Program Review and Assessment Committee
~ *Annual Report* ~
2011-12

Presiding Officers: Karen Alfrey, School of Engineering and Technology (August –December 2011); Michael Yard, School of Science (January-May 2012). Officers are elected annually in December and serve for one calendar year. Typically the chair serves as vice chair for the year prior to the term as chair.

During the academic year 2011-12 a focus begun in 2008 on reaffirmation of accreditation by the Higher Learning Commission of the North Central Association was maintained and intensified. Other recurring themes at PRAC meetings include: evaluation of student learning related to the Principles of Undergraduate Learning (PULs), teaching and assessing information literacy skills, survey research on campus, PRAC grants, and annual unit assessment reports.

1. **Reaffirmation of accreditation** moved from information-gathering to chapter writing and broad review. Five Criterion Teams worked during 2010-11 amassing information and support of the five HLC Criteria for self study, posting their findings on a SharePoint site. The theme "*Excellence Through Collaboration and Innovation"* guided the search for evidence and the topics emphasized in the writing.

   In September 2011 Eric Martin, IUPUI liaison from the Higher Learning Commission, visited the campus and met with PRAC members as well as the chapter authors. From November through January, drafts of the self study were reviewed by Criterion Teams. Then in February through April, Town Hall meetings devoted to a chapter apiece drew audiences of 50-75 faculty, staff, and students for discussion of chapter contents. Prior to each Town Hall meeting, the particular chapter to be considered was made available for broad review and comment at www.iupui.edu/2012/. A number of new topics were added to the chapters as a result of suggestions received at the Town Hall meetings. Following revisions undertaken in April and May, a draft of the self study was submitted for Eric Martin's review in mid-June.

2. **Evaluation by faculty of student attainment of PUL-related knowledge and skills**, begun in May 2010, entered its second year of implementation in May 2011. Executive Director of Information Management and Institutional Research (IMIR), Gary Pike, reported at the August 2011 PRAC meeting on campus-level findings for 400-level courses in which particular PULs had received a high level of emphasis. Pike circulated a document being sent to deans and associate deans along with the 400-level reports in which ten potential uses of the PUL data by academic units are described. Pike also noted that students' quantitative and information literacy skills currently are rated lowest of all the PULs by faculty.

3. As a result of the low information literacy ratings, **teaching and assessing information literacy skills** became a frequent theme for consideration by PRAC members. Librarian Bill Orme reported in September that the Center on Teaching and Learning has established a Community of Practice to study possibilities for teaching information literacy across the curriculum. University librarians have developed a rubric for assessing the skill that is mapped to standards set by the Association of College and Research Libraries (ACRL).

    In December Orme and fellow librarians Randi Stocker and Rhonda Huisman provided a workshop for PRAC members on ACRL's Rubric Assessment of Information Literacy Skills (RAILS). An online module, Tools for Real-time Assessment of Information Literacy Skills (TRAILS) developed at Kent State University will undergo pilot testing in Spring 2012. TRAILS will be used in Themed Learning Communities in Fall 2012.

4. **Survey Research on Campus** was presented at several PRAC meetings by Gary Pike and his IMIR colleague, Steve Graunke. In October Graunke reported on a Pulse Survey designed to determine the most effective teaching strategies as perceived by IUPUI undergraduates. Interactive Lectures and Active Classroom Discussions were preferred. Pulse Surveys are just one computer screen in length and are devoted to a single issue deemed important by student government leaders and faculty on the Pulse Steering Committee.

    In February Pike presented results from a survey of recent alumni, undergraduates, graduates, and graduate professionals. Throughout the spring, Graunke worked with PRAC members and associate deans in the schools to publicize the administration of the National Survey of Student Engagement. In April Graunke reported that the IUPUI response rate on the NSSE was 27%, lower than the 30% target, but higher than the rates on comparable campuses.

5. **PRAC grants** are awarded via a peer review process in December and May. Most grants are for $2500. 2011-12 award winners and their topics are listed in the appendix. Previous awardees presented their completed work at several PRAC meetings. For example, in April, Physical Therapy faculty member Terry Loghmani reported on her project aimed at developing an instrument to evaluate the effectiveness of Integrated Longitudinal Case-Based Learning, a strategy for enhancing students' problem solving and clinical decision-making skills, cultural and ethical competence, and preparation for entry-level clinical practice. An article based on this work was published in the *Journal of Physical Therapy Education* and received the Feitelberg Journal Founders' Award. At least nine other universities plan to adopt this IUPUI approach.

6. **Annual unit assessment reports** were the focus of segments of the agenda at several PRAC meetings. For the second year, a subcommittee of PRAC members used a rubric to review and assess the reports submitted by academic and support units. Susan Kahn, leader of this group, and several PRAC members, reported that this review process had improved the 2010-11 annual reports; more uses of assessment findings were included in these reports than ever before.

7. **Topics** discussed **at single meetings** included an introduction to the National Institute on Learning Outcomes Assessment and the New Leadership Alliance for Student Learning and Accountability, PRAC subcommittee work, a glossary of assessment terms developed by the Advanced Practice Subcommittee, strategies for assessing and improving student learning outcomes, dual credit offered for high school students, the Lumina Foundation's Degree Qualifications Profile, assessment management software, and new developments in general education prompted by actions of the Indiana legislature and the Indiana Commission on Higher Education.

   A subcommittee revised IUPUI's *Program Review Guidelines* and the new version was approved by the PRAC membership. In addition, three department chairs discussed their recent program reviews and offered observations and suggestions for improving the program review process.