

IUPUI Program Review and Assessment Committee
January 16, 2014, 1:30 – 3:00 p.m., CE 305
Minutes

Present: P. Altenburger (Chair), R. Aaron, K. Alfrey, E. Ardemagni, S. Baker, T. Banta, K. Black, T. Davis, C. Gentle-Genitty, S. Hendricks, L. Houser, S. Hundley, K. Johnson, M. Kolb, C. Lamb, J. Lee, K. MacDorman, M. Meadows, N. Mitchell, H. Mzumara, C. Nielsen, W. Orme, T. Ribera, S. Scott, C. Toledo, S. Weeden

1. **December meeting minutes:** approved as circulated.

2. Preparing Future Faculty for Assessment

- NaShara Mitchell of the IUPUI Graduate Office described a recent grant received from the Council of Graduate Schools to prepare graduate students for assessing student learning as an integral part of their teaching. The IU Graduate School was one of seven recipients, with funds shared between IUPUI and IU Bloomington. Both campuses are working with their respective centers for teaching and learning to design and administer a program of instruction and related experiences.
- Plans are for a cohort of six students and two faculty members to take Dr. Banta's graduate assessment course, work with professors to observe teaching practice in STEM and social science fields, transition to teaching independently, then work to broaden their perspectives for practice beyond their course. Because of start-up delays, the original vision for a two-year program has been condensed into one year. The Graduate School is now circulating an announcement to recruit applicants; any graduate student may apply.
- The project seeks comments and engagement from PRAC members. In addition, a culminating project of cohort participants will be to prepare a PRAC grant proposal, with a view to attending and presenting at a national conference.

3. Student Learning Outcomes Workshop Introduction

- T. Banta called attention to three converging threads with implications for PRAC work in 2014:
 - In the appreciative inquiry discussion at the December 2013 meeting, recurring responses emphasized a value for small-group discussion and the benefit of having a specific purpose for such discussions.
 - The work on transferrable general-education credit, led by K. Johnson, involves articulating specific learning outcomes and determining approaches to assessment.
 - One element emerging from campus strategic planning is increased interest in assessment of prior learning, or Evidence-Based Credit.
- Banta proposed that small groups discuss potential agenda material for PRAC in the coming year, including possible benefits to the campus of PRAC taking a leadership role, particularly in providing professional development on assessment topics.

4. Reports from discussion groups

- All groups agreed that workshops focusing on assisting faculty in the development of learning outcomes as program- and course-levels are needed

- A series of workshops—each with a theme drawn from the questions posed to groups—is preferred, although there were differences in the numbers of workshops suggested
- A mixture of colleagues presenting on learning outcomes development and assessment was recommended, principally coming from the Center for Teaching and Learning and from PRAC members
- Attendees to workshops should be encouraged to bring materials for review, sharing, and improvement; these include existing program-level learning outcomes, syllabi, and assignments
- Workshops should be open to PRAC members and other invited colleagues
- Workshops should be recorded for online dissemination afterwards and/or streamed live to permit real-time, distance-based participation
- Workshops could be offered during PRAC meetings, although there was concern that taking too much time at PRAC meetings might back-burner the work that PRAC needs to accomplish; thus, special workshop times were also proposed
- A decision concerning the audience/purpose of the workshops is needed:
 - PRAC members in a train-the-trainer model, through which PRAC members would then disseminate to others in their respective units?
 - Non-PRAC members, through which the workshops would serve as a means of equipping colleagues with the background on learning outcomes development and assessment?
- Workshop foci should be broader than just general education, so that attendees could have the ability to adapt the concepts of learning outcomes to a variety of contexts (graduate/professional, co-curricular, experiential, etc.)
- Incentives for workshop participation will be needed
 - Certificate of Completion was recommended
 - Executive sponsorship/support from Bantz and Paydar was mentioned
- In addition to full-time faculty, workshops should also be open to staff and adjunct/associate faculty, with the realization that these latter groups may face barriers to their attendance
- Workshops would be an ideal venue for PRAC members and others to share specific examples of exemplary practice on the topic of learning outcomes development and assessment
- Workshop attendees should be provided with ready-to-use materials and templates that can be adapted to a given discipline or learning context
- Consider piloting the workshops in PRAC in the spring, with a wider roll-out campus-wide in AY 2014-15

5. Adjournment at 3:00 p.m.

Minutes respectfully submitted by Stephen Hundley, 2014 Vice Chair