**Program Review and Assessment Committee**

**April Meeting 2017:  Thursday, April 6, 1:30-3:00 pm, AD 1006**

Attending: K. Alfrey, P. Altenburger, J. Barbee, K. Black, S. Boyne, L. Bozeman, F. Cafaro, J. DeFazio, T. Freeman, J. Gladden, S. Graunke, E. Grommon, T. Hahn, M. Hansen, M. Huffman, S. Hundley, C. Kacius, S. Kahn, J. King, J. Lee, X. Liu, D. Malik, A. Mitchell, H. Mzumara, K. Norris, I. Queiro-Tajalli, E. Ramos, M. Rust, S. Scott, K. Sheeler, M. Urtel, S. Weeden.

Guests: Cheryl Warner and Darrin Carr, IUPU Columbus; Mark Volpatti, Interim Associate Vice Chancellor for Auxiliary Services

---

1. Welcome and Review/Approval of Minutes (5 minutes)
    a. Meeting called to order 1:31 pm.
    b. Motion to approve minutes passed


2. PRAC Report — Cheryl Warner and Darrin Carr, Mental Health Counseling Program, IUPU Columbus   (15 minutes)
    a. Aspired to create a developmental trajectory of their students' learning.
    b. Out of six assessment development benchmarks, #1 Pre-admissions and #4 clinical field experiences are most challenging to assess.
    c. Between 2012-2016, 44 students admitted and 15 graduated.
    d. Project reviewed 34 admissions essays and 272 evaluations from field experiences.
    e. Focused on two competencies: profession of mental health counseling and clinical skills and processes.
    f. Changes based on evaluation: essay scores validated as viable measure for first competency; site supervisors provided with better instruction on how to evaluate students.
    g. See presentation for more details.


3. IRDS Presentation: The Heighten Project —  Steve Graunke, IRDS; Tom Hahn, Center for Service and Learning; and Howard Mzumara, Testing Center   (30 minutes)
    a. Presented assessment instruments for specific constructs of civic competency and intercultural competency and diversity.
    b. Civic Competency & Engagement: The Civic-Minded Graduate Scale is normally used for this competency, but this Heighten testing goes further by enabling users to demonstrate responses to situations.

c. Existing assessments inform design of Heighten instrument.
d. Asks students to complete several tasks including: analyze documents, draw conclusions, and check facts.
e. Intercultural Competency and Diversity assessment exceeds others, which are based on self-report and not very rigorous.
f. Pilot testing occurred in January and February 2017 with random sample of 3,000 IUPUI undergraduates and 101 students completed the pilot tests; data reports will not be provided at this time because of validity and reliability testing.
g. Field-testing will occur again in September 2017 and will result in reporting on IUPUI's students.
h. See presentation for more details and the following link for a related resource provided by Kristin Norris: https://medium.com/generation-citizen/mapping-the-civic-education-policy-landscape-9e5766692efe

4. Higher Learning Commission Year Four Assurance Argument — Susan Kahn, Office of Institutional Effectiveness; Susan Scott, Office of Institutional Effectiveness; Stephen Hundley, Planning and Institutional Improvement; Karen Black, Planning and Institutional Improvement; and Mark Volpatti, Interim Associate Vice Chancellor for Auxiliary Services    (20 minutes)
   a. IUPUI is regionally accredited on a 10-year cycle of reaffirmation of accreditation with the next one in 2022.
   b. Federal government and accreditors have implemented a Year 4 Assurance, a "desk audit" that provides institutional response to five criteria.
   c. Karen Black (Criterion #1): Mission needs to be articulated publicly, commitment to diversity and the public good must be recognized; Mission statement will be used as one piece of evidence along with diversity statement, strategic plan, and community engagement artifacts.
   d. Mark Volpatti (Criterion #2): Integrity, Ethical and Responsible Conduct; Response will include board by-laws, human resource policies, and academic policies.
   e. Susan Kahn (Criterion #3): Inputs into Teaching and Learning
      a. Federal Government has put pressure on regional accreditors over past 16 years; new criteria since 2012 and more criteria to be developed during next reaffirmation cycle in 2022.
      b. HLC has assigned IUPUI to its "Open Pathway," which involves less monitoring than other pathways.
      c. Responding to third criteria will include standards for degree programs, faculty qualifications, student support services, and co-curricular programming.
   f. Susan Scott (Criterion #4): Outputs of Teaching and Learning; includes evaluation and improvement; ensures processes for assessment are sound and continuously used to improve student learning; PRAC reports will be part of the evidence provided.

g. Stephen Hundley (Criterion #5): Resources, Planning and Institutional Effectiveness; response will include faculty and staff qualifications; systems and processes for faculty and staff governance; planning, budgeting, improvement processes; Evidence provided will include committee reports, plans, minutes from meetings.
h. Quality Initiative Project is an opportunity for campus to develop a 2-3 year project to help develop IUPUI;
i. Will be submitted August 7, 2017

5. General Education Core Review — Jay Gladden, Associate Vice-Chancellor for Undergraduate Education and Dean of University College, and Kate Thedwall, University College and School of Liberal Arts (15 minutes)
    a. Acknowledged Stephen Hundley, David Malik, Kate Thedwell, Michelle Hansen and Terri Tarr for developing this process to review 298 general education courses over next 5 years.
    b. Undergraduate Affairs Committee (UAC) will manage process and review; purpose is to ensure quality and fidelity of courses
    c. Focus is not punitive, but on quality assurance and improvement.
    d. Course portfolio requirements were approved by the UAC.
    e. Workshops have been provided by CTL for units.
    f. Pilots implemented this spring and will enable process adjustments before the reviews begin in the fall.
    g. 30 courses will be reviewed per semester to be completed prior to next visit of Higher Education Commission.
    h. UAC issued 1-year moratorium on new general education courses.
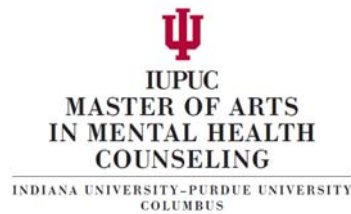
6. Adjournment
    a. Meeting adjourned at 3:00 pm

Future PRAC Meeting Dates:

Thursday, May 11 from 1:30 to 3:00 p.m. in University Hall (AD) 1006

# Final Report for PRAC Grant

*Developing a comprehensive assessment system*
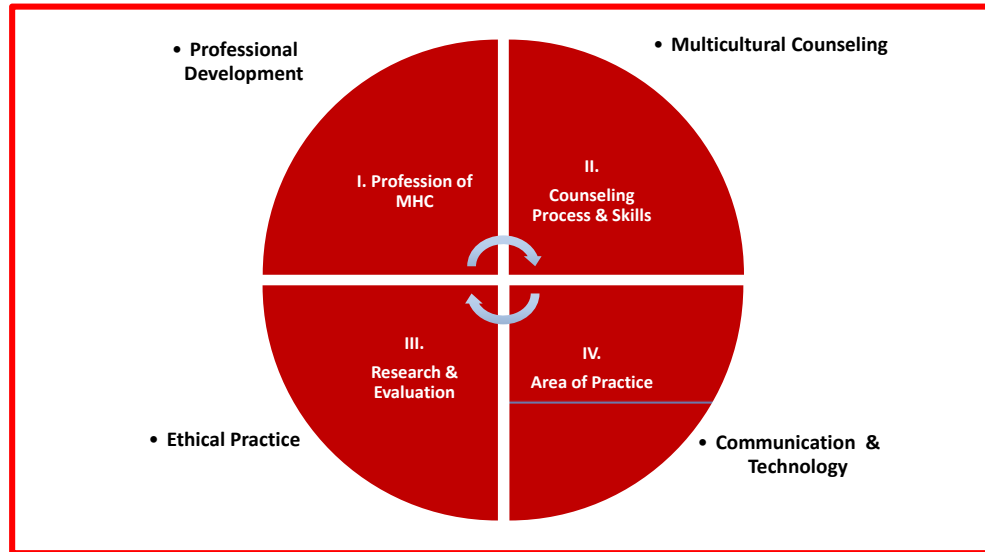*for a new graduate program in mental health counseling*

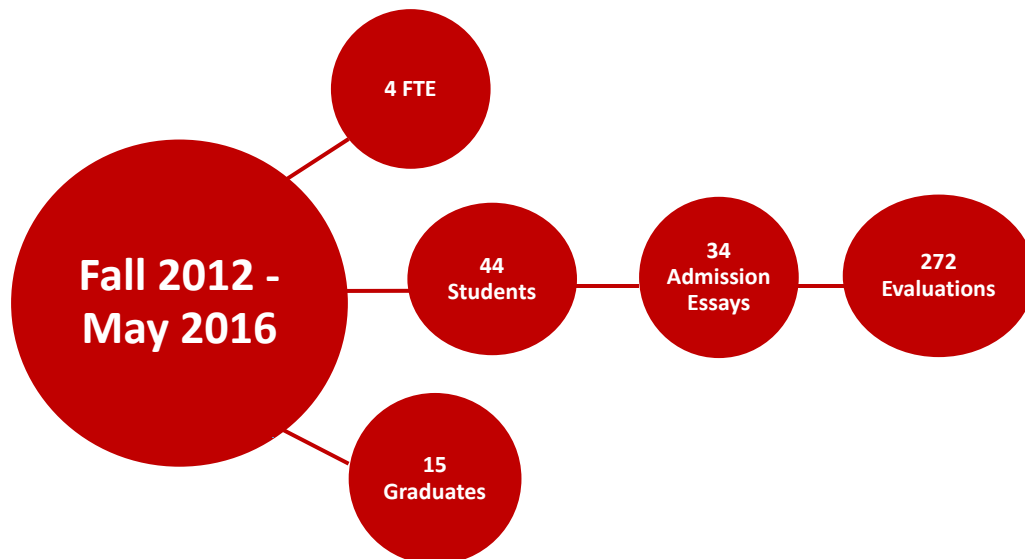Cheryl B. Warner, PhD
& Darrin L. Carr, PhD

**IUPUC**
**MASTER OF ARTS**
**IN MENTAL HEALTH**
**COUNSELING**
INDIANA UNIVERSITY–PURDUE UNIVERSITY
COLUMBUS

---

# Assessment Development Benchmarks

**1.** Pre-Admission

**2.** Pre-Clinical Courses (15 credits)

**3.** Content Courses (33 credits)

**4.** Clinical Field Experiences (12 credits)

**5.** Comprehensive Exams

**6.** Post-Grad National Exams

# Professional Competencies

- **Professional Development**
- **Multicultural Counseling**

**I. Profession of MHC**

**II. Counseling Process & Skills**

**III. Research & Evaluation**

**IV. Area of Practice**

- **Ethical Practice**
- **Communication & Technology**

# Grant Timeline & Stats

**4 FTE**

**Fall 2012 – May 2016**

**44 Students**

**34 Admission Essays**

**272 Evaluations**

**15 Graduates**

# IUPUC MHC PRAC Grant

Targeted 2 competencies *profession of mental health counseling* and *clinical skills & processes* using the following artifacts:

1. Admission application essay 2

2. Site Evaluations (by students)

3. Site Supervisor Evaluation (by students)

4. Practicum Mid-Semester & Final Evaluations (by univ faculty)

5. Internship Mid-Semester & Final Evaluations (by site supervisors)

6. Adv. Internship Mid-Semester & Final Evaluation (by site supervisors)

# Analysis of Admission Essays

- Competency: *Profession of Mental Health Counseling*
  - Criterion Description: *The demonstration of identification, knowledge and skills specific to the counseling specialization of mental health counseling. Mental health counseling professionals a) posses in-depth understanding of the etiology, classification, treatment, and prevention of broad range of mental and emotional disorders and b) provide appropriate and effective services to diverse client populations in a variety of community settings.*

- Essay Question:
  - *Identify the mental health concerns or challenges affecting your community. Discuss how you, as a mental health counselor, will assist your community in addressing these challenges.* (500 words limit)

# Results

| Rating Scores | Rater 1 | Rater 2 |
|---|---|---|
| High | 7 (21%) | 16 (47%) |
| Low | 27 (79%) | 18 (52%) |

- Raters scores were significantly different from each other.
- Rater 1:
  - More critical of the quality of the essays:
    - 79% as "needs improvement" or "undeveloped"
  - More variation within the sample
- Rater 2:
  - Viewed essays more favorable
  - Scores were equivalent within the sample

# Raters' Comments

| Scores | Rater 1 | Rater 2 |
|---|---|---|
| Exemplary | *Well-developed statement of needs for specific populations along with excellent description of helping behaviors and outreach efforts.* | *Applicant identifies a broad range of Mental Health (MH) issues, focused on integrated/holistic treatment, and recognizes the value of coordinate of care.* |
| Proficient | *Identify issues of anxiety and depression, using substances to self-medicate; identified specific strategies to assist community.* | No comment |
| Needs Improvement | *Discussed substance abuse and its consequences; stated the desire to help others cope. No specific strategies.* | *Applicant awareness of how to help must be developed beyond the role of advocacy.* |
| Undeveloped | *Provided a brief summary of personal experience. Issues not developed.* | *Applicant addressed stigma and availability of MH services, but did not identify specific MH needs.* |

# IUPUC MHC PRAC Grant

*Clinical Skills & Processes* (Practicum → Internship 1 → Internship 2 → Advanced Internship)

- each student, each semester yields 4 evals (site, site supervisor, student [midterm & final])
- 87% site as excellent or above avg (n = 75)
- 83% supervision as excellent or above avg (instrument was reliable scale)  (n = 58)
- statistically* & practically sig change (.10 < $\eta^2$ < .17) on *practicum* student midterm to final evals (n = 40)
- statistically* & practically sig change (. 02 < $\eta^2$ < .04) on *intern* student midterm to final evals (n = 99)
- no statistically sig change between midterm and final evals for *adv internship* students
- statistically** & pract sig (.43 < *d* < .60) increases in overall M as students move practicum thru internship 2

*p < .05, ** p < .01

# IUPUC MHC PRAC Grant

## Conclusion

Findings inform the MHC program but some changes needed, including:

- Essays scores are a viable baseline measure for the profession of mental health competency
- Likert scale response anchors and measures to insure a more accurate developmental interpretation of student progress
- Providing site supervisors with better instruction on how to evaluate students

This project:

- Evaluated artifacts for 2 of 8 program competencies at 2 target points of students' development
- Started a continuous evaluation process of a comprehensive developmental assessment system to improve student learning and outcomes.

# HEIghten Pilot and Field Tests at IUPUI

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

# Background

# Civic Competency & Engagement

8

---

## Civic Competency and Engagement

- A public good and a private good
- Seen as a component of high quality education
  - —Civic and political initiatives in political science
  - —"Public" or "engaged" sociology and anthropology
  - —"The civic-minded graduate" applying disciplinary knowledge from the humanities and sciences
  - — Community involvement through service learning
- Links educational institutions with the community and the nation
- Increasingly valued in the workplace
- Contributes to young adults' development

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

## Civic Competency and Engagement: Influential Frameworks

- AAC&U
- AASCU American Democracy Project
- Bringing Theory to Practice
- CIRCLE (Center for Research and Information on Civic Learning and Engagement)
- Lumina's Degree Qualifications Profile
- Indiana University-Purdue University Indianapolis Center for Service and Learning
- Political Engagement Project (PEP)

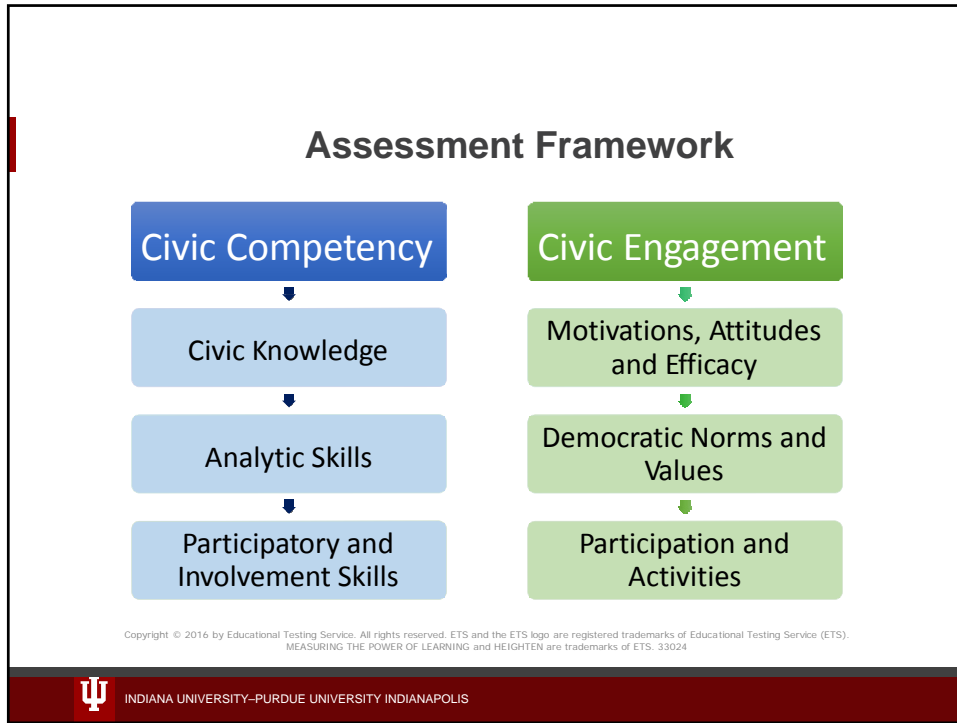INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

## Civic Competency and Engagement: Existing Assessments

- AAC&U's VALUE Rubric
- Intercollegiate Studies Institute's Civic Literacy Exam
- International association for the Evaluation of Educational Achievement (IEA) Civic Education Study
- International Civics and Citizenship Education Study
- IUPUI Measure of the Civic-Minded Graduate
- NAEP Civics
- NSSE Topical Module – Civic Engagement
- Political Engagement Project Survey
- U.S. Naturalization Exam

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

## Assessment Framework

**Civic Competency**

- Civic Knowledge
- Analytic Skills
- Participatory and Involvement Skills

**Civic Engagement**

- Motivations, Attitudes and Efficacy
- Democratic Norms and Values
- Participation and Activities

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

## Task Types

| Task Type | The examinee |
| --- | --- |
| Analyze a document/argument | Reviews an existing document, argument or graphic before answering a question |
| Draw conclusions | Draws inferences from information provided or extrapolates additional likely consequences |
| Fact checker/recognize bias | Reviews and analyzes facts and opinions, recognizing misleading information and/or bias against certain groups |
| Perspective taking | Role plays, takes perspectives or chooses which response is the best choice for particular participants/stakeholders |

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

# Sample Scenario-Based Item

Questions 1 - 3 refer to the information below.

The Township of Rockford is considering how to use a township-owned vacant lot in the middle of the town. Some residents favor making it into a pocket park, while others would like to see a commercial or professional building there. A public hearing has been scheduled to give residents a chance to discuss the matter.

Resident A: I know that a couple of my neighbors have things to say on the issue, but they will not be able to come to the hearing. Still, we should give them a chance to voice their opinion.

Resident B: This hearing was announced a month ago . . . People who want to be heard will need to make an effort to attend, and if they are not there, it means they don't really care either way.

How likely are you to agree with the sentiment expressed by Resident B?

○ Very unlikely

○ Somewhat unlikely

○ Somewhat likely

○ Very likely

Select your choice.

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

# Intercultural Competency & Diversity

## Notable Quotes

**"Every serious account of the major forces transforming our world today includes the word globalization…..These developments have created a more urgent need than ever before for Americans to development intercultural understanding and an ability to live and work productively and harmoniously with people having very different values, backgrounds, and habits."**

Derek Bok, Harvard President Emeritus (2009)

**"our very survival has never required greater cooperation and understanding among all people from all places than at this moment in history."**

President Barack Obama (2009)

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

---

## New ICD Framework

- ICD is defined as **the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes**

- Propose a framework that builds on a process model of social interaction by splitting cross-cultural interactions into three stages and specifying the skills necessary to support successful performance in each stage

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

## New ICD Framework

### Approach

- Tolerance for Ambiguity
- Positive Cultural Orientation
- Self-Efficacy

### Analyze

- Self-Awareness
- Social Monitoring
- Suspending Judgment/ Perspective Taking
- Cultural Knowledge Application

### Act

- Behavioral Regulation
- Emotional Regulation

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

---

## Example Scenario-Based Item

Mr. Conroy is having a birthday party for his son, Justin, at their house; a few of Justin's friends are coming over. Ms. Regert, the mother of one of the boys, calls Mr. Conroy and tells him that, because of her family's religion, her son Rob is not allowed to play with any military-style toys, such as swords, guns, tanks, etc.

Which of the following actions would **best** demonstrate Mr. Conroy's willingness to adjust party plans to accommodate Ms. Regert's religious convictions?

○ Allowing other boys to play war if they want, but making sure Rob does not participate

○ Telling Rob that he can still play war with the other boys if he uses imaginary weapons

○ Assuring Rob that playing with toy weapons doesn't mean kids really want to hurt each other

○ Coming up with games for the boys that do not involve any representations of violence

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

# Pilot Test – Spring 2017

## Coming Together

## ETS HEIghten Pilot Testing

| Recruitment | Random sample of 3,000 Indianapolis undergraduates |
| --- | --- |
| | "Quick Question" |
| | Schedule a time to complete instrument |
| | $20 Jag Tag gift card |

## ETS HEIghten Pilot Testing

- The **Pilot** test involved **two** assessment modules:
    - o **Civic Competency & Engagement (CCE)**
    - o **Intercultural Competency & Diversity (ICD)**

- Both assessments took place between **January 23 - 27, 2017**
    - o Administered **online** in a **secure** and **proctored environment** at the TC (SL 070 Testing Center facility)
    - o Each test lasted approximately **45 minutes**
    - o Total of **101 students** on campus participated in the **pilot** test
    - o Administered by **trained** and **experienced proctor staff**
- ETS will use pilot test data to **assess effectiveness of test items** (students' score reports are not available to IUPUI)

**ETS HEIghten Pilot Test:
CCE & ICD Cohort Roster Summary**

| Test Module | Not Started | Completed | Total |
|---|---|---|---|
| Civic Competency and Engagement | 1 | 49 | 50 |
| Intercultural Competency and Diversity | 0 | 51 | 51 |
| Total | 1 | 100 | 101 |

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

# Field Test – Spring 2017 and beyond

## Field Test Requirements for
## CCE & ICD Assessments

- **The <u>Field test</u>** will take place between **September 11 - 15, 2017**

- Test a **minimum of 100 students** for each assessment module

- Each test will last approximately **45 minutes**

- Tests will be administered **online** in a **proctored** and **secure environment** (SL 070 Testing Center)

- ETS will provide IUPUI with score reports after completion of the scoring and equating process

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

## ETS HEIghten Field Testing

| Next steps | ETS Internal work | Survey |
| --- | --- | --- |
| | | Revise instrument |
| | Targeting September 11 - 15 | |
| | Data for assessment | Individual scale scores |
| | | Institutional Means |

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

# Question & Answer

## and

## Thank You!

**IUPUI**
FULFILLING *the* PROMISE

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

**Criterion One. Mission**
The institution's mission is clear and articulated publicly; it guides the institution's operations.

*Core Components*
1.A. The institution's mission is broadly understood within the institution and guides its operations.

   1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

   2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

   3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly.

   1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

   2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

   3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.

   1. The institution addresses its role in a multicultural society.

   2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good.

   1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

   2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

   3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

**Criterion Two. Integrity: Ethical and Responsible Conduct**
The institution acts with integrity; its conduct is ethical and responsible.

*Core Components*
2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2. Students are offered guidance in the ethical use of information resources.

3. The institution has and enforces policies on academic honesty and integrity.


**Criterion Three. Teaching and Learning: Quality, Resources, and Support**
The institution provides high quality education, wherever and however its offerings are delivered.

*Core Components*
3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

    1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

    2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

    3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

    4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

    5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

    1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

    2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

    3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

    4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

    5. Instructors are accessible for student inquiry.

    6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

    1. The institution provides student support services suited to the needs of its student populations.

    2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

    3. The institution provides academic advising suited to its programs and the needs of its students.

    4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries,

performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.


**Criterion Four. Teaching and Learning: Evaluation and Improvement**
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

*Core Components*
4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)


**Criterion Five. Resources, Planning, and Institutional Effectiveness**
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

*Core Components*
5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

4. The institution's staff in all areas are appropriately qualified and trained.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Date Submitted: _____

Submitted by:_____

**Course Review for IUPUI General Education Core**

**IUPUI General Education Competency Domain:**

__ Core Communication: Written Communication
__ Core Communication:  Speaking and Listening
__ Analytical Reasoning:  College-Level Math (List A)
__ Analytical Reasoning:  Other (List B)
__ Arts & Humanities
__ Social Sciences
__ Life and Physical Sciences
__ Cultural Understanding

**Course Number:**
**Course Title:**
**Number of Credits:**
**Department:**

| Student Learning Outcome | IUPUI Principle(s) of Undergraduate Learning | Statewide Competency Domain and Learning Outcome | Mechanism for Assessing Student Learning to Determine that Outcome Has Been Achieved |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| **Dimensions and Evidence Required** |
|---|

**Learning Outcomes and Assurance of Learning**

- ➢A one-page narrative that includes:
  - o Course description
  - o Explanation of how different sections of your course provide foundation student learning outcomes
  - o Description of common assignment(s) and evidence of learning outcomes from assignment(s)
  - o Evidence or explanation of how your course provides a good faith effort in the spirit of continuous improvement and correctly represents the principles and policies of the course
- ▪ Copy of recent syllabus
- ▪ Student learning outcomes clearly stated at appropriate level for the general education core.
- ▪ Alignment of student learning outcomes to PULs/IN STGEC outcomes and mechanisms for assessing student learning
  - o Completion of Course Review Form: https://iu.box.com/s/tfl0feydg5hxvetucd1zeqmo6ystebgt
  - o Supporting documents
    - ▪ PULs: https://due.iupui.edu/undergraduate-curricula/general-education/principles-of-undergraduate-learning/index.html
    - ▪ INSTGEC: http://www.in.gov/che/4628.htm
- ➢Student work samples (e.g., assignments, course activity, speech, portfolio, exam) aligned with stated student learning outcomes
  - o Five samples at commendable, satisfactory and unsatisfactory levels
- ➢Evidence that multiple sections are offering students similar experiences (e.g., foundational SLOs, orientation/training of instructors, common key assignments, final exams)

**Course and Enrollment Information**

- ➢Course enrollments
  - o Class sizes (targeted enrollment capacity)
- ➢Course semester offerings
- ➢Distribution of grades (including DWIF data)

**Course Satisfaction Ratings**

- ➢Maximum one-page narrative that describes your efforts in collecting student satisfaction ratings (course evaluation/not faculty evaluations)
- ➢Evidence of student feedback being sought/offered throughout the semester
- ➢Evidence of students' feedback on the course

**Improvement**

➢Evidence of direct and indirect student learning has been used to refine or improve class activities, assignments, or methods of assuring learning
➢Portfolio demonstrates a plan for continuous quality review and improvement

**Certification**
➢Certification from the dean
➢Certification from the department chair/director

*Resource Information:* Institutional Research and Decision Support (IRDS) (http://irds.iupui.edu/)
Tableau (https://tableau.bi.iu.edu/t/prd/views/DFWRatesforUndergraduateCourses/GradeDFWDetail#1)