Program Review and Assessment Committee
November 11, 2011
Minutes

Present: K. Alfrey (Chair), P. Altenburger, S. Baker, T. Banta, R. Bentley, M.J. Brown, M. Ferguson, M. Hansen, B. Hayes, S. Kahn, J. Lee, T. Lipinski, H. Mzumara, G. Pike, J. Plaskoff, C.K. Smith, A. Teemant, K. Wendeln, K. Wills, W. Worley, M. Yard

Guests: Chris Foley, Johnny Russell and John Newby

1. **October Meeting Minutes:** accepted as circulated.

2. **Updates:**

    - T. Banta announced that drafts of three of the chapters of IUPUI's accreditation self-study have been completed and sent to the relevant committees for review. Drafts will be reviewed in December and revised in January and February. Everyone on campus will have the opportunity to read the drafts, beginning in late February. Town Hall meetings will be held in late February and March to solicit suggestions for improvement, additional information, and helpful examples. The final self-study will be sent to the Higher Learning Commission in early May.
    - Banta noted that she plans to share G. Pike's next "Assessment Measures" column for *Assessment Update* with the PRAC membership. The column responds to articles in the recent issue of *The Review of Higher* Education, which questions the accuracy and validity of the NSSE and CCSSE family of surveys of student engagement in college. Pike explained the current controversy about the use of survey research to guide higher education practice and noted that questions about behavior that has occurred during the recent past and questions that use vague quantifiers (e.g. often, seldom) tend to yield the most accurate responses from students.
    - K. Alfrey thanked members for submitting their annual reports. Most units have now submitted their reports and will thus be included in the upcoming review of PRAC reports by the PRAC Report Review Subcommittee, which will meet next week to begin this year's process.

3. **Review and feedback on glossary of assessment terms**

    - The Advanced Practice Subcommittee has developed a glossary of assessment terms to encourage clearer discussion of assessment across the IUPUI campus. M. Hansen explained that the document is not intended to be exhaustive and that committee members sought to focus on the most frequently used terms in the assessment literature. The definitions are drawn from highly regarded assessment researchers and practitioners. The committee plans to put the document online in HTML format. Hansen emphasized that the document is a first draft and invited PRAC members to provide feedback.
    - The ensuing discussion focused on the best way for PRAC members to comment on the document (perhaps through a wiki) and on reasons for variations in definitions of any given term among disciplines and contexts.

- Alfrey thanked the Advanced Practice Subcommittee for the extensive work that went into the glossary, commented that it represents a great starting point, and re-emphasized that it is a work in progress.

4. **Panel on dual and articulated credit (C. Foley, J. Newby, J. Russell, C.K. Smith)**

- C.K. Smith and John Newby of Ivy Tech provided a PowerPoint presentation on dual credit, which has seen expansive growth in recent years. Dual credit courses are offered in a variety of ways.   At Ivy Tech they are taught largely by high school faculty members and are intended to encourage students to aspire to college, to introduce students to expectations for college-level work, and to facilitate relationships between high schools and post-secondary institutions. Ivy Tech offers the majority of dual credit in Indiana and, since Ivy Tech's mission changed to include general education, most of the program growth is taking place in general education enrollments.

- Chris Foley, IUPUI Director of Undergraduate Admissions, discussed his office's perspective on dual credit. Students who take a few dual credit courses tend to do well when they become IUPUI students, but those who exceed 26 credit hours and expect to enter above the freshman level are frequently not prepared for more advanced coursework. The fact that they do not participate in learning communities or other early support programs may further disadvantage them. To meet the requirements of their major, they may need to take more than the number of credits "required" for graduation, which raises financial aid issues. More informed high school advising is needed to enable students to avoid the potential pitfalls of too much dual credit.

- Johnny Russell discussed IUPUI's SPAN (Special Program for Academic Nurturing) Program, which is a national model for early college entrance. SPAN provides an immersion experience with actual college courses, which about 300 talented high school students take at IUPUI each year. It is not intended to replace high school courses, but rather to enrich the high school experience. Students have full access to IUPUI student services and pay regular IUPUI tuition and fees. Most SPAN students do not choose to continue their college studies at IUPUI, but instead select other institutions. The program has had 100 percent success in transferring credits to state, private, and parochial institutions since the initiative began in 1984.

5. **Call for nominations and volunteers for PRAC Vice Chair**

- Alfrey invited nominations and self-nominations for the position of Vice Chair of PRAC, to begin in January 2012. She recommended the position for any members interested in gaining a broader perspective on assessment at IUPUI. Anyone on the committee can submit a nomination to Alfrey, M. Yard, or Banta.

6. **Adjournment**

- The meeting adjourned at 4:05 p.m.