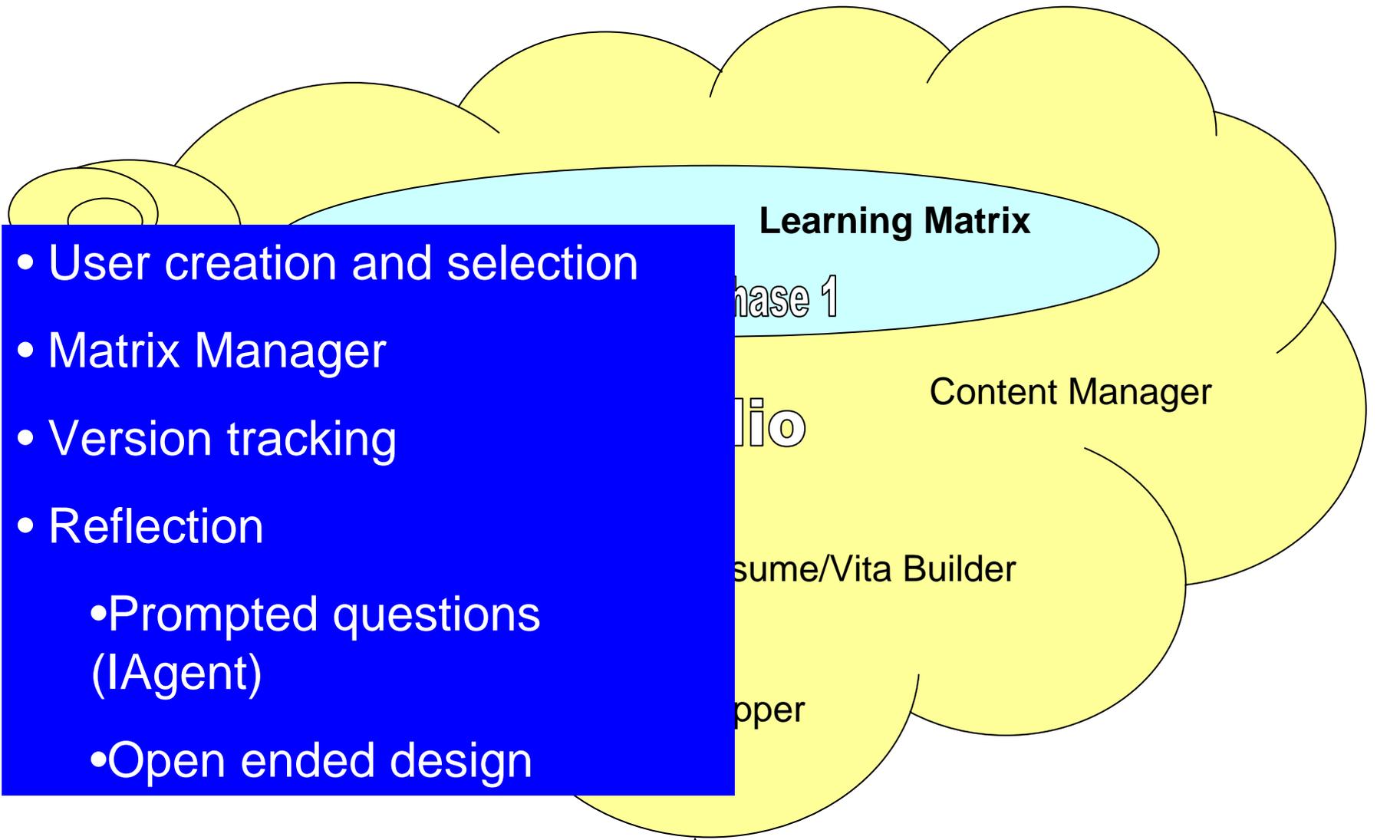


[My Goals](#)
[My Mission Statement](#)
[My Introduction Video](#)
[My History](#)

My Planning Wizard

[Getting Started \(survey\)](#)
[My Academic Goals](#)
[Learning Styles Profile](#)
[NSSE](#)
[Online Learner Profile](#)

My Custom Area



Learning Matrix

My Matrix Wizard

Create

My Matrix Manager

PUL Matrix 

Co-Curricular Matrix 

Chess Club Matrix 

Comparative Religion Matrix 

PULS	Introductory	Intermediate	Advanced	Experiential
Core Communication & Quantitative Skills 				
Critical Thinking 				
Integration & Application of Knowledge				
Intellectual Depth, Breadth, & Adaptiveness				
Understanding Society & Culture 				
Values & Ethics				

ePortfolio

The ePortfolio is organized around IUPUI's Principles of Undergraduate Learning.

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

ePortfolio Goals

- Support students' learning of and engagement with the PULs over their entire undergraduate experience at IUPUI -beginning in the freshman learning community and culminating in the capstone experience.
- Assist both faculty and students reach a clearer, more coherent understanding of how various aspects of the curriculum support students' increasing mastery of the PULs.
- Contribute to assessment of student learning of the PULs at the levels of the individual student, the course, program, and institution.

ePortfolio Levels of Competence

Introductory: What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 26 credit hours.

Intermediate: What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 56 credit hours.

Advanced: What all baccalaureate students at IUPUI should know and be able to do in relation to PULs in their major or profession or academic program.

Building a Rich Learning Environment



Program Review & Assessment Committee
April 17, 2003

Jay Fern • University Information Technology Services

Stacy Morrone • Center for Teaching and Learning

Program Review and Assessment Committee

Thursday, May 8, 2003

1:30-3:00 p.m., UL1126

Joyce Mac Kinnon, Chair

Karen Johnson, Recorder

AGENDA –

1. Approval of April Minutes (attached)J. Mac Kinnon
2. Format of Annual PRAC Reports T. Banta
3. Update on ePortfolio, including AAC&U Summer Institute.....S. Kahn
4. Discussion Group Report on AssessmentD. Boland
5. Grant Sub-Committee Report..... S. Baker *
6. Program Review Reflection..... John Parrish-Sprowl
7. Dates for PRAC Meetings During 2003-04J. Mac Kinnon
8. AdjournmentJ. Mac Kinnon

MINUTES –

Present: S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, C. Dobbs, E. Gonzalez, L. Haas, M. Hansen, L. Houser, K. Johnson, S. Kahn, L. Kasper, J. Mac Kinnon, H. Mzumara, M. Plummer, I. Queiro-Tajalli, K. Rome, E. Sener, C. Souch, R. Vertner, A. Wilson, C. Yokomoto

Introduction and Approval of Minutes

The meeting was called to order by Joyce Mac Kinnon.
The minutes of the April meeting were approved as written.

Format of Annual PRAC Reports

Trudy Banta discussed the formats for the on-going annual PRAC reports. While units that have not fully prepared their basic grids will continue to work on those, units that have completed that phase of the assessment project will be able to move to a variety of forms based on the unit mission. The next generation assessment form focuses on impact and is simpler. It can be more general, focusing on goals, actions, changes, and impacts.

Update on ePortfolio and AAC&U Summer Institute

Susan Kahn followed with an update on the student electronic portfolio and the AAC&U Greater Expectations Summer Institute. The ePortfolio has grown since its last incarnation, and Sharon Hamilton will send copies of it electronically to all of the PRAC members. The new version eliminates the lists of courses in favor of lists of kinds of assignments. The chairs of the different PUL groups will be meeting soon to make the

document more consistent in its focus. In August, a day-long meeting is planned to be led by Marcia Baxter Magolda and to focus on prompts for student reflective writing. Meanwhile, a proposal has been submitted for a grant from the allocated tuition dollars fund.

Later in the summer, representatives from IUPUI will attend the AAC&U Greater Expectations Summer Institute to work on the ePortfolio. They will focus primarily on developing an action plan with an annotated timeline, but they will also consider larger questions, such as how to motivate students, how to evaluate the ePortfolio itself, and how to find out what deans and other unit heads want to learn from the Portfolio data.

Discussion Group Report on Assessment

Donna Boland presented the findings of the discussion group on assessment. The group discussions, which took place at a previous meeting, focused on the role of PRAC in the following three aspects:

1. Why should PRAC be involved in assessment?
2. How should PRAC be involved in assessment?
3. How is PRAC currently involved in assessment?

The group noted that the “why” question was of primary importance and needed to be addressed prior to discussing any continuing role that PRAC may play in assessment. The group indicated that the role of PRAC in assessment might be defined around the following needs:

- Benchmarking the level of proficiency expected of all students upon entrance to their major
- Determining if students have meet the PUL expectations and actions to be taken if students do not meet established expectations
- Establishing interfaces among IMIR assessment data and that collected by schools and departments
- Relating assessment data collected by IMIR and schools and departments to campus initiatives (example: first year learning communities)
- Analyzing a variety of assessment data according to campus standards or expectations
- Generating a set of outcomes/goals that set the context for judging the value of assessment data being collected
- Determining the relationship between the information being collected and the questions being asked by faculty and administrators at the campus, school, department, and program levels

For PRAC to continue to evolve in the area of assessment, the following recommendations were made:

- ❖ Clarify the role of PRAC within the campus structure
- ❖ Strengthen the linkage of PRAC to campus faculty governance
- ❖ PRAC should evolve to become a more outcome-oriented committee, which would require transitioning from a committee that has focused primarily on process related to assessment

Contributions that PRAC can make in the area of assessment include:

- Central listing site for strategies that schools and departments have used that have been successful
- PRAC consultation group that has various recognized expertise in assessment
- Inventory of problems/challenges schools have faced in dealing with assessment issues and strategies for problem resolution
- Information packages for all new PRAC members regarding the importance of assessment and the role of PRAC in assessment

- Tutorial for faculty wishing to know more about assessment and the role of PRAC in assessment
- Dissemination of information related to assessment for the purpose of faculty development in this area.

The participants of the discussion group currently see PRAC as a forum for exchange of ideas that representatives can take back to their schools.

Grant Sub-Committee Report

Sarah Baker presented the report for the Grants subcommittee, whose members are Baker, Black, Pike, Stanton, Wilson, and Yokomoto. The committee made the following suggestions for revision of the grant process.

1. Increase awareness of PRAC Grant availability (example: print information in OPD booklet).
2. Change funding to a maximum of \$2,500 for any individual proposal.
3. Modify assessment grant approval process:
 - Subcommittee evaluates proposal and makes recommendation;
 - Proposal distributed via listserv;
 - Allow PRAC membership five day comment period;
 - If majority supports proposal, proposal granted;
 - Report at next scheduled PRAC meeting of subcommittee action.
4. Approve Guidelines for the Development and Submission of Assessment Project Proposals (attachment to 5/8/03 agenda).
5. Provide online sample(s) of successful PRAC Assessment Projects that have gained funding.
6. Track previous PRAC Grants: name; title; department; contact information; amount awarded; report on file; outcomes (publications/presentations). Provide information online.

Program Review Reflection

John Parrish-Sprowl presented a Program Review Reflection on behalf of the School of Liberal Arts Department of Communication Studies, of which he is chair. Their Review took place in 1996-1997, and their Review Team visited in February 1997. At that time, the Department had twelve faculty members, eight tenured or tenure-track and four lecturers. The Department as a whole was experiencing low morale because the theatre component had been disbanded. Thus, the Review helped the department reflect and renew its sense of contribution to the University; the Review Team affirmed this sense and saw new directions for the Department, so that they were energized by the process. Moreover, a decision was made to extend the search for a new chair, and Parrish-Sprowl was hired in the Spring of 2002. The Department sent copies of the Program Review to all of the final candidates for the chair as an introduction to the Department, and he reported that he found this extremely useful as a “disclosive process.”

The Review Team’s major suggestions were that the Department should restructure its curriculum, hire more research-oriented faculty, revitalize its research mission, develop a community-based advisory board and design and implement a MA program. So far, the community advisory board has not been finalized, because the department needed to

make more community connections and to establish a solid research focus while keeping quality of teaching as a central focus. In this last area, encouraged by the Review Team and the review process, the Department has had outstanding success: the number of publications is rising, as is the number of internal grants, and the number of conference presentations has “sky-rocketed.” Now the Department has twenty-one faculty members, including ten tenured and tenure-track and eleven lecturers (who are also engaged in scholarship). Further, they have developed many new linked courses, and their teaching awards indicate that their focus on teaching has not deteriorated. Overall, Parrish-Sprowl noted, the Program Review made it quicker and easier for him to effect cultural change as an outside chair.

Adjournment

After a discussion of the 2003-2004 PRAC meeting times, which are set for Thursday afternoons from 1:30-3:00, the meeting was adjourned.