PROGRAM REVIEW AND ASSESSMENT COMMITTEE
~ Annual Summary of Activities ~
Academic Year 1998-99

During the 1998-99 academic year the members of the Program Review and Assessment Committee (PRAC) continued to provide each other mutual support for the development of assessment activities in the schools.

Development of Members' Assessment-Related Knowledge and Skills

At the September meeting Trudy Banta provided an overview of outcomes assessment that emphasized the importance of assessment in the North Central Association's (NCA) reaccreditation process. IUPUI will be visited next by a team of NCA peer evaluators in 2002. By the time the self-study is due in August 2002 every IUPUI school must be able to document that faculty are assessing student learning and have collected sufficient data to undertake responsive improvements in curricula, instruction, and/or student support services.

During the summer of 1998 most of the schools entered reports on their progress in assessment on the website maintained by the Office of Planning and Institutional Improvement (http://www.jaguars.iupui.edu/plan/banta.html). Several of the reports, most notably those from the professional schools, already contain evidence that faculty are using the results of assessment to improve teaching, learning, and the student experience. Other reports illustrate that schools are just beginning to identify specific learning outcomes in the major and have not yet collected sufficient evidence on which to base improvement actions.

In November a second PRAC meeting was focused on faculty development. Jay Fern and Ted Mullen, Mark Shermis and Clif Marsiglio demonstrated how an electronic portfolio might be designed and implemented at IUPUI.

In January PRAC members shared information with each other concerning how assessment-related information is disseminated within academic units. Representatives of the Schools of Physical Education, Social Work, SPEA, Music, University College, Allied Health, Nursing, Engineering & Technology, Liberal Arts, and Dentistry volunteered to describe the information-sharing processes in their units. The presentations and discussion revealed a wide variety of approaches, with some schools having a school-wide committee through which information flows and others relying upon discipline-based channels. Taken together the reports suggest that a good deal of assessment-related information is being distributed fairly widely in the units represented in the discussion.

In February Bob White and Sharon Hamilton reported on assessment approaches being undertaken in the School of Liberal Arts and Katie Stanton summarized the status of assessment in the School of Physical Education.

At the March meeting PRAC members joined the Council on Undergraduate Learning (CUL) for a session on integrating the Principles of Undergraduate Learning (PULs) in disciplinary curricula and assessment strategies. Presenters for this session included PRAC members Donna Boland (Nursing), Charlie Yokomoto (E&T), Katie Stanton (Physical Education), and Joyce MacKinnon, (Allied Health Sciences). CUL and PRAC members in attendance were asked to complete forms on which they summarized what they had learned from each presentation and what further developmental experiences would be helpful in integrating the PULs and the assessment thereof in disciplinary practices.

In April Paula Smith described the School of Medicine's competence-based curriculum and the plans and progress to date in developing means of assessing student attainment of the competences. In May Barry Cournoyer presented the multi-faceted approach to outcomes assessment that has been undertaken in the School of Social Work.

In March PRAC members were queried on e-mail concerning their use of student and alumni surveys conducted by the Office of Information Management and Institutional Research (IMIR). The responses were used in a **Sagamore** insert designed to inform students of the campus improvements undertaken in response to survey findings. In May Vic Borden, Director of IMIR, presented student and alumni survey findings in a way that clearly indicates what respondents feel IUPUI does best AND what is most important to them. Students perceive that most improvement is needed in getting through to staff on the phone, the amount of financial aid available, parking, learning to speak to a large group, and improving quantitative and reading skills. Alumni in their first year after graduation would most like to see improvements in advising in the major and in the development of skills in reading, math, making sense of their personal/social experience, and viewing phenomena from multiple perspectives.

Progress Attributable to Program Reviews

PRAC members continued to pursue their role in following up to see what progress has taken place in response to the process of program review. Department chairs whose programs were concluded three or four years previously were invited to make informal presentations at PRAC meetings to describe the impact of the review on the department over the years since the review.

Mathew Palakal of the Department of Computer and Information Sciences made a report at the October meeting. David Malik, chair of the Chemistry Department, was the guest in December, and Paul Carlin made the presentation in January. Improvements in departmental planning, student advising, learning outcomes assessment, community internships, connections with local industry and with alumni, and master's degree program development are a few of the departmental responses identified by the three chairs.

Assessment Grants

PRAC members spent considerable time during the year reviewing proposals from faculty for assessment grants. During 1997-98 the following grants were funded:

Investigator(s)	Title	Grant
Sharon Hamilton	Evaluation of Summer Writing Forum	$2000
Linda Brothers Sotiris Avgoustis	Program Assessment: A Step by Step Model	$2000
Karen Cobb	Assessment Plan for Computer Mediated courses	$2000
Pam Jeffries	Basic Skills Course Assessment	$2000
Steven Hundley	Human Resources Management Program Review	$2000
Beth Berghoff	IUPUI Framework for Beginning Teacher Professional Practice	$2000

Sharon Hamilton provided PRAC members with a written report on the Summer Writing Forum. At the October meeting Linda Brothers and Sotiris Avgoustis gave both a written summary and an oral report on their progress in launching assessment in the Restaurant, Hotel, Institutional, and Tourism Management program. Reports have been requested from the other investigators who received grants for 1997-98.

During 1998-99 PRAC members made the following grant awards:

Investigator(s)	Title	Grant
Robert Bennett Valerie Chang	Assessment of Social Work Skills Competency	$2000
Diane Billings	Benchmarking Best Practices in Teaching & Learning in Web-Based	$2000
Thomas Upton	Assessing Programmatic & Instructional Effectiveness of the English as a Second Language Program at IUPUI	$2000

Future Activities

In mid-December PRAC members were asked via e-mail to suggest content for future meetings. At the joint CUL-PRAC meeting in March both CUL and PRAC members in attendance were asked for written comments on the kind of assistance the schools would need in order to make further progress in integrating the PULs and the assessment thereof into undergraduate program curricula and assessment plans.

In summary, the responses gleaned from both sources suggest the following agenda for PRAC:

1. Continue to share information and provide consultation to one another concerning outcomes assessment and program review, including approaches, processes, methods, and tools.

2. Serve as a resource for the integration of PULs and their assessment in academic units' procedures for instruction and assessment in the major.

3. Continue to provide a forum for three- and four-year follow-up reports from chairs of departments undergoing program review.

4. Seek ways to assist professional schools with their assessment needs--often dictated by accrediting agencies--while also assisting schools that do not have accrediting requirements.

5. Offer brief presentations and longer workshops on a variety of assessment topics, including:

   a. effective grading
   b. performance indicators
   c. competence-based curricula
   d. NCA accreditation standards and expectations
   e. electronic portfolios
   f. use of assessment data in program improvement