

Program Review and Assessment Committee
October 21, 2011, 1:30 – 3: 00 p.m., UL 1126
Minutes

Present: K. Alfrey (Chair), R. Aaron, E. Ardemagni, T. Banta, K. Black, J. Defazio, M. Ferguson, C. Fitzpatrick, S. Graunke, B. Gushrowski, B. Hayes, C. Hayes, J. Johnson, S. Kahn, J. Lee, K. Marrs, H. Mzumara, B. Neal-Beliveau, J. Paine, S. Scott, C. K. Smith, R. Stocker, A. Teemant, C. Toledo, K. Wendeln, D. Winikates, M. Yard

1. September Meeting Minutes: accepted as circulated

2. Updates

- T. Banta reported that the visit by Eric Martin, our liaison at the Higher Learning Commission, proved helpful in preparing us for the team visit next year. She noted that schools may need to be flexible in accommodating some last-minute scheduling once the team determines exactly what meetings it needs. Martin will immediately begin identifying those to serve on our visitation team. In the meantime, the writing team has made some progress with the self-study report chapters and will have a draft ready for the criterion teams in a few more weeks.
- T. Banta also provided an overview of the New Leadership Alliance for Student Learning and Accountability. The president of this new organization funded by the Teagle Foundation will be luncheon speaker at this year's Assessment Institute. Like the Voluntary System of Accountability, NLASLA is a response to the Spellings Commission's calls for improved accountability. The NLASLA has a President's Alliance of those who agree to demonstrate transparency in assessment and accountability.
- K. Alfrey gave a last call for 2010-11 PRAC reports so that the Report Review Subcommittee can provide earlier feedback this year. She distributed the recently revised rubric subcommittee members will use, encouraging PRAC members to consider using it as an early planning tool for 2011-12 reports. J. Defazio suggested that following the rubric can help schools clarify their reports' structure. K. Wendeln proposed that such a common structure be restricted to an overall summary in order to allow for differences among units at the level of details. T. Banta added that some programs' accreditation requirements dictate different formats.
- Following the conversation in September about assessing information literacy, R. Stocker reported on the RAILS project: Rubric Assessment of Information Literacy Skills. Its web site, <http://railsontrack.info>, provides numerous resources that institutions or programs might adopt or adapt, including a compilation of 75 rubrics. Funded by the U.S. Institute for Museum and Library Services, RAILS operates in partnership with the Association of College and Research Libraries' Assessment Immersion Program, is augmented by Waypoint Outcomes (a commercial e-learning software provider), and is located at Syracuse University's iSchool. Stocker added that IUPUI hopes to become a member of the project.

3. A tour of the revamped PAII website

- Steven Graunke of IMIR demonstrated how the PAII website has used the NILOA Transparency Framework graphic to make it easier for site visitors to locate reports and other relevant information related to assessment, evaluation, and accountability (see the graphic on the [PAII Evaluation/Assessment](#) page).
- In the subsequent discussion of the kinds of information available on both the PAII and IMIR web sites, Graunke added that IMIR is working with Communications and Marketing to build student interest in responding to this spring's administration of the National Survey of Student Engagement (NSSE).

4. Undergraduate survey on effective classroom instruction techniques

- S. Graunke reported results of the most recent Pulse survey. He reminded PRAC members that IMIR conducts only two, tightly focused surveys per semester to help reduce student survey fatigue.
- He identified over-response patterns that have continued for several years: disproportionately more women, older students, and those with higher GPAs.
- Interactive Lectures received the highest average rating for teaching methods that helped students understand course material, followed by Active Classroom Discussions. The [report](#) is available at the IMIR survey web site.
- There was considerable discussion about how to act on such data with such notable known over-response patterns. Members found the survey results interesting, even suggestive, but not actionable.

5. PRAC Subcommittees for 2011-12

- K. Alfrey noted that members and a chair are needed for the PRAC Graduate Issues Subcommittee. After the chair or a continuing member of each subcommittee highlighted the focus for that subcommittee, members divided into subcommittee discussions to learn more and/or organize 2011-12 work.

6. Adjournment at 3:00 p.m.

Minutes recorded by S. Scott and respectfully submitted by M. Yard, Vice Chair