

Program Review and Assessment Committee

Thursday, May 12, 2005

University Library, UL 1126

1:30 – 3:00 p.m.

Joyce MacKinnon, Chair

Martel Plummer, Vice Chair

AGENDA –

1. Approval of April 14, 2005 Minutes (attached)..... Plummer
2. Discussion of General Education
(see <http://www.indiana.edu/~ufc/docs/AY05/Circulars/U14-2005.html>)..... Jones
3. Program Review Report..... Jones
4. Sub-Committee on Program Reviews Report..... Boland
5. Individual NSSE School Reports..... Several Members
6. Assessing Civic Engagement..... Banta
7. PRAC Evaluation..... Plummer
8. Adjournment Plummer

MINUTES –

Members Present: D. Appleby, K. Baird, S. Baker, T. Banta, K. Black, D. Boland, P. Boruff-Jones, J. Chen, M. Clippinger, W. Crabtree, C. Dobbs, J. Everly, A. Gavrin, M. Hansen, L. Houser, K. Janke, E. Jones, S. Kahn, C. McDaniel, M. Meadows, K. Morrow, H. Mzumara, M. Plummer, I. Ritchie,
E. Udry, R. Vertner, and N. Young

Minutes of the April 14, 2005 meeting were approved.

Two new PRAC members were introduced. Mike Clippinger is one of three new representatives from IVY Tech Community College. Craig McDaniel is Herron School of Art and Design's new representative.

Discussion of General Education: Betty Jones reported that the draft document outlining plans for general education on all IU campuses was presented to the University Faculty Council in April, but no action was taken. This item should be near the top of the agenda for fall. The document is a proposed umbrella policy designed to fulfill IU President Adam Herbert's charge to develop one consistent policy on general education for the entire system. . Currently there are strong contingents both for a principled curriculum and for a course distribution curriculum. Comments will be accepted in the fall. It is a "consensus in progress." The draft policy is available at <http://www.indiana.edu/~ufc/docs/AY05/Circulars/U14-2005.html>.

Program Review Report: Betty Jones provided an update on the program review of the Department of Physical Education conducted in 1997-98. Overall the process was helpful in pulling everyone in the department together for some common discussion and assessment. In developing the self study, they followed the outline provided in the *Guidelines for Academic Program Review*. Many of the external review team's recommendations have been addressed, such as:

- closer articulation with other programs
- change in title of the school
- establishment of unit directors to assist the chair
- Website development
- updated learning community
- updated weight room
- revision of teacher education curriculum
- athletic training program dropped
- improved scheduling

A community advisory board was suggested, but is not yet implemented despite the large growth of programs in the newly-named School of Physical Education and Tourism Management.

Sub-committee on Program Review Report: Donna Boland reported that her committee has met twice to discuss the suggestion of offering the opportunity for a different type of campus program review. This was suggested earlier this year for programs that have had very strong reviews in the past. The sub-committee did not support the idea for a number of reasons:

- programs wouldn't be able to show continuous quality improvement
- loss of continuity
- loss of connectedness with general education and program outcomes
- lack of periodic review of strengths of programs

However, the committee did recognize the need to look at how to make the review process more flexible. They plan to review the current guidelines, the cycling of reviews in relation to external accreditation reviews, and the concept of continuous quality improvement review versus full-blown reviews. They are preparing suggestions to bring to PRAC at the end of next fall.

NSSE (National Survey of Student Engagement) School Reports: Donna Boland reported for the **School of Nursing** and their use of the NSSE results. The results usually arrive in March. She reviews the information in relation to other assessment feedback obtained by the school. Usually the NSSE information supports other data. This helps faculty members understand where students are coming from. She can pull out information to use in developing rubrics related to program outcomes, and make comparisons with other data. Donna then prepares a summary report for the faculty which facilitates discussion. She has identified the need to break out school-specific data in a way that allows comparison between freshman and senior years.

Ingrid Ritchey reported for the **School of Public and Environmental Affairs'** use of NSSE data. SPEA has found that NSSE provides helpful information and supports the feedback they receive from alumni surveys. It serves as another tool to back up information from other sources when talking to the faculty. Ingrid shared the school's primary concerns, most of which relate to student advising, student academic misconduct, and students on academic probation.

SPEA initiated a formal orientation in the fall for new students, but the turnout was poor. Now they plan to start requiring students to attend it. This is one way in which the school can begin to build a culture of responsibility. In addition, SPEA plans to involve the faculty more in student advising --- providing career advice, and talking to students about how courses build on each other and their relevance to the major. The question was raised about whether the increase in the school's reputation nationally (usually based on faculty research) might have negatively affected the ability of faculty to mentor students. Ingrid did not think the two were related.

Assessing Civic Engagement: Trudy Banta recently met with the faculty Civic Participation Learning Community where she provided information on assessing civic engagement. An article for a recent edition of *Assessment Update* came from her presentation (see handout). Trudy encouraged schools to begin to use the Civic Engagement Inventory again to document their activities, www.imir.iupui.edu/ceinv.

Susan Kahn reported that IUPUI is one of about a dozen universities reviewing the new Carnegie Classification component for civic engagement and for public scholars.

Respectfully submitted,

Martel Plummer, Recorder

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
I. Organizational Structure	<i>Change name of School/Department:</i> School name no longer represents its constituent departments; the names no longer reflects the scientific basis of the current PE curriculum	Medium	Faculty Organization	Informal discussions; no current plans for serious consideration	
I. Organizational Structure	<i>Assess workload of Dean and Chair:</i> establish unit coordinators to assist the Chair in administration of programs	High	Administration	Plans for discussion in Fall of 99/00	
I. Organizational Structure	<i>Assess workload of Dean and Chair:</i> clearly outline staff assignments	N/A		Issue was deemed a school matter and thus tabled	
I. Organizational Structure	<i>Assess workload of Dean and Chair:</i> review Dean's responsibilities for supervising interns and Camp Brosius	High			
I. Organizational Structure	<i>Articulate with other programs:</i> need closer and more clearly defined articulation with other campus programs (especially education)	High	Chair and Teacher Education Liaison (Ed Schilling)	Ongoing, particularly in lieu of revision in teacher education curriculum	
I. Organizational Structure	<i>Coordinate program offerings and collaborative research with other schools/departments:</i> need more formal and intensive approach to coordinating program offerings and collaborative research	High	All Faculty, Chair, and Dean	Ongoing; research collaboration has continued to grow; faculty are involved with University College and other programs	
I. Organizational Structure	<i>Continue assessment efforts:</i> add exit interviews of students and improve tracking of alumni in all programs	High	Supervisor of Capstone course; Chair Development and Alumni Association	School currently is conducting student interviews after Capstone experience; is taking steps to improve efforts with IMIR	
I. Organizational Structure	<i>Continue assessment efforts:</i> create a Student Advisory Board	Low	Chair and Faculty		
I. Organizational Structure	<i>Improve marketing strategies:</i> work with web master for dissemination of information through internet	Medium to High	Chair and Program Directors	School Web page has been developed and being reviewed by faculty	
I. Organizational Structure	<i>Improve marketing strategies:</i> foster faculty input regarding public relations	Medium	Dean, Chair, all faculty	Faculty are currently involved in the review of new school website	

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
I. Organizational Structure	<i>Improve marketing strategies:</i> use year end funds to develop promotional materials	High	Chair and Program Directors	Informational pamphlets are being used and are to be updated	
I. Organizational Structure	<i>Improve marketing strategies:</i> develop links with campus Communications Office	Medium	Chair	Contact has already been made by Chair	
I. Organizational Structure	<i>Formulate an advisory board for the school:</i>	High	Dean	This is a school issue and is currently being worked on by the Dean	
II. Program Quality & Student Learning	<i>Add additional full-time faculty:</i> To enhance the quality of the present curriculum, additional full-time faculty should be added to the present faculty. Furthermore, as the curriculum is expanded and the demands expand accordingly the need for additional faculty will become even more pronounced.	High	Dean, Chair, Search Committee		
II. Program Quality & Student Learning	<i>Examine proposed Associates and Masters degree programs:</i> The Department of Physical Education has proposed that 2 additional programs be added to its program (i.e., a Masters and Associates degrees). These proposals need to be examined in more detail in terms of logistics.	High	Curriculum Council, Graduate Committee, Dept. Chair, Dean		
II. Program Quality & Student Learning	<i>Examine proposed Associates and Masters degree programs:</i> The Department of Physical Education has proposed that 2 additional programs be added to its program (i.e., a Masters and Associates degrees). These proposals need to be examined in more detail in terms of logistics.	High	Curriculum Council, Graduate Committee, Dept. Chair, Dean		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
II. Program Quality & Student Learning	<i>Examine curriculum relative to effective proper sequencing of classes:</i> The sequence in which students take courses has been identified as a positive influence on student performance and understanding of course concepts. The students have been taking courses out of sequence more frequently in recent years. We should examine ways in which this trend can be minimized.	High	Curriculum Council, Dept. Chair	Dept. Chair will bring ideas to 1st faculty meeting in Fall 1999	
II. Program Quality & Student Learning	<i>Reexamine curriculum relative to its relevance in light of the ever-changing field of physical education:</i> Specifically, (a) the Teacher Education curriculum should be evaluated relative to the new Indiana Professional Standards Board standards and mandates. (b) the Camp Brosius experience should be evaluated regarding whether it is meeting its intended objectives.	High	Curriculum Council, Grad. Committee	a. Ongoing efforts are underway to align our curriculum with the new Teacher Education standards	
II. Program Quality & Student Learning	<i>Actively pursue collegiality:</i> The tradition of collegiality between faculty and students and among faculty members has been recognized as a strength in our school. The tradition should be continued.	Medium	All Faculty	Ongoing (e.g., informal gatherings among those associated with the department are encouraged).	
III. Facilities	<i>Establish central equipment inventory.</i> A more centralized equipment storage space should be established. While an inventory system for capitalized equipment does exist at the school level, the Department of Physical Education needs to better inventory and store smaller equipment.	Medium	Chair		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
III. Facilities	<i>Improve communication with other building occupants.</i> With the expansion of Intercollegiate Athletics to Division I, and expanded marketing of the Natatorium and Track and Field Stadium, there are increasing demands on the facility. While there are established priorities regarding scheduling priorities, there are inherent conflicts, and steps should be taken to minimize disruption to the academic program.	High	All	The Dean, Chair of Physical Education, and Director of Recreational Sports now serve on a sports facilities task force. A unified calendar is being developed.	
III. Facilities	<i>Examine the relationship with NIFS.</i> The National Institute for Fitness and Sport has facilities and equipment far superior to those in the Department of Physical Education. Although we have continually used NIFS for a class in exercise physiology, additional access has been limited for physical education. There has, however, been an increased presence of the School of Medicine. The University Administration should examine the role and the function of NIFS in relation to student and faculty research and expanded use of those facilities for teaching areas.	High	Dean	We have reached agreement in principle with NIFS to have limited reciprocal research appointees.	

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III. Facilities	<p><i>Improve the quality of fitness equipment and instrumentation.</i> The weight training facilities available to physical education majors is grossly inadequate, being described by one student as inferior to what was available in his/her own home. While equipment for bio-mechanics was evaluated by the committee as adequate, the equipment available for exercise science is substantially below National Standards. The annual equipment budget for the department is \$5,000 and there has been a heavy reliance on year-end funds to purchase equipment. The equipment budget needs to be increased substantially.</p>	High	Chair, Director of Recreational Sports		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
III. Facilities	<p><i>Gain approval of ropes-challenge course.</i> Three years ago the School of Physical Education developed plans to develop a ropes-challenge course on an underutilized softball field east of the Track and Field Stadium. The ropes course would have multiple use including major courses, elective courses, intramural and recreational sports, K-12 groups, Conference Center users, and community groups or vendors to White River State Park. A similar ropes course was built at Butler University with funds from the Lilly Retention grants. There has developed competing interests for the space, and we have not been able to secure approval to proceed with the plans. Meanwhile, the Track and Field Stadium was permitted to expand their operation into this space. We urge Central Administration to allow us to proceed with our plans</p>	High	Dean, Director of Recreational Sports		
IV. Research & Creative Activities	<p><i>Focus on research in general, not solely in exercise science.</i> Considering the broad range of specialties among the faculty, a research focus should/does not need to be delegated, rather, as a department we should continue to focus on research (and assure that any new faculty are adept).</p>	Medium	Faculty		
IV. Research & Creative Activities	<p><i>Hire additional faculty-based on review of program needs (not focusing on hiring from outside IU).</i> Hiring the best person for the job based on program needs should be the priority.</p>	N/A	Dean/Chair/Faculty		

Area	Recommendations	Priority	Responsible Party	Status-June '99	Status-June '00
IV. Research & Creative Activities	<i>Encourage/reward collaborative research activity.</i> These efforts are ongoing. The new merit pay system will likely result in rewarding faculty for their efforts.	Medium	Chair	This point is already addressed with the merit pay system.	
IV. Research & Creative Activities	<i>Request \$ from central administration for improved facilities for research and creative activities (not just exercise science).</i> Space for all academic activity is limited and is a pressing need. As the department continues to grow, this will become an even greater problem.	High	Dean/Chair		
V. Success for Program Graduates	<i>Work with IMIR to customize surveys regarding department and three tracks of study.</i> Although the department currently uses the IMIR to survey student satisfaction, the results are not specific to the department (RHIT is also included) or majors.	Medium	Department Chair and track coordinators (if implemented)		
V. Success for Program Graduates	<i>Obtain information from certifying agencies (NSCA, ACSM, NTE) about how our students perform on standardized regional and national tests.</i>	High	Department Chair	Dr. Mikesky contacted the NCSA to see if it was possible to get the number of students that took their certification and how many of them pass. Need to contact other agencies to investigate if it is possible to get this information.	
V. Success for Program Graduates	<i>Work with Alumni association as a primary source for information about graduates.</i>	Medium	Dean of the School	Both suggestion 3 and 4 are already being done by the School development office and the Alumni association.	
V. Success for Program Graduates	<i>Consult with school development officer and alumni office on ways to increase participation of alumni events, increase tracking of alumni.</i>	Medium	Dean of the School		

IUPUI Department of Physical Education Program Review Report



PRAC

May 12, 2005

Betty Jones, Associate Professor

Department of Physical Education

Program Review TIMELINE

- Lead up to Self Study Spring 1997
- Self Study Fall 1997-September 1998
(New Dept. Chair Jan 98)
- External Review (N=5) October 1998
- Faculty Meetings Spring 1999-Fall 1999
- Plater/Banta/Chair/Dean Meet Did not happen
- Program Changes Spring 2000+
- Report to PRAC May 2005

Department of Physical Education

Self Study – Nov'97-Sept '98

- Followed self study outline from Banta's office "to a T"
- Involved all faculty in entire process—subgroups, reviewing IMIR data, approving drafts of document, suggesting external reviewers
- Dean is faculty member of the Department; participated in all aspects of self study
- Excellent cooperation and assistance from IMIR!

Department of Physical Education
Guiding Questions - Overall Assessment of Program
Strengths & Concerns

Faculty responded to these questions at outset of self study
and at end of self study (before external review)

- What is the unit pleased about?
- What are the unit's principal concerns?
- What needs to be improved?
- What areas of the discipline should the program emphasize?
- How does the unit view its future?

Department of Physical Education

Faculty Responses to Guiding Questions - Overall Assessment of Program Strengths & Concerns at the Outset of Self Study – December 1997

- Future of department is solid
- No major concerns about direction or status of department
- Improvements to curriculum with an increased focus on psychological factors in our disciplines and on wellness and fitness
- Concern about impact on junior faculty of upcoming retirements of several senior faculty
- Concern about fit of the department within the overall scheme of the university and larger community
- Fears that department resources are being stretched too far

Department of Physical Education

Faculty Responses to Guiding Questions - Overall Assessment of Program Strengths & Concerns at the End of Self Study September 1998

- Department future rated very favorably: growing # of junior faculty, growing popular regard for fitness and wellness, ability of unit to face challenges and make changes with conviction
- Positive regard for the self-study process and the recommendations that evolved from the process
- Appreciation for administrative leadership, faculty dynamics; diligence of faculty, students and alumni in the self-study process
- Faculty (tenure-track faculty in particular) are spread “too thin” by competing demands
- Concern about growing dependence on associate faculty for teaching in the major and elective programs
- Troubled by poor performance of many majors in general education and in selected major courses
- Continue emphasis on teacher education and exercise science majors, principles of undergraduate learning, and proposed MS in PE program

Department of Physical Education

Faculty Recommendations – at End of Self Study and Prior to External Review

- Secure additional full time faculty
- Establish formal program review, planning and assessment practices
- Increase faculty involvement in goal setting
- Consider forming departmental planning and advisory groups
- Enhance communication to/with other units
- Expand elective course offerings to more venues and new time formats
- Improve facility scheduling, maintenance
- Align with new state teacher education standards
- Link with campus on ways to serve under prepared students
- Encourage department “spirit” and sense of community
- Weave Normal College heritage with current programs
- Maintain & strengthen connections between Normal College alumni and Department alumni

Department of Physical Education
Faculty Recommendations – at End of Self Study and Prior
to External Review



- Find workable balance between competing demands on faculty and changing faculty work expectations

Department of Physical Education
Five Questions Posed by IUPUI Administrative Team to
External Review Team

- How might the Department organize itself more efficiently to carry out its mission?
- What evidence is presented regarding program quality and student learning?
- Are the current facilities adequate to carry out the mission of the Department?
- What is the status of the Department's efforts in research and creative activities?
- What evidence is presented regarding the success of program graduates?

Department of Physical Education

How might the Department organize itself more efficiently to carry out its mission?

- Consider a change in the title of the School of Physical Education (now that TCEM on board)
- A careful assessment of the workload of the Dean of the School and the Chair of the Department is needed.
 - Establish unit directors to assist Chair
 - Clearly outline staff scheduling and record keeping assignments
 - Weigh Dean's supervision of interns and directing Camp Brosius in light of administrative needs; delegate

Department of Physical Education

How might the Department organize itself more efficiently to carry out its mission? (2)

- Need for closer and more clearly defined articulation with other programs, esp. EDUC
- Establish more formal and intensive approach to coordinating offerings and research endeavors with other related schools (SOS, Med, E&T, AH)
- Continue assessment efforts, PRAC activities 😊
- Revise, expand marketing strategies (web, print)
- Form an Advisory Board for the School

Department of Physical Education

What evidence is presented regarding program quality and student learning? (Recommendations)

- Formulate 1st year intro science class to better prepare students for anatomy and physiology
- Develop peer mentoring or tutoring
- Advise entering students more thoroughly about career paths, about sequential pattern of requirements
- Link with UCOL advising
- Require a 1st year experience course



Department of Physical Education

What evidence is presented regarding program quality and student learning? (2) (Recommendations)

- Continue curricular reviews in physical education teacher education (PETE) and exercise science
- Carefully evaluate the Camp Brosius experience in light of program goals
- Continue to review Athletic Training minor in light of new national accreditation standards
- Develop a system to track students in minors
- Work with University Library to enhance the holdings and to develop ways for students to become more fluent users of UL

Department of Physical Education

What evidence is presented regarding program quality and student learning? (3) (Recommendations)

- Construct a feedback instrument for completion by students in student teaching and internships
 - summarize these data to share with all faculty
 - use as basis for curricular review
- Conduct assessment workshops with faculty to achieve articulation throughout the curriculum of
 - domains of the major and
 - principles of undergraduate learning
- Utilize the Curriculum Council to review curriculum and to evaluate individual course effectiveness
- Evaluate increased time demands of assessment and its impact on professional development of junior and senior faculty members

Department of Physical Education

Adequacy of Facilities



- No centralized equipment storage or inventory system
- Instructional pool acoustics poor, no venting of humidity
- Weight training facilities “far below standards”
- NIFS nearby, but seemingly unavailable
- Poor maintenance of instructional field
- Schedule conflicts with athletics
- Exercise physiology lab lacking in small and large equipment

Department of Physical Education

Research and Creative Activities--Recommendations

- Focus on an area of excellence in physical education research
- Give priority to hiring new tenure track faculty whose research expertise complements and strengthens the exercise science program
- Ask Central Administration to provide \$\$ to reduce student faculty FTE so research does not “wither on the vine”
- Recruit new faculty from outside IU
- Encourage collaborative research with other units
- Ask Central Administration to help secure additional facilities

Department of Physical Education

Success of Program Graduates—Recommendations

- Use IMIR to survey program graduates on a 5-year cycle
- Use Phi Epsilon Kappa records to track employment
- Conduct on-site visits with grads employed in the area to assess program relevance
- Incorporate alumni tracking with School's development officer duties
- Organize a department alumni advisory committee for program feedback
- Invite recent grads to speak in classes, esp. 1st year seminar

What happened?

- School name changed to PETM
- Dean gave interns to Chair who gave them to faculty member
- Much work clarifying articulation with Education, ongoing
- Research activity up
- Assessment efforts – little action
- Website developed
- No advisory board for Department
- Offer HPER L135-1st year course each fall
- Much work with UCOL; no joint advisor with UCOL

What happened? (2)

- Weight room totally redone, continually updated
- Dean said “no” to any reorganization of department (unit leaders) or increase in support staff; chair’s workload climbed; chair eventually stepped down
- No review of Camp Brosius program; Dean continues to head it up
- 6 year increase in more open program planning; decline in openness with appointment of new chair in June 2004
- Teacher education curriculum revised per state standards, accredited
- Athletic training program dropped
- Facility scheduling improved; takes constant monitoring
- No formal tracking of grads accomplished
- SIS helps with tracking minors
- Lecturer given responsibility for central inventory system; it’s working
- Jumbled main equipment area outfitted with shelving, cabinets; supervised by lecturer; it’s working

What happened? (3)

- Obtained 2 new lecturer slots
- Expanded elective program; utilize canal walk for many classes; collaborate with Recreational Sports to offer joint credit-recreation classes in aerobics, yoga, t'ai chi
- To replace retiring faculty, hired faculty to support the exercise science program, and hired people with degrees from outside IU



**Department of Physical Education
ONWARD TO BIGGER & BETTER THINGS!**



Editor's Notes

Assessing Civic Engagement

Trudy W. Banta

Civic engagement has assumed a position of much more prominence on college and university campuses in the last decade. At Indiana University-Purdue University Indianapolis (IUPUI) civic engagement has joined teaching and learning and scholarship and research as one of three principal themes of our institutional mission. We define civic engagement as effective, mutually beneficial collaboration of students, faculty, and staff and our community. The range of IUPUI's community collaborations builds on the resources and expertise of both the university and the community to improve the quality of life in our city and region. We believe that civic engagement, informed by community needs and resources, both serves the community and informs the university's disciplines and professions.

One of IUPUI's objectives within the goal of enhancing capacity for civic engagement is to "teach community-based academic classes and conduct action research with students and the community that develop knowledge, cultivate civic skills, and strengthen social responsibility" (see IUPUI mission statement at <http://www.planning.iupui.edu>). Quite

naturally we are interested in the extent to which IUPUI students are developing the knowledge and skills that will enable them to contribute as engaged citizens of their communities. Recently a faculty learning community asked me to talk with them about assessing civic engagement.

Assessment of outcomes takes place at several levels, beginning with direct assessment of the learning of an individual student in a classroom. Aggregating data about the performance of individuals in a classroom can provide guidance to an instructor about methods and materials that are working or not working to promote learning. Individual instructors can aggregate data at program, department, and division or college levels to obtain guidance for needed improvements. Then data across divisions can suggest direction for action at the campus level. In working with the learning community, I elected to begin the discussion with an overview of data collected at the campus level because I thought that would provide a useful context for assessment at the classroom level.

First we looked at process measures: Campus participation in voluntary community service activities has increased markedly over the past five years, with the numbers of activities and community sites increasing modestly and the numbers of students, faculty, and staff

volunteering almost tripling. IUPUI's Web-based Civic Engagement Inventory (see <http://www.imir.iupui.edu/ceinv>) provides details on more than 200 campus-based community activities, most notably in the areas of education and life-long learning; health, social sciences, and human services; and arts, humanities, and cultural enrichment.

With respect to student learning, surveys of continuing students and recent alumni conducted over the past decade provide some indirect measures. In the past five years student and alumni recognition of the importance of learning related to exercising the responsibilities of citizenship (e.g., voting, staying current with community and political issues) has increased ten percent or more: At least three-quarters of each group now perceive these responsibilities to be important or very important. However, only two-thirds of each group—a static proportion over the five-year period—perceive that their education at IUPUI has increased the value they place on these responsibilities. Moreover, only 25 percent of continuing students and 42 percent of recent graduates are satisfied with the opportunities they have received at IUPUI to engage in community service. In addition, IUPUI seniors' self ratings of learning gains experienced as a result of their education here are lower than those of seniors at

peer institutions on the items "contributing to the welfare of your community" and "voting in a local, state, or national election" on the 2002 National Survey of Student Engagement. Clearly my colleagues in the learning community focused on civic engagement have chosen an area in which IUPUI faculty have much work to do to fulfill our mission to increase civic engagement among our students and graduates!

Program reviews for IUPUI departments and divisions also provide a perspective on the quality of civic engagement. In addition to experts in the discipline from outside Indiana and colleagues from related disciplines of IUPUI, visiting review teams also include a representative of the community. In addition to CEOs of local corporations, past review teams have included the Chief Justice of the Indiana Supreme Court for the Department of History and the Chief of the Indiana State Police for the criminal justice program. These community representatives contribute to the review team's final report by assessing the unit's current involvement in the community and suggesting additional avenues for civic engagement. In response to reviewers' recommendations, many IUPUI departments have created community advisory boards to guide their civic participation on an on-going basis.

In 2002 IUPUI based its self-study for reaccreditation by the North Central Association in part on an assessment of our civic engagement initiatives. This report may be viewed at <http://www.iport.iupui.edu>.

Shifting the focus of our discussion to the individual student, we discussed giving credit for prior learning. The IUPUI Testing Center administers CLEP and DANTES exams and some individual units assess portfolios for this purpose.

Once students are placed appropriately in course work, faculty attention turns to the assessment of their learning. Here we began with the familiar matrix that has guided classroom, program, and departmental assessment at IUPUI for nearly a decade: The first column of the matrix is headed "What general learning outcome are you seeking?" The answer for my faculty learning community was, of course, "civic engagement." Next we tackled the subsequent columns of the matrix, "How would you recognize this learning outcome if you saw it? That is, what would students know and be able to do?" "How will students learn the related knowledge and skills, either in or outside class?" "How will you measure each of the desired behaviors?" "What are the assessment findings?" "What improvements might be based on the assessment findings?"

Faculty in the learning community and I spent the remainder of our time together discussing student learning outcomes and the variety of ways they might be assessed. I emphasized the importance of taking the time to identify the specific learning outcomes to be associated with the general outcomes of civic engagement in each course and academic major, then sharing those outcomes with students and faculty colleagues. We noted the value of stating the outcomes, or learning objectives, using action verbs, for the task of determining appropriate measures of student attainment. For example, if we want students to be able to influence policy decisions on public issues, we might assess this ability by assigning a project in which students identify key decision makers and institutions, describe appropriate vehicles for influencing decisions, then use one or more of these vehicles to attempt an impact on a given policy decision.

We explored the use of our campus electronic course management system to track student progress on assignments, to assess the quality of written work, to evaluate individuals' contributions to group projects, and to monitor development comprehensively through course- and curriculum-based electronic portfolios. We discussed primary trait scoring using rubrics to describe skill

levels, then applying this method in assessing papers, projects, case study analyses, journals, group interaction, and even internships and other community-based experiences.

In addition to the direct measures of learning just described, we looked at indirect measures of the processes of learning, which are so important in suggesting **why** student learning levels may be less than optimal and **what we might do** to improve them. Classroom assessment techniques are invaluable in conducting immediate process checks. Faculty in the learning community also expressed interest in using some of the items from our campus questionnaires and inventories with students in their courses and departments, knowing that data from the campus-wide and division analyses would provide useful points of comparison.

I have offered this brief outline of indirect and direct, campus-wide and course-specific approaches to assessing civic engagement with the hope that others will be willing to share their own experiences in this arena. As campus attention to the importance of civic engagement increases, so should the attention we devote to its assessment in **Assessment Update**.