

2012 Committee Meeting Summary

April 29, 2009

At our meeting last week we made a few decisions that I would like to check with you. I believe we agreed to do the following:

1. Work with volunteers in such groups as the Gateway instructors, RISE instructors, ePortfolio users, and others to incorporate PUL assessments into their work.
2. Pursue the possibility of incorporating course X PUL mapping in the “4-year path to graduation” matrices being constructed for each undergraduate major. (Becky Porter will investigate this possibility.)
3. Ask faculty associated with each major to complete a course X PUL map in the fall, using the strategy outlined in item #2 above or independent of the 4-year path model.
4. Ask faculty associated with each major to develop a sampling plan for assessing the PULs, preferably beginning with a learning community at the freshman level and ending with a capstone course, with courses at the sophomore and junior levels in between. Initially we will leave a sampling plan, and the timing for completing assessment in all undergraduate courses to each faculty group.
5. We will build a Web site containing examples of good practice in each of the steps just identified. Initially we will concentrate on providing samples of rubrics that can be used to assess student learning in each of the PULs. A subcommittee of PRAC currently is working on the task of identifying or constructing such samples.
6. UITS is developing a method for recording faculty assessments of student learning of the PULs in their courses.

For a time, we will rely on volunteers to move us forward in all of these activities. But as time goes by, we must demonstrate that we have a plan for assessing student learning of all the PULs in each major over a period of years.

We had assumed that faculty would appreciate having a set of suggested questions for evaluating students’ perceptions of their learning of the PULs emphasized in given courses, but seeing these questions seems not to have had the positive reception we had anticipated. So we can put the questions on the Web site as a resource, but we will not at this time make an explicit reference to the use of this indirect measure of student learning as we ask faculty to consider the steps outlined above.