

# 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. Introductions .....I. Ritchie
2. Approval of August Minutes .....I. Ritchie
3. Update on Defining Student Competence on the PULs..... S. Hamilton
4. Update on Performance Indicators for Student Learning .....T. Banta
5. Update on NCA Self-Study on Learning and Teaching .....S. 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](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

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- 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

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- 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

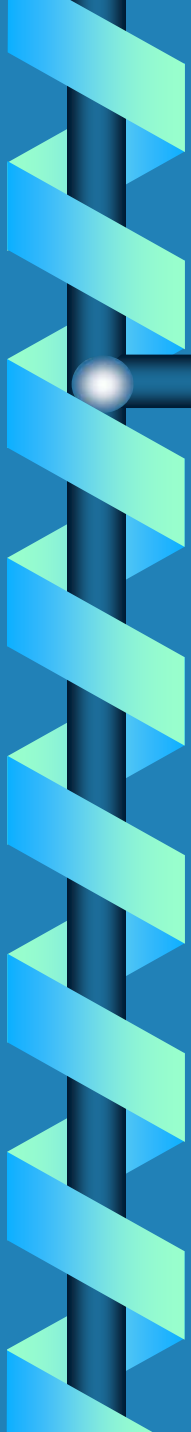


# PUL 1c: Oral Communication

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





# PUL 1d: Quantitative Reasoning

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



# PUL 1e: Information Literacy

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- 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

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- 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

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- 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

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- 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.)

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- 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

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- 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

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- 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.