Program Review and Assessment Committee
Annual Summary of Activity
Academic Year 2005-2006

The Program Review and Assessment Committee (PRAC) begins each year by considering its work during the previous year and setting priorities for the coming year. At the last meeting of 2003-04, PRAC members were asked to complete an anonymous survey, reporting their own and their units' views about the work of the committee and its effectiveness in assisting their own units. While members reported a general level of satisfaction with the performance of PRAC, they identified a set of issues that, in themes below, the committee worked to address:

- Campus-wide awareness of PRAC and its work
- Accessibility of PRAC as a resource for individual units, including dissemination of best practices
- Definition of focus, involving PRAC'S role in graduate as well as undergraduate assessment and review activities and its role in program review.

The following report outlines and discusses major themes that resulted from the presentations, discussions, and achievements of the Program and its members during the 2005-2006 academic year, including its work to address the concerns expressed in the survey. PRAC meets each month and provides guidance, feedback, and support as the schools at IUPUI work to advance their assessment activities.

NOTE: Recognizing the retirement of C. Yokomoto of the School of Engineering, a longtime PRAC member, we celebrated his unwavering commitment to assessment and his leadership on PRAC.

THEME ONE: Enhancing campus-wide awareness of PRAC and its work:

- The 2005-6 Chairs' Project was to reach out to the various units on campus to disseminate information about PRAC and its activities and to offer PRAC's assistance with new and ongoing assessment projects and program reviews. Chair Karen Ramsay Johnson and Vice-Chair Joshua Smith visited three units (the School of Liberal Arts, Kelley School of Business, and the Nursing School).
- We maintained our on-going involvement in the development of the ePortfolio as an effective and usable method for assessment that will involve all segments of the campus community as well as, in its usefulness, connecting the campus with the larger community.
- PRAC maintained a liaison with the Faculty Council's Academic Affairs Committee as Chair K. Johnson joined that committee as a full member.
- Representatives of PRAC participated in the IMIR search process, meeting separately with each candidate and providing input for the hiring decision.

THEME TWO: Accessibility of PRAC as a resource

- We created a new subcommittee, Advanced Practitioners, to broaden our participation in assessment and review activities on campus. While PRAC has always offered a body of experts to others on campus, the Advanced Practitioners group allows those in PRAC whose jobs most directly involve work on assessment to share new ideas and experiences and to provide hands-on assistance to others.
- The Advanced Practitioners subcommittee offered a workshop on logic modeling as an assessment strategy for academic units.
- Building on the work of the 2004 Grants subcommittee, which made the granting process more accessible and responsive to the expressed concerns of applicants, the Grants subcommittee led PRAC in awarding three grants (see Theme Six below)
- The committee invited Sloane Thompson, Acting Director of the IUPUI Internship Office, to join, thus broadening our connections to developing campus resources.
- We continued our collection of best practices by having a series of assessment strategies presentations. This series was enthusiastically received by PRAC members, and included presentations by nearly all of the academic units on campus:
  - C. Yokomoto reported on two assessment strategies in his department, Electrical and Computer Engineering. The first was Assessment of the Capstone Design Project, which assesses the abilities of senior students on multiple ABET accreditation criteria, PULs, and internal program goals. The second strategy was the Problem Solving Assessment, which assesses the extent to which students, aggregated to the class level, meet faculty expectations for each problem. It also provides an opportunity to assess primary course outcomes, secondary course outcomes, and, particularly, progress on the PULs.
  - D. Boland (School of Nursing) discussed assessing baccalaureate program outcomes. She stated that individual students' performances are aggregated to the program level. She described nursing accreditation requirements as well as the School mission, goal statements, and program outcomes. The primary tool discussed was an Educational Benchmarking Inc. (EBI) survey.
  - J. Smith presented a School of Education (SOE) assessment strategy. The SOE is conducting a pilot study using the video case method for programmatic assessment in the secondary teacher education program.
  - C. Souch reported for the School of Liberal Arts on a new procedure to elicit participation in the "Graduating Student Survey," which has greatly increased student participation and the quality and usefulness of survey data.
  - Thomas Upton, Director of ESL programs in the English Department, presented an assessment strategy. The strategy was based on a 2000 program review that was partially supported by a PRAC grant. The grant provided an opportunity to assess two aspects of the ESL program, (a) the exam used to place non-native English speakers entering IUPUI, and (b) curriculum review of the courses offered in the program. As a result of the

findings, the program adopted an assessment instrument and made several curricular changes.

- o Drew Appleby, Department of Psychology, presented an assessment strategy with three of his students. It was based on two projects conducted in preparation for the Psychology program review last year. The first project was the Curriculum Matrix/Syllabus audit project. The second project involved the development of a short survey to elicit student self- report achievement of each of the 15 Student Learning Outcomes.
- o M. Hansen and C. Buyarski presented the results of the comprehensive assessment of the advisement center in University College.
- o I. Queiro-Tajalli & K. Khaja of the School of Social Work presented the global assessment strategy in their school that used multiple methods, based on their course learning objectives classification system and database, to assess both the curriculum and individual courses and instructors. Khaja also presented an individual strategy for creating student-based assessment.
- o Lester Cook of the General Studies division presented an assessment project centering on their Capstone (OLS 399), a hybrid course designed to address the diversity of General Studies students in terms of age, full-time/part-time status, stop-out/drop-out status, other demographic characteristics, range of experience, and average GPA (3.0). The course was intentionally developed around the PULs and is used to evaluate the extent to which students have mastered the PULs. Each student prepares two portfolios (one formal and one presentation portfolio).
- o W. Agbor Baiyee presented on the Master of Science in Medical Science program in the School of Medicine. The purpose of this degree program is to increase the diversity of the student body in the M.D. program by preparing students for medical school.
- o L. Houser spoke about the Benchmark II Assessment in Elementary Education. Benchmark assessments occur at key points as students progress through the Elementary Education program. They are intended to determine whether students can apply skills, knowledge, and dispositions acquired from coursework to real-life teaching situations.

THEME THREE: Definition of focus
- • The Graduate Issues subcommittee was formed in response to our recognition that many of our existing activities focus primarily on undergraduate issues. This subcommittee investigates ways in which assessment and review in graduate programs overlaps with such work in undergraduate programs and identifies issues that are specific to graduate programs.
- • The committee held a focused discussion of the uses and effectiveness of the PRAC annual reports. The primary use currently is for strategic planning, but the group suggested that individual units include these reports in their program review process and to support data-based decision making.
- • The committee heard three reports about program review processes:
  - o C. Goodwin, chair of Organizational Leadership & Supervision (OLS), a

department in the School of Engineering & Technology, discussed his unit's 1999 comprehensive program review. The review has resulted in changing the OLS vision and mission statements and revising the curriculum to define the OLS niche more clearly.

- o In 2002 Kelley School of Business conducted a focused program review of the newly created internship program. Subsequently, Kelley faculty opened a career center offering career services, including internship placement and monitoring as a component.
- o G. Lindsey, Executive Associate Dean of SPEA, who was invited to describe the program review process in his school. Several SPEA programs were reviewed in 1999 and 2000 and Lindsey focused on the impact of all of the reviews combined.

- Based on the discussions of the purposes of our various campus reviews and on the information gleaned from the Program Review reports, the committee recommended that units strongly consider the option of varying the program review template. Specifically, units that have undergone successful comprehensive Program Reviews, either through the campus process or through accrediting agencies, use the focused review format.

THEME FOUR: Identification and evaluation of performance indicators:
- The Performance Indicators subcommittee continued the work of identifying performance indicators and using these to assess work on campus in a range of areas relating to teaching and learning. Results of the subcommittee's deliberations are included in IUPUI's annual Performance Report.
- The subcommittee worked specifically on indicators for Excellence in Teaching and Learning.

THEME SIX: Grant Guidelines, Reports, and Awards
- The Subcommittee on Grant Proposals reviews proposals and makes recommendations to the full committee and reviews the grant award process.
- The subcommittee reviewed five proposals.
- Grants Awarded*:*
    - o Anthony Faiola, Assessing One Core Course in Informatics: Establishing Competences and Outcomes for Human-Computer Interaction (I541
    - o Kimmaree Murday, Evaluation of Hybrid-Distance Elementary Spanish
    - o Sara Horton-Deutsch and Angela McNelis, Assessment of a Clinical Preceptor Course for Psychiatric Nursing Programs
- PRAC members heard about one grant completed in the previous year.
    - o Mark Urtel reported the findings from his PRAC grant. He examined similarities and differences between students who completed H363 via distance or face-to-face delivery.

THEME SEVEN: Disseminating Results of Assessment
- The work of IUPUI in developing and planning assessment for the Principles of Undergraduate Learning, in which PRAC continues to be instrumental, has been recognized with a TIAA-CREF Hesburgh Certificate of Excellence—one of just

three projects in the country recognized with Hesburgh awards in 2006.

- We contributed to a series of (largely) web-based reports, ranging from PRAC minutes to Institutional Portfolio reports.
- Through individual PRAC members working with their schools on Annual Reports, we have made our knowledge and skills available to the campus as a whole.
- J. Smith and J. Bohnenkamp from the Department of Secondary Education in the School of Education reported on the two-year Integrative Department grant from the Center on Integrating Learning that focused on defining the purpose of the two-year Education curriculum.