Program Review and Assessment Committee

Thursday, February 16, 2006
UL1126
1:30-3:00 p.m.
Karen Johnson, Chair
Joshua Smith, Vice Chair

AGENDA –

1. Approval of the minutes of the December meeting ....K. Johnson
2. Report on the Status of the PULs and the Core
   Curriculum Proposal for the IU System ....B. Jones
3. ePort Update... S. Hamilton
4. Assessment Strategies Presentations ....R. Applegate
   and Dolores Hoyt
   A. Helman
   and Lester Cook
5. Subcommittee Reports..................................Subcommittee Representatives
6. Faculty Outreach Project Update ....K. Johnson
   and J. Smith
7. Adjournment... K. Johnson

MINUTES –

Members Present: Drew Appleby, Rachel Applegate, Kate Baird, Trudy Banta, Karen Black, Polly Boruff-Jones, Katie Busby, William Crabtree, Sharon Hamilton, Michele Hansen, Amanda Helman, Karen Janke, Karen Johnson, Susan Kahn, Joyce Mac Kinnon, Craig McDaniel, Melinda Meadows, Howard Mzumara, Joanne Orr, Katherine Schilling, Joshua Smith, Russell Vertner, Marianne Wokeck, Charles Yokomoto, and Nancy Young.

Guests Present: Dolores Hoyt, Lester Cook, and Betty Jones

Minutes of the January 19th meeting were approved without correction.

ePort Update

S. Hamilton passed around the certificate for the TIAA-CREF HESBURGH AWARD, which recognizes IUPUI's work with the Principles of Undergraduate Learning (PULs)**.** She went on to describe the student ePort as being in the chrysalis stage. Two integrative department grants (Computer Information and Technology & Secondary Education) plus General Studies, are using ePort for program assessment, curricular transformation, and documenting student learning of our PULs. Hamilton noted that funds were available for another RFP that would fund two new proposals. She

mentioned a collaborative effort with Ivy Tech Community College to support students who transfer into IUPUI via the Passport Program. The goal is to develop a crosswalk between Ivy Tech general education outcomes and IUPUI's PULs. Hamilton also reported on the work of the ePort subcommittee. The subcommittee is working to describe the role of reflection in enhancing student learning. Members tried to define what we could ask minimally of all students in the first year (personal reflection), after 56 credit hours, and at the end of their undergraduate programs. Hamilton handed out a scoring rubric adapted from an Alverno College instrument, "Development in Reflective Thinking."

Assessment Strategies: Rachel Applegate & Dolores Hoyt

R. Applegate began by describing the purpose of her presentation. Rather than presenting an assessment strategy, she talked about the ways the library can assist programs as they prepare for program review and other assessment initiatives. She indicated that the library does conduct assessment internally to improve its programs. However, she emphasized the fact that accreditation visitors often ask libraries to provide information on holdings, spending on materials, and course-specific information. Applegate and Dolores Hoyt discussed the following types of data the library can provide:

- Subject comparison looks at major holdings at IUPUI and peer institutions to compare materials in a subject.
- Journal articles/books-faculty citations. Examining the extent to which IUPUI faculty scholarship is available in our holdings. Using this process as a benchmark will be conducted in the future.
- Process/Outputs (over two years)
- Circulation of books in a given area. Use of journals-use of print and electronic materials by genre. The trend shows that if you can get it electronically, people will use it.
- Interlibrary loan-by student use and faculty use
- In class work
- Proportion of course with any library usage

The takeaway message from the presentation was that there is no lack of data. Applegate stated that you just have to ask for it.

General Studies Capstone OLS 399: Lester Cook

Lester Cook used profiles of some students in his class to describe their diversity in terms of age, stop-out/drop-outs, range of experience, other demographic characteristics, average GPA (3.0), and full-time/part-time status. He described the challenges but highlighted the value of this diversity. He and colleagues developed the capstone course in Fall 2004. The course is a "hybrid," offered for four hours on five Saturdays. The remaining instruction/discussion occurs online. The course was intentionally developed around the PULs and is used to evaluate the extent to which students have mastered the PULs. Each student prepares two portfolios (one formal and one presentation portfolio). The formal portfolio includes 21 individual entries. Each entry must include an explanation statement, reflective statement, and a competence

statement. He described reflection, a personal exploration of change over time, as the "hard part." The presentation portfolio is directed toward employment, graduate school application, and personal reflection. Results of assessment suggest that students enjoy the process and rise to the challenge. Students reported that it was the first time they had looked closely at their education. The process also helped instructors become better teachers/advisors. Cook shared positive feedback from Betty Jones who served as an outside evaluator for the program.

M. Hansen asked about the types of exhibits submitted to meet competence in each category and Cook described various entries including papers, assignments from previous classes, and work experiences. C. McDaniel asked what framework or rubric was used to ensure that students stay on task. A Helman noted that the class was not a requirement for graduation. Cook identified multiple resources to assist students at they develop the portfolio. These include peer review, faculty review, and consistent feedback on the elements of the portfolio.

McDaniel followed up with a question about relying on written work as the sole means to demonstrate competence. Cook responded that they have focused on written work, but could envision using other mechanisms with more time and support. McDaniel cited the limitation of using only written exhibits. Hamilton pointed out that national portfolio models have generally relied on written artifacts, but noted that ePort has capacity to incorporate much more.

PULs and General Education Update- Betty Jones
Betty Jones indicated that the next vote on the PULs in Faculty Council was postponed and the issue is on the agenda for the March meeting. She stated that some people were still trying to achieve clarity in the language of critical thinking. The debate centers around critical vs. creative thinking. Additionally, within the Society and Culture PUL, there is disagreement about the "d" word: Diversity. Jones has tried to get health and wellness embedded in the Values and Ethics PUL, but does not seem confident it will appear. Finally, one section regarding implementation, assessment, and responsibility was sent back to the Faculty Council Executive Committee, where it has become a "back burner issue."

Jones went on to describe the core curriculum update. President Herbert has used the phrase "core curriculum." The University Faculty Council (UFC) has not decided how to respond. UFC members voted on new IU system-wide admissions criteria. It was suggested that the campus policies follow Indiana Code. She ended by mentioning that IUPUI has an admission policy that has been approved by the Indianapolis Faculty Council.

New Business/Announcements

S. Kahn announced a meeting of the Subcommittee on Performance Indicators in the coming month. The 2005 IUPUI Performance Report is at the printer. She also noted that a week from Monday, students will receive an email message inviting them to

participate in the National Survey of Student Engagement (NSSE). T. Banta stated that she is in the process of drafting a message to the deans asking them to encourage students in the schools to participate. Students will be offered an opportunity to enter a drawing to win an IPod Shuffle or $100 credit on their Jagtags.

D. Appleby gave heartfelt thanks for PRAC support of the psychology students who presented at the previous PRAC meeting. One of the students indicated that presenting at PRAC was the highlight of her IUPUI experience. T. Banta thanked PRAC members for taking the time to visit with IMIR candidates. She asked for volunteers to attend William Knight's 11:15 a.m. presentation the next day. Banta also indicated that she will send information to programs/departments requesting that they complete by May 15 two assessment reports—one for the Indiana Commission on Higher Education and the traditional one for IUPUI—both of which will be posted on the PRAC website.

K. Johnson reported on the proposed unit visits. She sent out email explaining the rationale for the meetings and asked PRAC members to let her know if their units would like to host a visit by Johnson and J. Smith.

Meeting adjourned at 2:55 p.m.