

Assessment Process for the IIT Interprofessional Project (IPROSM) Course

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The IPRO Program Office uses the following assessment process to evaluate the learning outcomes associated with the Interprofessional Project (IPRO) Course. An IPRO team project is designated as an IPRO course section in which students enroll and earn three credit-hours upon satisfactory completion. All undergraduates must complete two IPRO courses as part of IIT's general education requirements.

Learning Objectives of the IPRO Course

- **Objective I [First Semester IPRO I Experience]:** When engaged in a multiprofessional team project, the student will be able to work effectively as a member of the team and thereby:
 - Successfully apply basic project management principles in the completion of tasks
 - Recognize ethical issues as they arise during the course of the project
 - Communicate effectively through appropriate verbal, written, and visual formats
 - Search and organize information as needed.
- **Objective II [Second Semester IPRO II Experience]:** When engaged in a multiprofessional team project, the student will be able to work effectively as a leader of the team, i.e., in mutually shared leadership roles and thereby
 - Synthesize broad disciplinary [technical] expertise and skills with contributions from other disciplines/professions
 - Successfully apply advanced project management principles in the completion of tasks
 - Resolve ethical issues in the completion of the project
 - Coordinate and assess verbal, written, and visual communications, and modify as needed
 - Evaluate information as needed

Assessment Process Instruments for the IPRO Course

The IPRO course assessment process involves all of the following instruments that are used to evaluate individual performance on a team (I), team performance (T) and program effectiveness (P), as noted below. Several of the instruments are used in a formative fashion to provide feedback to students during an IPRO course or from one IPRO course to the next. Virtually all of the instruments support the summative process, e.g., evaluating a team's accomplishments at one level and reflecting on the value of the IPRO Program itself in a broader context. Assessment of learning outcomes is accomplished through the enumeration of specific attributes and rubrics associated with each instrument.

- **Review of IPRO Project Proposals** submitted by faculty to determine the extent to which they will offer students an interprofessional learning experience consistent with stated learning objectives. (P)

- **Review of the enrollment patterns** in the IPRO project course sections used to assess the nature and extent of multidisciplinary team composition, and opportunity for peer learning. (P)
- **Review of the IPRO Syllabus** for each IPRO project course section defines the general learning objectives associated with every IPRO project course, as well as any additional information and plans that will guide the student team's learning and activities during the semester. (T)
- **Student Pre-IPRO Experience Survey** calibrates the level of experience and expectations of the student in relation to the learning objectives, and delineating the level of competency between students in their first IPRO course vs. their second IPRO course. (I, T, P)
- **Mid-Term Oral Report** gives the teams an opportunity to demonstrate their project progress and learning accomplishments and obtain feedback from other faculty, staff, students, mentors and sponsors. (I, T, P)
- **IPRO Team Grading Scheme** offers faculty a formative and summative process for all IPRO teams and faculty to use in objectively evaluating both team performance and individual performance on a team, by integrating team evaluation, peer evaluation and self evaluation attributes and rubrics. The evaluation process is introduced to the IPRO teams at the beginning of the semester, the teams apply the evaluations at the mid-point of the semester in conjunction with the Mid-Project Oral Presentation, and they complete the evaluations at the end of the semester as an input to the faculty for grading purposes. (I, T, P)
- **IPRO Team Portfolio** constitutes an on-going compilation of all IPRO project course deliverables that every team must complete by the end of the semester, including: project plan, team web site, mid-term progress report, mid-term oral report, final oral presentation, professional poster, project abstract, final project report, team minutes and interprofessional perspectives record, and team member journal (optional). The IPRO Team Portfolio is used to evaluate team and individual performance in order to assign grades, and is used as an assessment instrument for the IPRO Program to develop norms, identify trends across IPRO course sections, and make adjustments to the course, the program and the assessment process. (I, T, P)
- **IPRO Projects Day Judging** provides an opportunity for all IPRO course sections to demonstrate their ability to communicate their experience and their work to a diverse audience of professionals that include IIT faculty, staff, alumni, sponsors and others from a variety of organizations throughout the Chicago area (corporations, entrepreneurs, investors, non-profit organizations, government agencies). There are generally five parallel themed tracks of IPRO team presentations, as well as a poster session. A formal judging process evaluates all teams consistently, and identifies the top-performing team in each of the five tracks and the poster session, with the day culminating in a recognition dinner. The oral presentation and poster judging forms are made available to faculty for use in grading team and individual performance. (I, T, P)

- **Post-IPRO Experience Surveys** calibrates the perceptions of students at the end of their IPRO course experience in relation to the learning objectives, and delineates the level of competency between students in their first IPRO course vs. their second IPRO course. A faculty survey seeks the faculty's reflections on the experience and any recommendations for improving the process. A sponsor survey seeks the sponsors' reflections on the experience and any recommendations for improving the process. (I, T, P)
- **Annual Assessment of the IPRO Course** that monitors progress in the achievement of learning objectives by students and the effectiveness of the delivery mechanisms by faculty and staff, address areas identified in previous assessments to assure that adjustments have been effective, identify new areas that need attention and the recommended actions to correct deficiencies.

Planned Additions to the Assessment Process for the IPRO Course

The following instruments will be added to the IPRO course assessment process over the 2003-2004 academic year:

- **Survey of Recruiters** to gain their feedback on the perceived value of the IPRO course experience as IIT students present their credentials during the interview process, and subsequently as the recruiters learn about accomplishments of IIT alumni who are hired by their organizations. (T, P)
- **Survey of Employers** to gain their feedback on the value of the IPRO course experience as IIT students complete co-operative education experiences, and as IIT alumni begin their careers and advance through the organization. (T, P)
- **Survey of Alumni** to gain their feedback on the value of the IPRO course experience in the process of seeking a career position, beginning their careers and progressing within an organization. (T, P)
- **Benchmarking Best Practices of Other Institutions** to learn on a regular, systematic basis from the experience of others in delivering and assessing student team project courses, and to integrate or adapt new approaches that offer the potential for advancing the learning objectives associated with the IIT IPRO course.
- **An IPRO External Advisory Board** will be established and comprised of representatives of sponsoring organizations, a cross-section of workplace organizations (corporations, entrepreneurs, non-profit organizations, government agencies), and colleagues from other academic institutions, for the purpose of providing advice concerning identification of sponsors and other sources of funding, as well as providing feedback on the value of the IPRO course in preparing students to meet the ever-changing challenges of the workplace.
- **An Interprofessional Studies Council** will be established and comprised of faculty, staff and students representing a cross-section of the constituencies associated with the IPRO course, for the purpose of providing advice concerning academic and administrative issues that emerge through the continuous assessment process, as well as reviewing IPRO Project

Proposals to assure that they are suitable in addressing the learning objectives of the IPRO course. This council will also include those who will serve in a newly created position of Senior Lecturer in Interprofessional Studies, and who will have the responsibility for facilitating a multi-team cluster of IPRO team sections in collaboration with IIT research faculty. Their role is briefly summarized below:

The Senior Lecturer in Interprofessional Studies is a "Category II" full time faculty position that is designed to facilitate multiple IPRO courses simultaneously (five IPRO sections each semester and two during the summer) as his/her sole responsibility. The senior lecturer would be the faculty of record for the course, and would be responsible for assuring the quality and consistency of the student learning experience within their designated cluster of IPRO teams. The lecturer would work in collaboration with research faculty members on the technical aspects of the course (project). The lecturer would also play a role in developing tools and methodology that relate to team process, project management and communication issues, as well as participate in processes to continually assess and improve the program. Currently, IIT is seeking qualified candidates for this position, which will be coordinated by the director of Inteprofessional Studies & The IPRO Program.