

## **Program Review and Assessment Committee**

**October Meeting: Thursday, October 15, 1:30-3:00pm, CE 305  
Minutes**

**Present:** K. Alfrey, P. Altenburger, S. Baker, T. Banta, K. Black, L. Bozeman, T. Freeman, S. Graunke, T. Hahn, M. Hansen, S. Hendricks, S. Hundley, D. Jerolimov, C. Kacius, S. Kahn, J. Lee, S. Lowe, S. Lupton, A. Mitchell, H. Mzumara, C. Nielsen, A. Opsahl, M. Pistilli, L. Ruch, M. Rust, C. Schuck, S. Scott, M. Urtel, S. Weeden, Z. Wood, W. Worley

**Guest:** Regan Furqueron

1. Welcome and Review/Approval of Minutes – Stephen Hundley

Minutes approved as submitted.

2. Program Review Panel Presentation and Discussion – Karen Black, Wanda Worley, Reagan Furqueron, and Matthew Pistilli

K. Black reviewed the history and purposes of program review at IUPUI. All programs are reviewed on a schedule rather than when need arises, because the purpose is for ongoing improvement. Program review is distinct from accreditation reviews, because its purpose is different, but it can support accreditation by helping to prepare or to delve into question that arose during an accreditation review. Multiple self-study formats address differing needs, though the process typically entails a 2½-day visit by a review team, a written report, and follow-up discussions.

Topics discussed included:

- a. Methods and motives for approaching the self-study, with the examples of analyzing the implementation of best practices, broadening the discussion to facilitate curricular change, and the use of internal surveys of faculty and staff to recognize impressions within the school. Review teams have included representatives from programs they admire. Finding local community reviewers with appropriate expertise but without potential conflicts of interest can be challenging.
- b. Kinds of data and how they were useful. Panelists wished for more objective student evaluations, since the students who spoke to the review team were overwhelmingly positive. Demographic data was somewhat helpful for knowing the student body, but less helpful for change. Both direct and indirect assessment data are desirable. Starting early allows for better data collection and analysis.
- c. How findings have been used. Some small curricular changes were made quickly, and in other cases longer discussions were needed before implementation. Some programs took

every recommendation from the team and began to implement them. One program recognized the need for greater communication with the rest of campus.

See <http://Planning.iupui.edu> for more information and sample self-studies.

3. Pilot Project on Assessment Using VALUE Rubrics Presentation and Discussion – Sarah Baker and Angela Sisson

Participants attended the national AAC&U meeting prior to beginning this pilot. They looked at 3 areas: Quantitative Reasoning, Critical Thinking, and Written Communication. Rating was performed on campus through Taskstream. Samples came from Psychology and Communication Studies because those faculty were already invested in the project. They evaluated a stratified random sample of final reflection papers from advanced Psychology sections, using the Critical Thinking VALUE rubric. They used a stratified random sampling of Final Persuasive Speech assignments from R110 and the Oral Communication VALUE rubric. Confidentiality and FERPA were observed. The importance of the norming process for achieving a good level of agreement between evaluators was demonstrated. Findings have been shared with faculty leaders for courses sampled, and those faculty have identified areas for curricular improvement.

Next steps: Use this process to review effectiveness of General Education courses on cyclical review schedule.

Action taken: Endorsed by majority, two requested more time to consider.

4. Promising Practices in Assessment Showcase – Peter Altenburger

“Complex Case Assessment as an Evaluative Tool for Curricular Review”

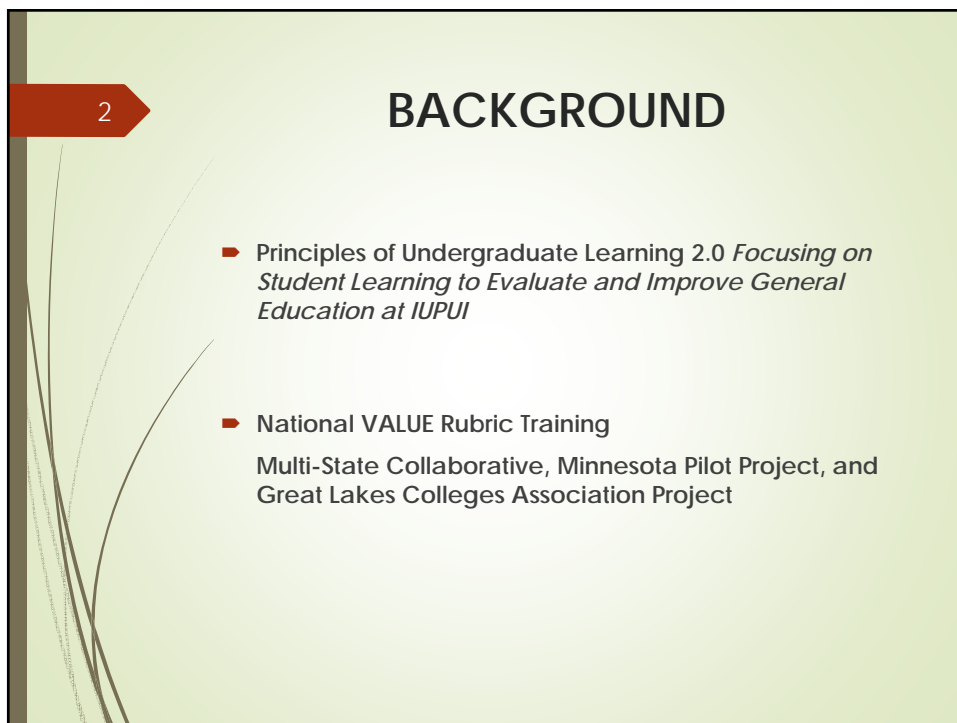
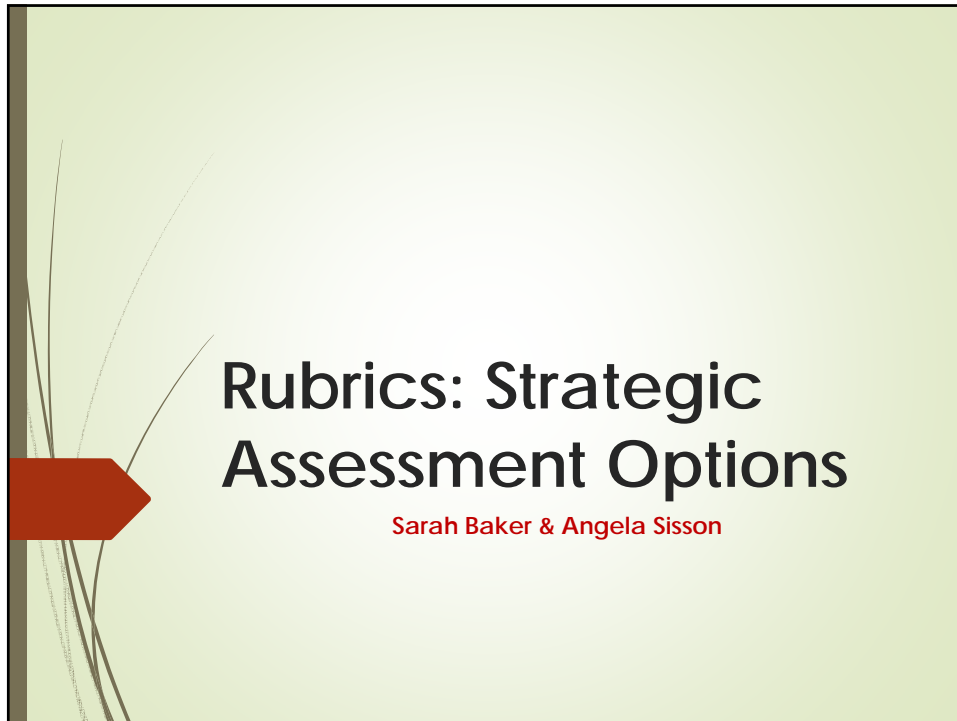
Demonstrated the use of Integrated Longitudinal Case-Based Learning in the Physical Therapy curriculum. Two fictive families provide complex individuals whose situations progress over time for case studies integrated throughout the curriculum. This has been used successfully to evaluate student learning, as presented to PRAC previously. The newest phase reconsiders the same results for program assessment and curricular adjustment. An example of findings: Students were replicating what is currently done in the profession, not what is becoming the best practice for the future. Thus, they now emphasize in curriculum the students’ roles as the agents of change for the evolution of the profession.

Powerpoint file attached.

5. Announcements – Stephen Hundley

Announced the LEAP Indiana conference February 26, 2016 and call for proposals.

6. Adjourned.





IUPUI

**Principles of Undergraduate Learning 2.0**  
***Focusing on Student Learning to Evaluate***  
***and Improve General Education at IUPUI***

AAC&U Summer Institute Action Plan: General Education  
and Assessment

Wanda Worley, Kristy Sheeler, Bill Orme, Bethany Neal-  
Beliveau, Melissa Lavitt, & Kathy Johnson




Burlington, VT, Summer 2014

## Objectives

- Articulate a plan to enhance student learning
- Re-energize faculty leadership around PULs
- Conceptualize flexible means of gathering evidence of student learning
- Clarify
  - how PRAC, IFC Academic Affairs Committee, and Undergraduate Affairs Committee can support the work

## Next Steps - PULs 2.0 (cont)

7. Options for assessing student learning
  - Department develops/uses own rubrics
  - Department uses VALUE rubrics
  - Department shares sampling of artifacts with Learning Enhancement and Assessment Fellows (LEAFs), who are trained in reliable/valid use of VALUE rubrics
8. Select and Train LEAFs 
9. Clarify roles of IFC, UAC, PRAC, and CTL in these efforts

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## AAC&U National VALUE Rubric Training

- ▀ Accountability of Higher Education
- ▀ Call for comparisons of student performance
- ▀ National test (single score) alternative
  - ▀ Student demonstration of learning through authentic work produced in curriculum
  - ▀ Shared set of expectations for learning
  - ▀ Aggregated for programmatic evaluation
  - ▀ Sampled for institutional reporting
  - ▀ Nationally shared set of broad expectations for learning

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## AAC&U National VALUE Rubric Training

- Build state and institutional capacity for faculty to serve as trainers—lead and guide faculty in scoring sessions
- Work toward agreement across raters on interpretation and application of rubric to student work products

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## VALUE Rubrics

- Valid Assessment of Learning in Undergraduate Education (VALUE)
- VALUE rubrics are conceived as broad, generic, institutional-level rubrics
- VALUE rubrics contribute to national dialogue on assessment of college student learning

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NATIONAL VALUE RUBRIC TRAINING MULTI-STATE COLLABORATIVE,  
MINNESOTA PILOT PROJECT, AND GREAT LAKES  
COLLEGES ASSOCIATION PROJECT  
KANSAS CITY, MO  
FEBRUARY 18-19, 2015

- Review calibration procedures and materials
  - Contract and confidentiality agreement
  - Process for calibration
  - Review Ground Rules
- Critical Thinking
- Quantitative Literacy
- Written Communication
  
- Discussion of Assigned Rubric
  - Score Work Samples #1, # 2, # 3

*14 IU faculty trained*

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## AAC&U National VALUE Rubric Training

- Project scorers read and scored 75-80 student work products
  - Without preference for, interest in, bias towards, or agreement or disagreement with either topic or subject a student pursues or the length of the work
  - Automated queuing of samples; system kept ratings for most efficient transition by raters-but was not without its hitches and delays  
(Taskstream)

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16 VALUE Rubrics (<https://www.aacu.org/value-rubrics>)

**Intellectual and Practical Skills**  
[Inquiry and analysis](#)  
[Critical thinking](#)  
[Creative thinking](#)  
[Written communication](#)  
[Oral communication](#)  
[Reading](#)  
[Quantitative literacy](#)  
[Information literacy](#)  
[Teamwork](#)  
[Problem solving](#)

**Personal and Social Responsibility**  
[Civic engagement—local and global](#)  
[Intercultural knowledge and competence](#)  
[Ethical reasoning](#)  
[Foundations and skills for lifelong learning](#)  
[Global learning](#)

**Integrative and Applied Learning**  
[Integrative learning](#)

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**“ THE IUPUI PILOT ”**

- ▶ Pilot a new alternative for assessing student learning—authentic student work
- ▶ VALUE Rubrics
- ▶ Faculty raters selected from trained VALUE rubric national project



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## "THE IUPUI PILOT"

- ▶ **B110 – Sarah Baker, University College**
    - Final Reflection Paper
    - Fall 2014
    - Stratified random sampling from Psy sections
    - Critical Thinking VALUE rubric
  - ▶ **R110 – Angela Sisson, SLA-Communication Studies**
    - Final persuasive speech (recorded classroom deliveries)
    - Spring 2015
    - Stratified random sampling from speech sections
    - Oral Communication VALUE rubric
- NOTE:**
- Samples reflect demographics of IUPUI undergraduates (age, race/ethnicity ... of students enrolled in courses)
  - Random samples from IRDS

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## "THE IUPUI PILOT"

- ▶ **Permission obtained from faculty of record in the random sections identified**
- ▶ **Faculty raters signed VALUE Project Scorer Contract and Confidentiality Agreement**
  - Included FERPA Confirmation Number

## PSYCHOLOGY SAMPLES

### CRITICAL THINKING VALUE RUBRIC

*For more information, please contact value@aaaac.edu*

**Definition**  
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmarks full and best performance.*

	4	3	2	1
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, obtaining all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and defined so that understanding is not severely impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some to be redefined, ambiguous, unspecified, boundless, undetermined, and/or background-oriented.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Involving and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Perspectives of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Perspectives of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Perspectives of experts are taken as merely fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Perspectives of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be aware of other assumptions that serve own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Reader's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is transparent, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Other points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Other points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect reader's informed evaluation and ability to place evidence and perspective discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints, related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information. Relevant information is chosen to fit the desired conclusion; some related outcomes (consequences and implications) are identified clearly.	Conclusion is incrementally tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

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## PROCESS B 110

- B110 (Baker)
  - Sample—147 provided by Dr. Herold (6 sections)
  - Two teams (A & B), 4 raters with 2 per team
  - Part 1—began with 5 student artifacts per team (10)
    - Emailed student artifacts, Critical Thinking VALUE Rubric, and Excel sheet to record ratings
    - Evaluation of responses
    - Norming process
  - Part 2—remaining student artifacts (A-69 & B-68)
    - Flash drive with student samples, Critical Thinking VALUE Rubric, and Excel sheet to record ratings

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Student #	EXPLANATION OF ISSUES	EVIDENCE	INFLUENCE OF CONTEXT AND ASSUMPTIONS	STUDENT'S POSITION (PERSPECTIVE, THESIS, HYPOTHESIS)	CONCLUSIONS AND RELATED OUTCOMES (IMPLICATIONS AND CONSEQUENCES)
1	4	2	3	3	2
2	1	1	2	3	2
3	3	2	2	2	2
4	3	3	3	2	3
5	3	3	2	2	3

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## B 110 ANALYSIS

- Evidence of student learning in B110
- Breadth of student behaviors
- Faculty commitment to connect sections for final reflection paper
- Excel>>>> SPSS file

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## B 110 ANALYSIS

- ▶ *Difference Scores--% of ratings either same or +/- 1*
- ▶ **EXPLANATION OF ISSUES**
  - ▶ A = 82.3%                      B = 98.5%
- ▶ **EVIDENCE**
  - ▶ A = 75%                              B = 100%
- ▶ **INFLUENCE OF CONTEXT AND ASSUMPTIONS**
  - ▶ A = 67.6%                      B = 97%
- ▶ **STUDENT'S POSITION (PERSPECTIVE, THESIS, HYPOTHESIS)**
  - ▶ A = 72%                              B = 100%
- ▶ **CONCLUSIONS AND RELATED OUTCOMES (IMPLICATIONS AND CONSEQUENCES)**
  - ▶ A = 77.9%                      B = 100%

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## B 110 LIMITATIONS

- ▶ Inadequate time for norming process (summer)
- ▶ One of four raters had prior experience with critical thinking VALUE rubric (others...written communication and quantitative literacy).....more training on critical thinking VALUE rubric
- ▶ Time not set aside to complete ratings
- ▶ Was critical thinking VALUE rubric best fit for B 110 final *reflection papers* which had prescribed parameters.....
  - ▶ Is there potential for student to not take this final reflection seriously if already as an "A"

## COMMUNICATION STUDIES SAMPLES

**ORAL COMMUNICATION VALUE RUBRIC**  
For more information, please contact rubric@aacu.org

**Definition**  
 Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.  
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all six) level performance.

	4 <b>Capstone</b>	3 <b>Milestones</b>	2	1 <b>Benchmark</b>
<b>Organization</b>	Organizational pattern specific introduction and conclusion, sequenced material within the body, and transitions is clearly and consistently observable and is skilful and makes the course of the presentation cohesive.	Organizational pattern specific introduction and conclusion, sequenced material within the body, and transitions is clearly and consistently observable within the presentation.	Organizational pattern specific introduction and conclusion, sequenced material within the body, and transitions is intermittently observable within the presentation.	Organizational pattern specific introduction and conclusion, sequenced material within the body, and transitions is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## PROCESS R 110

- R110 (Sisson – co-director for R110)
  - Sample—201 provided by five instructors\*
  - Two teams (A & B), 4 raters with 2 per team
  - **Part 1—meeting and norming**
    - Connect meeting (distances bridged)
    - Assigned examples to view and rate (not from sample) with instructions and reminders
    - After this, replaced one team member due to over commitment: brought in one non-AAC&U-trained rater and worked to bring her up to speed – then had all go through another short review of examples
  - **Part 2—remaining student artifacts (A-72 & B-73)**
    - Access plan created (ferreting sample locations)
    - “Technical complications” (ECHO, Canvas, etc.)

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Student #	ORGANIZATION	LANGUAGE	DELIVERY	SUPPORTING MATERIAL	CENTRAL MESSAGE
1	4	2	3	3	2
2	1	1	2	3	2
3	3	2	2	2	2
4	3	3	3	2	3
5	3	3	2	2	3

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## R 110 ANALYSIS

- Evidence of student learning in R110
- Breadth of facets involved in oral communication
- Faculty commitment to spectrum of skills
- Excel>>>> SPSS file

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## R110 ANALYSIS

- *Difference Scores--% of ratings either same or +/- 1*
  - **ORGANIZATION**
    - A = 95.8%      B = 100.0%
  - **LANGUAGE**
    - A = 94.4%      B = 100.0%
  - **DELIVERY**
    - A = 94.4%      B = 100.0%
  - **SUPPORTING MATERIAL**
    - A = 93.1%      B = 97.3%
  - **CENTRAL MESSAGE**
    - A = 95.8%      B = 100.0%

## R 110 ANALYSIS (cont.)

- *Simple statistics provided our biggest trends*
  - **LANGUAGE** and **DELIVERY** received slightly lower ratings than other categories
  - **CENTRAL MESSAGE** received strongest ratings among both groups' categorical ratings
  - Strategically, we learned that raters seemed to have less continuity and agreement with **SUPPORTING MATERIALS**
  - The most significant factor in ratings seems to be rater variability – which should not be unexpected due to sample variability

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## R 110 LIMITATIONS

- Inadequate time for norming process (summer)
- Three raters had prior experience with AAC&U VALUE rubric, but one person was new ... NO ONE had previously used the Oral Communication rubric ...more training on Oral Communication VALUE rubric
- Time not set aside to complete ratings
- Technology – the layers of complications here are deep and time-consuming; in some cases, instructing instructors will help; in many others, planning for UITS-related delays may be necessary

## R 110 TAKE-AWAYS

- *Aid students with attention to LANGUAGE, DELIVERY and variability in populace*
- *Aid instructors in their efforts with tools – including those for norming and addressing a broad populace*



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## IUPUI PILOT EXPERIENCE

- Shared with B110 and R110 leadership
- Have identified areas of curricular improvement

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## IUPUI NEXT STEPS

- Determine if utilization of VALUE rubrics is IUPUI direction
- IF so....
  - What is role of:
    - IFC -----?? endorsement
    - UAC-----??? acceptance/part of evidence for continuation of general education course approval
    - PRAC---??? facilitate training and PD of raters
    - CTL-----??? facilitate training and PD of raters

# QUESTIONS

