

University of Wisconsin-Madison
2014 AAC&U Annual Meeting, Quality, E-Quality & Opportunity
The VALUE of Quality Degrees
Friday, January 24, 2014; 10:30-11:45am

Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment, AAC&U; Mo Bischof, Assistant Vice Provost, and Jocelyn Milner, Director of Academic Planning and Institutional Research—both of the University of Wisconsin, Madison; Sam Hines, Provost and Dean of the College, and Tara McNealy, Associate Provost for Planning, Assessment and Evaluation—both of The Citadel, The Military College of South Carolina.

UW-Madison (25-30 minutes total including 15-minute exercise)

1. Institutional Context

- Institutional context: large research institution, land grant mission - **service** to public and **citizenship** (high value).
- Mission: research, education and outreach
- The Wisconsin Idea reflected in the undergraduate educational experience through the Wisconsin Experience
- 29,500 undergraduates, 42,000 total student enrollments; 134 undergraduate majors; approximately 500 academic programs at all levels (undergraduate, graduate, professional)
- 13 schools/colleges; chancellor/provost/VC Admin offices provide central leadership; much authority is delegated to deans in a culture that has historically been seen as a loosely coupled organization
- Strong involvement by faculty governance and shared governance
- Educational experience is set in context of ~\$1B research enterprise and strong international research/scholarly presence

2. Student learning assessment context

- Decentralized approach with distributed responsibility – expectation that the faculty, with the deans, are responsible for the curriculum, student learning assessment, program quality
- Too large to employ *common* ePortfolio model for learning assessment
- Centrally, we work to support and coordinate student learning assessment across campus – “T” model
- Accountability to external audiences includes state and UW System-mandated reporting, participation in the Voluntary System of Accountability/College Portrait, and others
- Assessment activity: some academic program engagement, professional schools/colleges (for external accrediting organizations), co-curricular programs, achievement gap, etc.
- Why pilot the AAC&U VALUE rubrics?
 - Identified gap: institutional level assessment, direct measure approach
 - Wanted to evaluate student learning across programs, build experience conducting direct approach at the institutional level, meet our accountability and reporting requirements
 - Aligned with the AAC&U Essential Learning Outcomes, framework adopted by campus/assessment community in 2008
 - Summer 2012, first pilot project; summer 2013, second pilot
 - Aligned with the VSA/College Portrait demonstration project

3. UW-Madison 2013 VALUE Rubric Project: What did we do?
 - Key three components: Rubric, scorers and artifacts
 - Rubric: AAC&U VALUE written communication rubric – held the rubric “constant” – ease of identifying artifacts
 - Scorers: 25 faculty attended a 1.5 day workshop, cross-disciplinary representation
 - Artifact identification (based on VSA demonstration guidelines)
 - Chose the “value-added” approach. Collected artifacts from first-year (FYR) students and students near graduation (NGR).
 - Goal: 350 artifacts at each level
 - Identified 52 courses with high numbers of FYR and NGR and outlined general criteria for a suitable writing assignment
 - Contacted faculty; 22 courses (41 instructors)
 - Invited 2450 students to submit artifacts; received 451 submissions
 - Faculty engagement
 - Calibration exercise (guests: Terrel Rhodes and Ashley Finley), set ground rules, had three structured rounds intended to get faculty familiar with the rubric and to “test” scorer agreement, individual scoring time
 - Asked faculty to think beyond their field/discipline about writing skills
 - Two scorers per rubric on 4 point scale with “4” representing appropriate level for graduating senior and “1” representing an appropriate level for an incoming student
 - Discussion revealed challenge with the 4-point scale and what is “mastery”
 - Good news: High level of engagement with faculty and the quality of the discussions was important as we move forward with discussions around the use of rubrics for assessment at the program level.
4. Findings/Analysis – EXERCISE
 - With your colleagues, review the results – participants have a summary table/graph and data on inter-scorer reliability
 - What do they tell us? What conclusions do you draw? If these were your findings, what would you do next?
 - Do you use rubrics at the program level or campus-wide? What challenges have you dealt with? What successes have you had?
5. What did we learn?
 - Institutional-level rubric process can be complex and inefficient as a way to understand what students have learned - time and resource intensive
 - High degree of faculty engagement - the quality of the discussion was worth it
 - Strong consideration for further experimentation with rubrics at the program level *within* disciplines; use other methods for institution-level evaluation

Contact Information

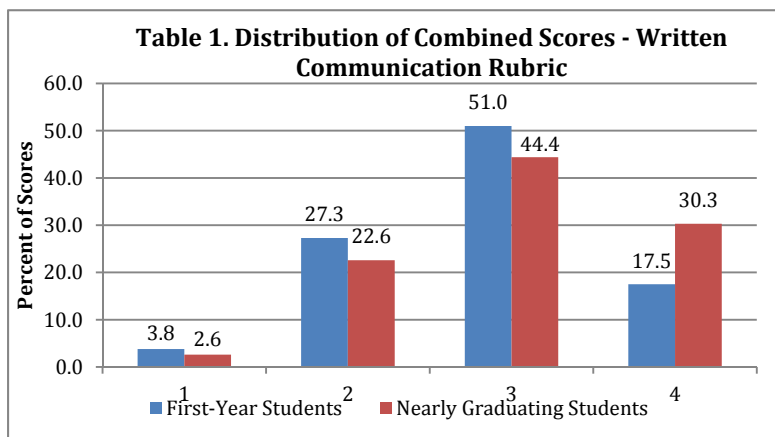
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 More about our project: <http://apir.wisc.edu/valuerubricproject.htm>

EXERCISE: University of Wisconsin-Madison 2013 VALUE Rubric Project Results: Written Communication Rubric

- With your nearby colleagues, review the results – participants have a summary table/graph and data on inter-scorer reliability
- What do they tell us? What conclusions do you draw? If these were your findings, what would you do next?
- Do you use rubrics at the program level or campus-wide? What challenges have you dealt with? What successes have you had?

| Rubric Dimension | Student Group | # of Artifacts | Mean | Std Dev | Zmw Score |
|------------------|-------------------|----------------|------|---------|-----------|
| Context | Nearly Graduating | 213 | 2.95 | 0.95 | 3.05* |
| | First Year | 237 | 2.77 | | |
| Content | Nearly Graduating | 213 | 2.79 | 0.96 | 4.68* |
| | First Year | 237 | 2.48 | | |
| Genre | Nearly Graduating | 211 | 2.69 | 0.88 | 2.65* |
| | First Year | 235 | 2.50 | | |
| Sources | Nearly Graduating | 190 | 2.61 | 0.99 | 1.54 |
| | First Year | 225 | 2.50 | | |
| Syntax | Nearly Graduating | 213 | 2.82 | 0.84 | 2.16* |
| | First Year | 237 | 2.69 | | |

*Zmw score is from the Mann Whitney U-Test. Zmw scores above 1.96 show that the two groups are significantly different at p=.05. Still, these are weak Zmw scores.



| Agreement Strength | # of scorer pairs | % of pairs |
|----------------------|-------------------|------------|
| Strong: + 0.7 to 1.0 | 8 | 5% |
| Fair : + 0.3-0.69 | 47 | 28% |
| Weak: + 0.0-0.29 | 43 | 25% |
| Negative : <0.0 | 70 | 42% |

The range for Krippendorff's alpha co-efficient is +1 to -1 with +1 signaling perfect agreement and scores less than zero signally systematic disagreement beyond that expected by chance. Krippendorff's alpha coefficients were calculated for all 168 unique pairs of scorers. Values >0.7 are considered to represent "strong" agreement; 0.3 to 0.7 to represent fair agreement, 0 to 0.3 to represent weak agreement. Overall, 67% of scorer pairs showed weak agreement or systematic disagreement.

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