Program Review and Assessment Committee

Thursday, February 14th, 2002
9:00-11:30 a.m. UL 1126
Ingrid Ritchie, Chair
Sara Heiliger, Recorder

AGENDA –

1. Approval of Minutes ....Ritchie
2. Announcements
    Approval of T. Carey Proposal ....Ritchie
    Campus-Wide Workshop on Principles of Undergraduate Learning .... Kahn
    PRAC Annual Reports for 2001-02 .... Banta
3. Presentations
    Science .... Kuczkowski & Olson
    Physical Education.. Stanton & Avgoustis
    Social Work... Quiero-Tajalli & Wagner
    Liberal Arts...White & Johnson

MINUTES –

Present: S. Avgoustis, T. Banta, K. Black, P. Boruff-Jones, K. Duckworth, S. Heiliger, K. Johnson, S. Kahn, J. Kuczkowski, J. McDonald, S. Milosevich, H. Mzumara, A. Olson, R. Osgood, M. Plummer, I. Queiro-Tajalli, I. Ritchie, E. Sener, K. Stanton, R. Vertner, M. Wagner, R. White, G. Williams, C. Yokomoto, N. Young

Approval of January minutes (I. Ritchie)

o   Minutes approved

Announcements

Grants:

Ritchie announced that T. Carey's proposal has been approved.

T. Banta announced that 5 new proposals are coming in. Please send your comments to B. Jackson (chair of the subcommittee).

PULs Workshop, April 12:

Banta also announced a campus-wide workshop on the Principles of Undergraduate Learning and passed out a sheet inviting PRAC members to volunteer and/or nominate a colleague to participate. The workshop is scheduled for 9:00 a.m.-3:00 p.m. on April 12 and will be held in University Library. Its purpose is to refine the concepts of the "introductory" and "intermediate," levels of competence for assessing work in student electronic portfolios. We will work in small groups on developing specific descriptors of what the evidence for each level will show. Tim Riordan, Professor of Philosophy and Associate Dean at Alverno College, will help set the context and facilitate this task. It is important that we have representation from every school, faculty teaching Gateway courses, capstone courses and other key courses.

Note: We are still looking for additional participants in the workshop! Please contact Sharon Hamilton at shamilto@iupui.edu.

I. Queiro-Tajalli noted that the School of Social Work celebrates their 90th anniversary that day and thus will not be represented.

PRAC Annual Reports:

Banta passed out a pink sheet that provided three recommended frameworks for the PRAC Annual Reports. She asked that each school:

- o Complete the matrix* as initiated previously (continue your usual method of reporting); OR

- o Add a brief history of assessment in your school to the report you submit in 2002; OR

- o Use the presentation you made to PRAC during 2001-02 as the basis for your report, adding any changes in assessment processes implemented since you made that report.

  Please complete your report and submit it to Banta on e-mail or diskette by the end of the spring term or **June 1** at the very latest. It is critical that this deadline be met because the NCA review team will be looking at these reports on the Web as they prepare for the November visit. PRAC is a central element of IUPUI's assessment program and we need to show that our work has been effective and that each school is participating fully.

*Following the meeting, Banta made the following change to the handout:

Please Note: The heading for Column 6 of the matrix we have been using should be changed from "What improvements MIGHT BE based on assessment findings?" to "What improvements HAVE BEEN based on assessment findings?" (Making improvements is no longer a matter for speculation—we have done it!)

NCA Review Team:

Banta announced that the chair of our NCA team will be Phillip Certain, Dean of the College of Letters and Sciences at the University of Wisconsin-Madison. The rest of the team is currently being constituted. She handed out the latest version of the Preliminary Plan and Outline of NCA Special Emphasis Self-Study on Teaching and Learning and asked that any feedback be sent to S. Kahn at skahn@iupui.edu or K. Black at kblack@iupui.edu.

School of Science Presentation (J. Kuczkowski and A. Olson)

Kuczkowski and Olson began with a PowerPoint presentation on the assessment of student learning in the School of Science. Learning is central to the mission of the school, which strives to hire teacher/scholars who will contribute to this learning.

The School of Science approach to assessment has been layered. In 1998, Dean Stocum approved learning outcomes for the school. Each department is responsible for helping students develop these general outcomes. Since 1999, the school's teaching and learning committee has focused on different aspects of teaching, learning, and assessment, including historical context, links between school and department levels of assessment, and, more recently, progress since the learning outcomes were approved.

Assessment has resulted in a number of changes. Kuczkowski noted some examples:

- The Just in Time Teaching (JiTT) pedagogical strategy developed by Physics is now being used by Biology, Chemistry, and Math.

- Math discovered that the DFW rate differed according to time of day when the class was taken and now offers M001, 110, and 111 at times when the research indicated that students' DFW rate is lower.

- The Department of Chemistry developed C110 to replace C102 as a result of conversations with other academic units, most notably Nursing, about the knowledge and skills that students in these units needed. In addition, the course has been changed from a five-hour lecture/lab to a three-hour lecture (C110) and two-hour lab (C115) to make it more accessible and responsive to students' varying needs and interests in Chemistry at this level. Enrollments have increased dramatically in the lecture portion, but the lab portion has been cancelled each time it has been offered because of lack of enrollment. Clearly, students need non-lab science courses at this level.

- C105, another chemistry course, has moved to a peer-led method of team learning. To evaluate the impact of this change, the faculty studied DFW rates, as well as student performance on the American Chemical Society standardized final exam for C106. This final covers topics from both C105 and C106 and is a measure of retention of material over time. Both measures have indicated improvement. The DFW rate has dropped and the performance on the ACS exam has been consistently above the 50th percentile (higher than previous results).

- The Computer Science Department studied "bottleneck courses" (courses with high DFW rates) to examine where they were losing majors. This assessment led to an enhancement of CSCI 265 aimed at rearranging topics and materials while maintaining intellectual content. Additionally, Computer Science has instituted a new program to create community among students at the upper level.

- The Geology faculty has revised the introductory-level course, G222, to introduce active learning. Test grades subsequently increased from past years, while students' ability to explain concepts orally has improved. Feedback from capstone instructors also led to changes in the sophomore- and junior-level courses. G209, Historical Geology, now emphasizes development of the western part of the North American continent. G323, Structural Geology, has been modified to include greater use of problems that require students to practice visualization from different perspectives.

- Psychology instituted pedagogical interventions to reduce DFW rates in introductory courses. These strategies include, among others: active learning, immediate feedback, clearer integration of course materials, increased application of theory to practice, increased student time on task, and distance learning opportunities. While the literature supports the use of these strategies, the desired decrease in the DFW rate of B104 was not achieved. The faculty thus began looking at non-pedagogical variables, such as student effort/motivation and life circumstances. Results indicate that 97 percent of B104 students pass the course if they complete 67 percent or more of their assignments and that 70 percent of the students who will receive a DFW in the course can be identified only four weeks into the semester from homework and class attendance data.

- In B103, student survey data has led to such interventions as: having TAs assist with APA style; assigning TAs to a "family" of students; requiring regular communication between TAs and students; decreasing the number of required reading assignments; and providing opportunities for peer review. As a result, the DFW rate has decreased from 40 percent to 32 percent.

- In addition, the Psychology Department is implementing a tracking program to record psychology majors' progress through the program; developing standardized tests, using IQUIZ, which allows students to take tests online at any time; and creating rubrics to assess students' abilities in the PULs in the capstone course. Other assessment strategies include use of paper and electronic portfolios, senior exit essays, and alumni surveys.

- The School of Science and the School of Liberal Arts jointly adopted the Principled Curriculum for General Education in 1998; the School of Science implemented the curriculum in Fall 2000. As part of this curriculum, seniors applying for graduation write a senior reflection paper on each PUL. Assessment of these papers has revealed a weakness in students' understanding of values and ethics. Another finding is that students who have had research experiences are able to address the PULs much more effectively than other students.

- To obtain student feedback on the Science Freshman Seminar, the school asks students to complete course evaluations, pre/post self-assessment of skills surveys, and to participate in focus groups. These efforts led to restructuring of the Windows on Science Freshman seminar in Fall 1999.

Other efforts underway include:

- To enhance student interest in astronomy, the Astronomy faculty members teaching A100 and A105 have instituted a "telescope loan" program that allows students to borrow department telescopes; the department has substantially increased the number of telescopes available and developed a new course, Back Yard Astronomy, for students who want more hands-on experience with astronomy. One faculty member, as part of an NSF grant, collaborated with others in the School of Science to develop a variety of assessment tools, including a pre/post-semester attitude survey, pre/post course surveys of cognitive gains, and a classroom observation protocol. These instruments are relatively new and thus no substantial data has yet emerged.

- The school is also working to improve advising, based on student feedback.

- A common template for the assessment of the capstone experience is used by each department and the results compiled on the school level.

Kuczkowski concluded his presentation by calling for a university-wide "Principled Curriculum," structured along the lines of the School of Science-School of Liberal Arts concept.

School of Physical Education Presentation (K. Stanton and S. Avgoustis)

Tourism, Conventions and Event Management Degree:

Avgoustis began his discussion of the Tourism, Conventions and Event Management (TCEM) degree with a PowerPoint presentation. The program was approved by the Indiana Commission for Higher Education as a four-year degree in April 1999 and requires completion of 124 credit hours. It employs an assessment model developed from a PRAC grant project; all full- and part-time instructors are knowledgeable about the model and expected to participate. The program's Industry Advisory Committee provides ongoing advice and feedback to ensure that student knowledge and skills match employer needs. Further feedback comes from monthly mailings to graduates asking for information on skills they use in their work. The program also offers post-graduate professional development opportunities.

Final assessment of student learning occurs in the senior capstone course, where students give bi-weekly presentations on course-related topics and a major final presentation of a full business plan, based on an internship experience in a tourism-related organization. Industry representatives and internship supervisors are invited to these final presentations and asked to provide feedback based on their own experience. The PULs are included in evaluation of student work in the capstones and throughout the program; program faculty have developed a plan identifying courses where each of these skills should be learned.

Every class in the program includes feedback from students on course instruction; results show high levels of satisfaction and self-confidence among TCEM students.

Department of Physical Education:

Stanton explained that the Department of Physical Education has an Assessment and Program Review Committee and Curriculum Council that oversees assessment, using the Achievement Based Curriculum model (Plan, Assess, Prescribe, Teach, and Evaluate). Currently, the department is developing its planning and assessment processes, which must respond to the very different needs of several organizations, including NCATE, the National Association of Sport and Physical Education, and the Indiana Department of Education, which has nine professional standards for physical education teachers. Addressing the needs of these very different organizations is a challenge; in particular, the Assessment and Program Review Committee finds that implementing change within the framework of the Indiana Professional Standards is a struggle. Additional challenges are posed by the composition of the faculty, who are almost all pre-tenure, and by participation patterns of students, who tend to move in and out of the program and to change tracks frequently.

The program emphasizes the importance of the Indiana Professional Standards, so that students are explicitly aware of how they will be evaluated. Faculty have developed a matrix with detailed definitions of each standard that links the standards to specific courses and indicates how each standard is addressed and met. Extensive field experiences are integral to the program in this regard. In addition, faculty members also must show how their syllabi address the PULs.

The program has undertaken a number of assessment initiatives. The Assessment Committee is working with IMIR to develop an alumni survey and is convening focus groups for current students. Based on meetings, conversations, and matrix themes, the committee has developed a list of twelve recommendations for improvement and has asked for student input on these. One idea is to have students participate in a summer camp as a way of gaining field experience.

With a small, mostly untenured, faculty, it is difficult to add assessment to their many responsibilities. To create incentives to participate in assessment, faculty are asked to document assessment activities in their annual reports. In response to a question, Stanton explained that involvement in assessment has been directly linked to merit increases. Where possible, faculty members with extensive assessment responsibilities are also granted release time, which has been another helpful incentive.

School of Social Work Presentation (I. Queiro-Tajalli and M. Wagner)

Queiro-Tajalli began by explaining that Social Work is an IU-wide school. Using a PowerPoint presentation, she listed the various programs, which include a Bachelor of Social Work, Master of Social Work, and Ph.D. in Social Work. The Ph.D. includes tracks in research, education, and policy development. The school is the nation's oldest School of Social Work in a university setting and has been conducting assessment for accreditation since 1923.

Each of the Social Work programs has objectives, including lifelong learning and professional development. Assessment methods are strongly influenced by the Council on Social Work Education (CSWE), which accredits Social Work programs on an eight-year cycle. The Council has spearheaded revision of curriculum policy and assessment nation-wide, in part as a response to dramatic changes in the characteristics of Social Work students over the past five to seven years.

The school uses multiple assessment approaches, but still has a long way to go. Methods include alumni surveys, focus groups, program committees, retreats for the MSW, and a school advisory committee. In addition, the school has developed its own course evaluations, which include 20 common items used for every Social Work course, along with course-specific items related to course

learning objectives. These objectives are classified according to five different schemes:

- o   Mission-related school goal
- o   Program-specific learning goal
- o   CSWE content area
- o   Level of Bloom's taxonomy
- o   The PULs

This system facilitates curriculum planning, development, and assessment. Other dimensions for classification may be added as additional program needs emerge. Assessment results are stored in a database and tracked over time, with the help of the Testing Center. The School of Social Work is also part of the national Baccalaureate Education Assessment Project (BEAP) in Social Work. Internal assessment-related grants are funded by the Dean of the School of Social Work.

The presenters concluded with several recommendations:

- o   Don't add more reporting!
- o   Increase support for online teaching.

School of Liberal Arts Presentation (R. White and K. Johnson)

The School of Liberal Arts bases general education on the Principled Curriculum jointly adopted with the School of Science in 1998. This curriculum includes a first-year experience course, courses that address communication skills, quantitative and analytical skills, and "approaches to knowledge," along with interdisciplinary junior-senior integrator courses (e.g., "Art and the Scientific Revolution") and a Capstone Experience.

To see how assessment varies among departments, visit http://www.planning.iupui.edu/prac/2000-2001reports/liberalarts.html. With 150-170 faculty members and 11 departments spanning humanities, social science, and natural science disciplines, reaching conclusions about school-wide achievement of the PULs or other learning outcomes poses a challenge. Some chairs are more committed to assessment than others, leaving many cells of the annual report matrix unfilled. The Geography Department has the most fully developed approach to assessment and has made a number of improvements based on assessment findings. The History Department has also made progress in implementing systematic assessment processes.

The redesign of R100, Introduction to Sociology, part of the Pew Grant Program in Course Redesign, which links sections of the course to W131, Elementary Composition, is an example of an experimental approach to assessment that introduces changes to a course and measures their effects. The linked course sections used technology to engage students in active learning and tied writing in

the composition course to sociology, so that students would emerge with improved understanding of basic concepts of sociology, as well as improved writing and analytical skills. The experiment catalyzed collaboration among R100 faculty to define the sociological concepts most important for introductory-level students to learn. The experiment resulted in significant drops in DFW rates and improvements in student performance in R100; aspects of the new model, including the increased use of technology to enhance student interaction and engagement and the use of linked sections, will be continued to the extent that resources allow.

Johnson, who represents the SLA Teaching and Advising Committee, offered several comments on assessment of the PULs. An optional assignment that asked seniors taking the graduating student survey to write an essay on their learning of one PUL yielded a disappointingly low rate of response. The assignment/survey has now been incorporated into capstone courses, but is not required. Next year, the committee will distribute the survey earlier in the semester, consider providing an incentive for students to complete the essay, summarize findings on the SLA Web site, and seek to re-evaluate and re-design the survey form. Johnson noted that those students who did respond most often focused on critical thinking as an area of development.

Key barriers to use of assessment in SLA include negative views of assessment among faculty (who often change their minds once they make some use of assessment) and a faculty culture that is traditionally individualistic and resistant to the collaboration that assessment requires. The high number of transfer students at IUPUI poses another challenge; it is difficult to come up with an approach to assessing of the PULs for transfer students, since the PULs are conceived as outcomes of a developmental sequence that extends through the baccalaureate.

Johnson concluded with several recommendations:

- o Offer guidelines to faculty for incorporating assessment of the PULs into syllabi.

- o Seek ways to reward faculty for working on assessment and focusing on the PULs.

- o Include a PRAC representative on Faculty Council.

Next meeting:
March 21, 2002
9:30-11:30 am in UL1126

Program Review and Assessment Committee

Annual Reports for 2001-02

Sometime during the summer of 2002 NCA reviewers will begin to peruse the IUPUI self-study at www.iport.iupui.edu. A prominent component of that site will be the school annual assessment reports currently posted to the PAII website (www.planning.iupui.edu). We certainly want to be sure that every school is represented there with a current report by **June 1, 2002** at the latest.

PRAC representatives from several schools have expressed interest in providing a summary of progress in assessment that has occurred over the past several years. This would make an excellent introduction to an update of the matrix that has served as the basis for PRAC reports in recent years.

Other representatives have responded conscientiously to the questions that have guided the oral presentations this year and may prefer to submit an annual report based on their oral presentation.

Still others may wish simply to continue the process of updating the matrix to which the school began to contribute years ago.

Thus there are at least three ways to complete your school's assessment report for 2001-02:

1) Complete the matrix* as initiated previously (continue your usual method of reporting).
2) Add a history of assessment in your school to the updated matrix.
3) Use the presentation you made to PRAC during 2001-02 as the basis for your report.

In any case, please complete your report and submit it to Trudy Banta on email or diskette by the end of the spring term, or **June 1** at the latest.

*Please Note: The heading for Column 6 of the matrix we have been using should be changed from "What improvements MIGHT BE based on assessment findings?" to "What improvements HAVE BEEN based on assessment findings?" (Making improvements is no longer a matter for speculation—we have done it!)

School of Science

Assessment of Student Learning

Mission

To serve and improve society by educating our students as discerning citizens and leaders in productive careers, and by advancing knowledge and understanding of the natural world through basic and applied research

Learning is central to our mission.

Journey of Assessment

- 1998 Learning Outcomes

- 1999 Assessment Plan

- 2000 Historical Context;
  Status of Assessment Activities

- 2001 Progress on Assessment;
  Linking School and
  Department Levels of Assessment

Biology

- N100 Contemporary Biology
  - Just-in-Time Teaching
- N261 Anatomy
  - Intro Portfolio
- K322 Genetics
  - Case study; Satisfaction survey
- K490/493/494 Research/Capstone
  - Assessment instrument

Chemistry

- C100 World of Chemistry
  - Pre/post survey; collaborative offering with Geology for elementary education majors
- C110 Chemistry of Life
  - Newly restructured course
- C105 Principles of Chemistry I
  - Workshop Chemistry; ACS Test
- C495 Capstone
  - Portfolio; Assessment instrument

Computer Science

- CSCI 230 Computing I
  - Tracking 11 learning outcomes
- Department Project
  - In-depth analysis of 5 year DWF rates in majors courses;
    Enhancements in CSCI 265;
    Program to create community for majors
- CSCI Capstone
  - Reorganized to address assessment;
    Component on ethics

Geology

- G222 Petrology
  - Introduced active student learning with sound and consistent results
- G420 Field Camp (Capstone)
  - New rubric for assessment
  - Changes in G205 Historical Geology and G232 Structural Geology

Mathematics

- MATH 001, 110, 111
  - Common finals assessed;
  - Best-success time module offerings
  - Extra focus on key topics
- MATH 111, 118, 163
  - Tracking outcomes on tests for aggregate data
  - Identified topics for special instructional emphasis
- MATH 351 Linear Algebra
  - New assessment/student feedback form
- MATH 492 Capstone
  - New assessment rubric

Physics

- AST 100/105 Astronomy
  - Pre/post quizzes
  - Introduction of Web assignments
- PHYS 152/251
  - Just-in-Time Teaching (Nationally recognized)
  - Pre/post surveys on attitude and cognitive gains
  - Midterm survey
- Expansion of JiTT to Biology and Math
- PHYS 490 Research/Capstone
  - Assessment Rubric

Psychology

- B103 Intro to Psychology as Major
  - Interventions to reduce DWF rates
- B104 Psychology as Social Science
  - Continuous assessment, pedagogical innovation
  - New focus on non-pedagogical variables
- B305/307/311
  - Curricular changes to enhance statistical skills
- Capstones
  - New assessment rubrics

School Level

- Common Gen Ed Curriculum
  - Implemented fall 2000
  - Progress on Junior/Senior Integrators
- Senior Reflection Project
  - New focus on area of ethics in curriculum
- Windows on Science Fresh. Seminar
  - Complete restructuring in fall 1999
  - Continuous assessment with pre/post survey and focus groups
- Academic Advising
  - New Undergraduate Academic Adviser Survey

School Level

- Graduating Student Survey
  - Adapted to reflect questions on IUPUI institutional research survey
- Capstone Assessment Template
  - Information from department rubrics to be fed into School template

Proposal

The University Principled Core

- First Year Seminar (1 cr.)
- Communication Skills (9 cr.)
    - ENG W 131 Elem Composition I
    - Second Composition Course (pre-req W 131)
    - COMM R110 Fund of Speech
- Quantitative/Analytical Skills (3 cr.)
    - One college level mathematics or statistics course (pre-req MATH 111)

The University Principled Core

- The Sciences (7 cr.)
  - Two courses in the physical/biological sciences, at least one with lab
- Humanities/Social Sciences/ Comparative World Cultures (9 cr.)
  - One course from each list
- Junior/Senior Integrator (3 cr.)
- Capstone (including ethics) (1-3 cr.)

The University Principled Core

- 33-35 Credit Hours Total

- Crafted on the IUPUI Principles of Undergraduate Learning

- Developmental in Approach

Workshop Chemistry at IUPUI

Workshop Chemistry, a peer-led method of team learning (PLTL), was introduced into the C105 course several years ago. This technique matches peer mentors with small groups (8-9 students) in a workshop setting devoted to problem solving. The workshops meet for 2 hours a week in lieu of a recitation or other small group setting. The mentors meet an additional two hours a week with the course instructor to prepare for workshops and to learn techniques for peer-led instruction. We have incorporated this PLTL technique for the last several years and have seen a dramatic effect on student performance in the course. The accompanying graph shows that the rate of failure in the course (defined as percent of students receiving Ds, Fs or withdrawing) has, in fact, decreased dramatically as a result of the introduction of Workshop Chemistry. Further analysis shows that this is largely due to a drop in withdrawals from roughly a third of the class to approximately 15%. In other words, performance in the class was improved even though students (presumably those who were struggling in the course) have been retained at a higher rate. We think this is due, somewhat, to the sense of connection to campus and other students that is engendered by being a member of a workshop. We also have anecdoctal evidence that the workshop leaders are being retained at a higher rate as majors and encouraged to stick with a course of study in Science. Several of our workshop leaders are members of minority groups, particularly African Americans, and some of these have decided to go on to graduate study as a result of their workshop experience.

Numbers of Students in Data

No Workshops   796
Workshops   1252

Means: 50% without WS, 37% with WS

C105, Percent DFW, Fall Semesters
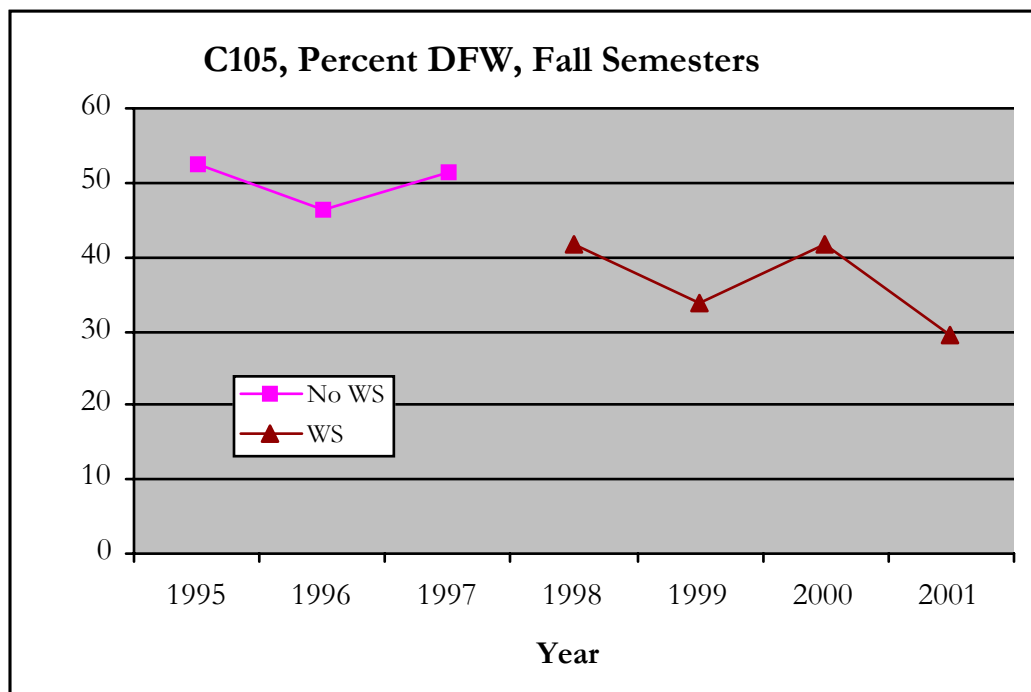
School of Science Template for Assessment of the Capstone Experience

	Needs Improvement	Meets Minimum Standards	Good	Excellent	Not Applicable
Shows ability to formulate problems, solve them, and interpret their solution					
Shows understanding of the scientific method					
Displays overall comprehension of own discipline					
Shows ability to communicate ideas of discipline					
orally					
in writing					
Gives experience in applying knowledge					
from own discipline to other disciplines					
from one area of own discipline to another area					
Makes efficient use of					
technological tools					
scientific resources (e.g., journals)					
Shows knowledge of contemporary and ethical issues in science and their relation to society					
Displays appreciation of the historical development of (an area of) the discipline					

Tourism, Conventions and Event Management

School of Physical Education

Assessment of the undergraduate
degree program (TCEM)

History of the degree

- Prior to April 9, 1999
  - Associate of Science in Foodservice and Lodging Supervision (PU degree)

- April 9, 1999
  - Bachelor of Science in Tourism, Conventions, and Event Management (IU degree)

Program Overview

This program prepares graduates for a career in Tourism, which involves transportation, accommodation, food and beverages, entertainment, attractions and any private business or government body which in some way has an impact on these activities.

Program Structure

To satisfy the requirements for the Bachelor Science in Tourism, Conventions, and Event Management students must complete 124 credit hours:

- ➤ General Education   39 credit hours

- ➤ Major Requirements   73 credit hours

- ➤ Electives   12 credit hours

Program Assessment

- 1997-1998
  - PRAC assessment grant
    - Program Assessment Model: A Step By Step Guide

Program Assessment Model (P.A.M.)

Step 1

Mission

University   Department

School

Step 2

Industry
Expectations

Alumni Newsletter
Surveys

Student Advisory
Committee

Industry Advisory
Committee

Step 3

Program
Assessment

Foundation

Execution

Application
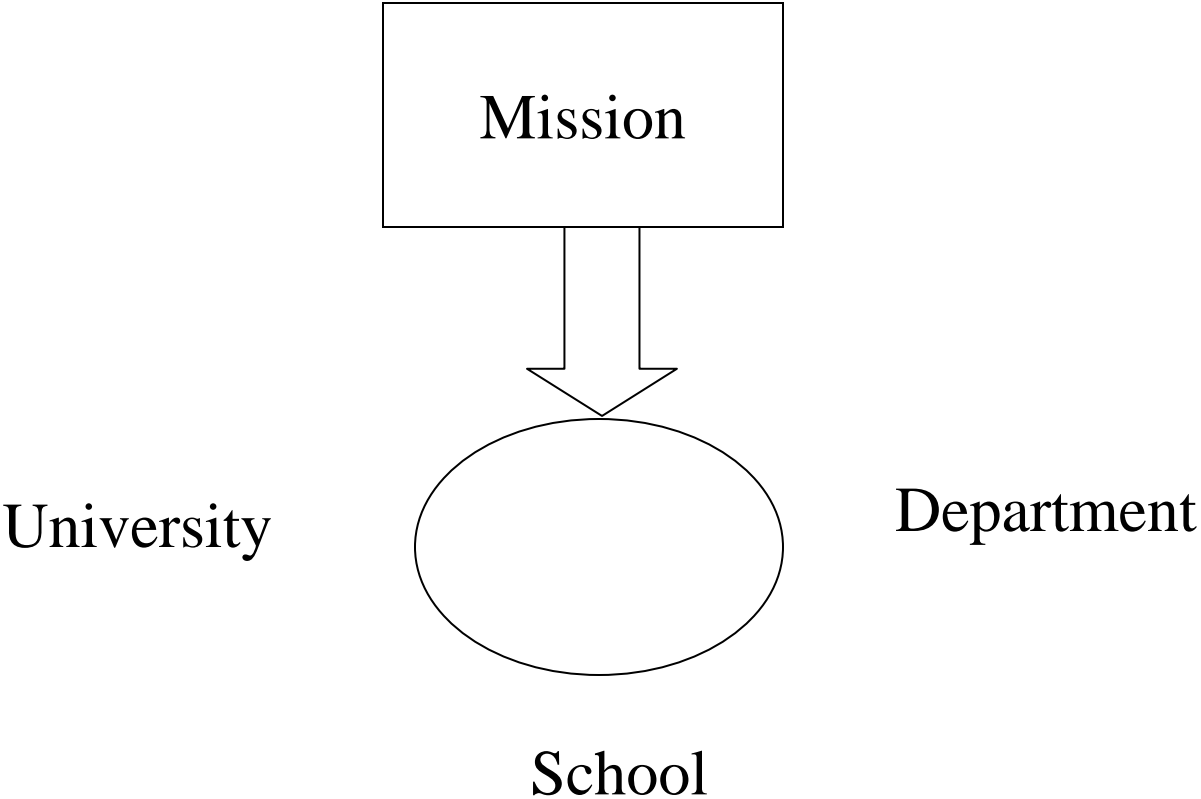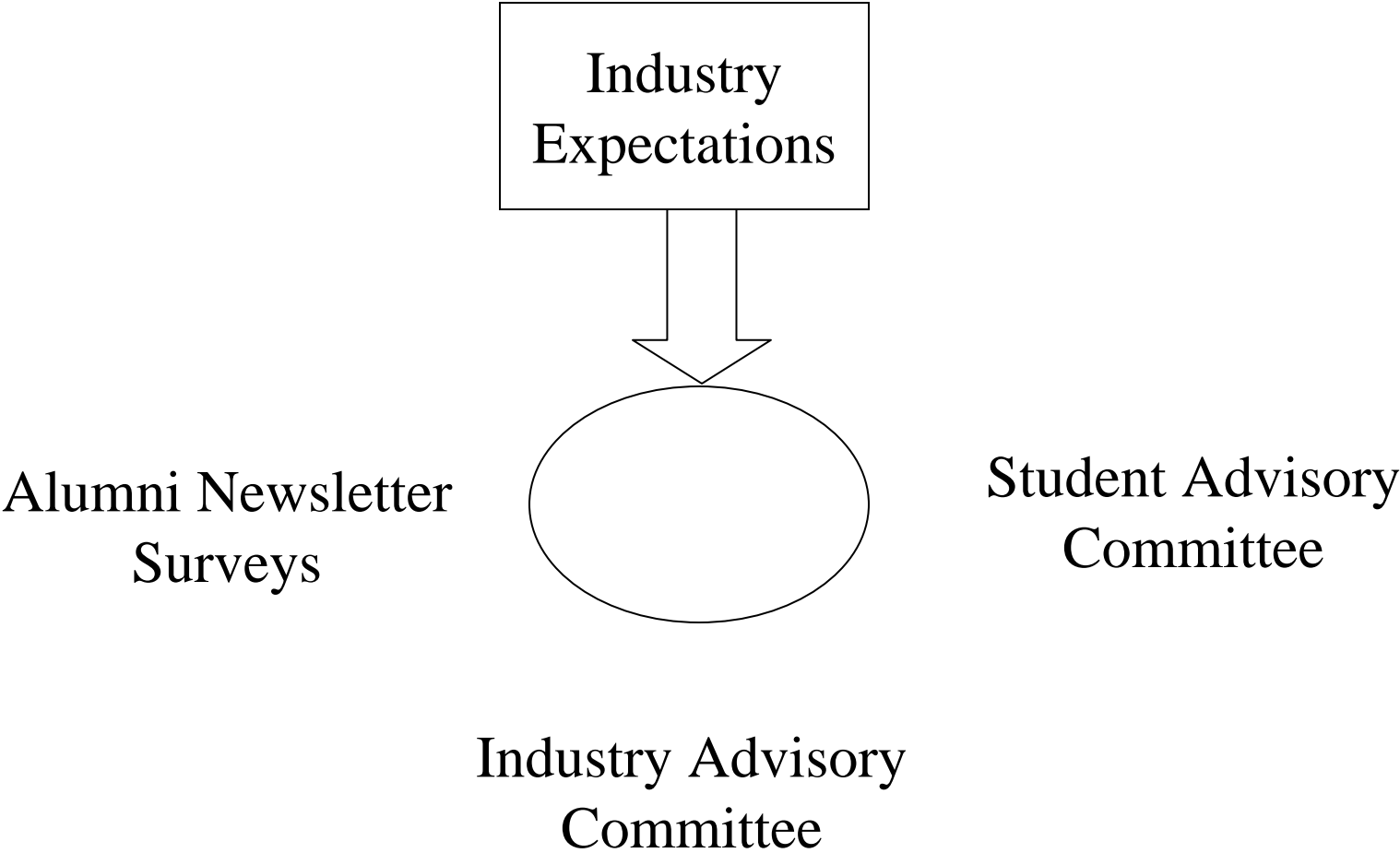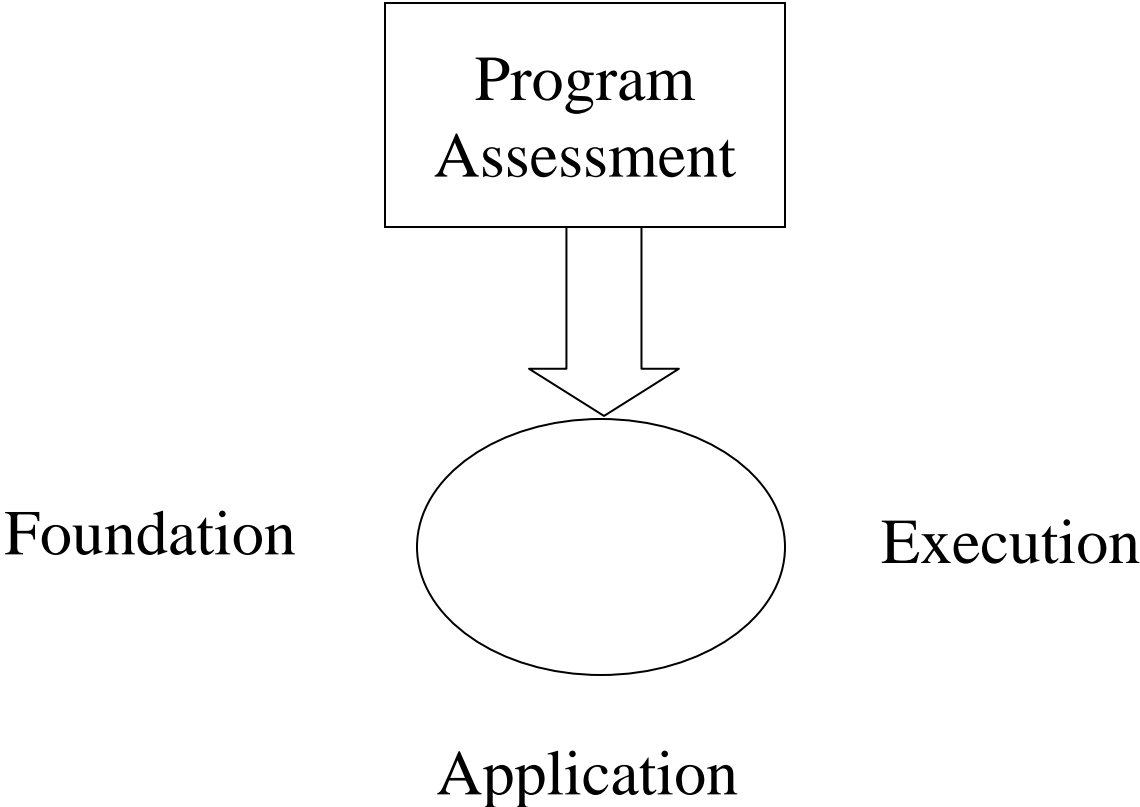
Overview - Learning Domains

I. **Foundation - Knowledge and Comprehension**

A. Principles of Management
   1. Planning
   2. Organizing
   3. Leading
   4. Controlling

B. Problem Solving Using Quantitative and Qualitative Skills

C. Teamwork

D. Total Quality Management

E. Communication and Interpersonal Skills

F. Management Analysis
   1. Philosophy

II. Application - Practice, Analysis, and Synthesis

A. Operational Practice Based on Depth and Breadth of Knowledge
   1. Mission, Goals and Objectives
   2. Customer Analysis
        a) Demographics and Psychographics
   3. Product and Service Concept Development
   4. Financial Decision Making and Analysis
        a) Pricing
   5. Marketing
        a) Target Marketing
        b) Core Products
   6. Implementation of Concept
   7. Human Resource Management
        a) Job Analysis
        b) Employee Training and Development
   8. Information Management

B. Implementation
   1. Critical Thinking

III.   Execution - Continuous Learning

A.   Self-Evaluation
B.   Research
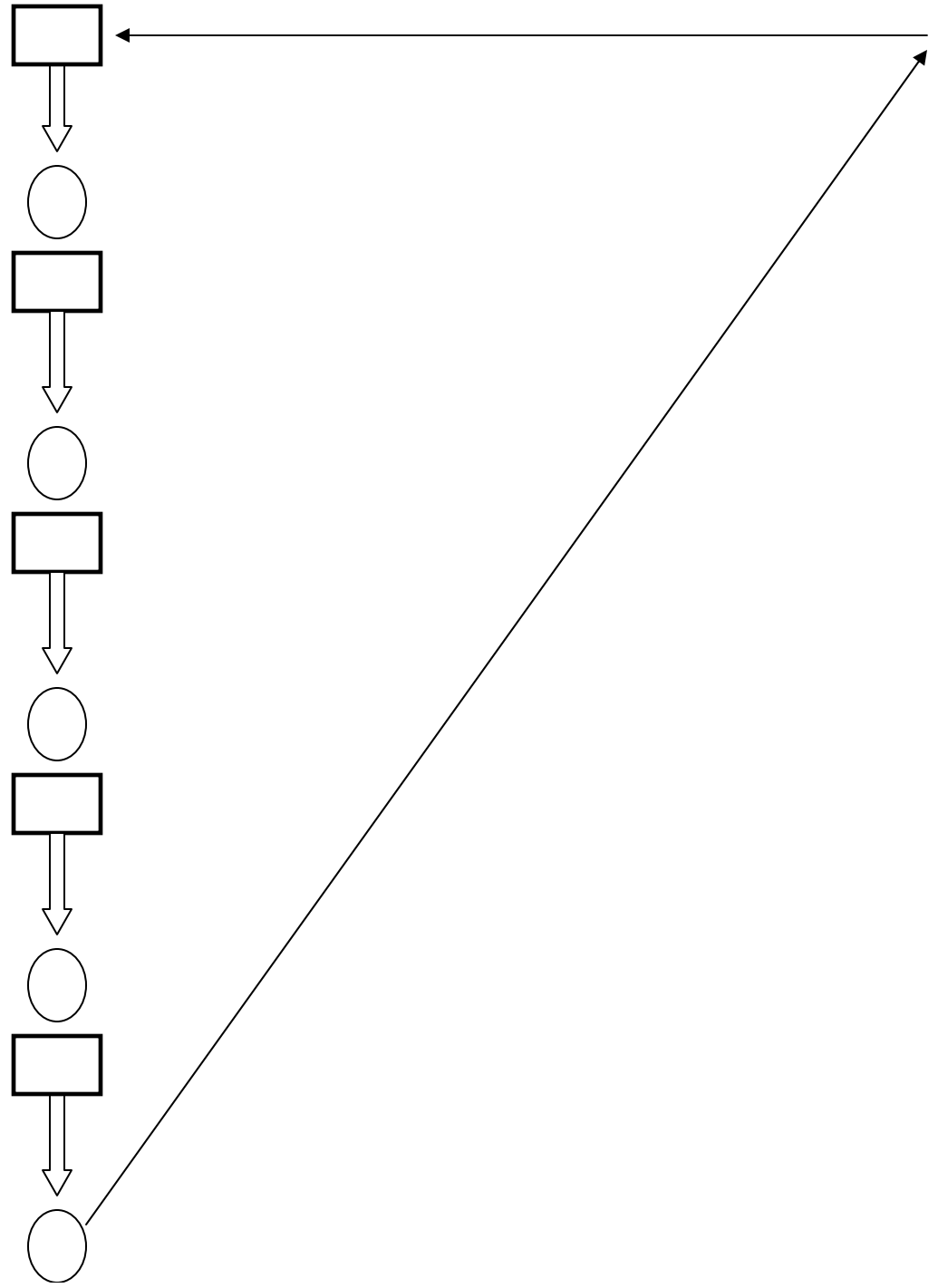C.   Skills Development
D.   Adjust to Meet Customer Expectations

Step 4

Course
Assessment

Foundation

Execution

Application

Step 5

Program Evaluation

Senior Capstone
Course

Internship
Evaluations

Industry Advisory
Committee
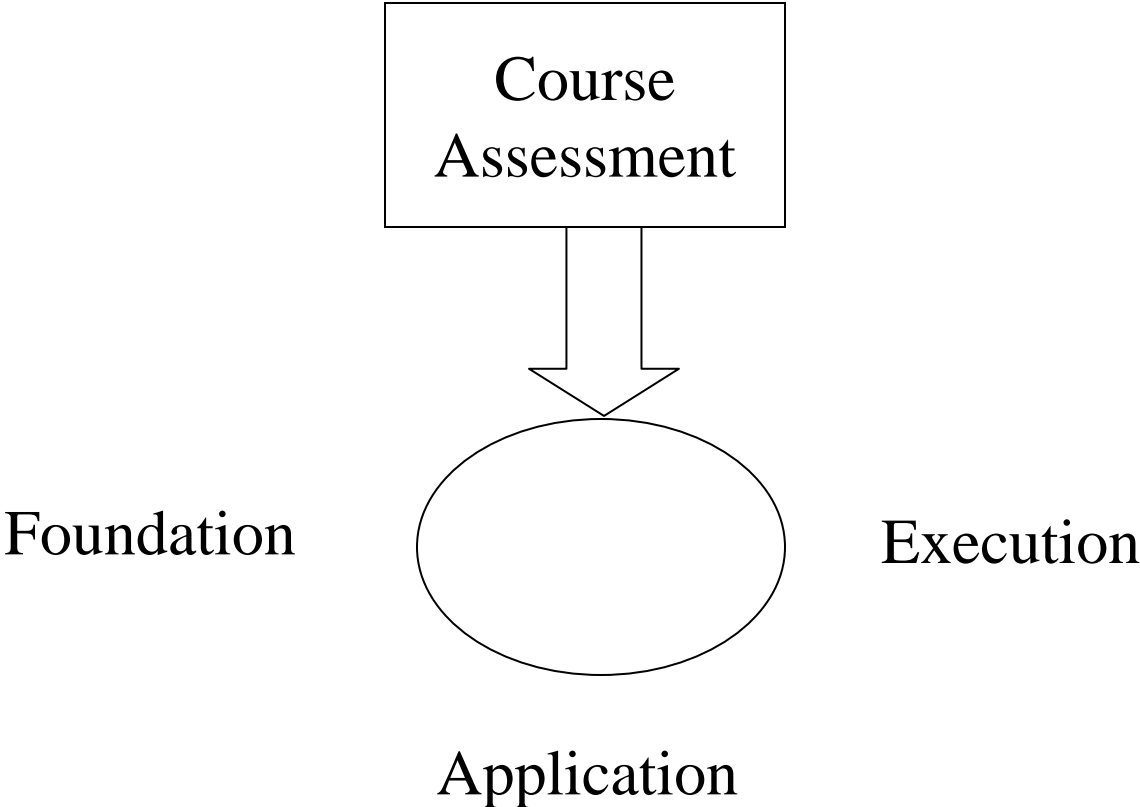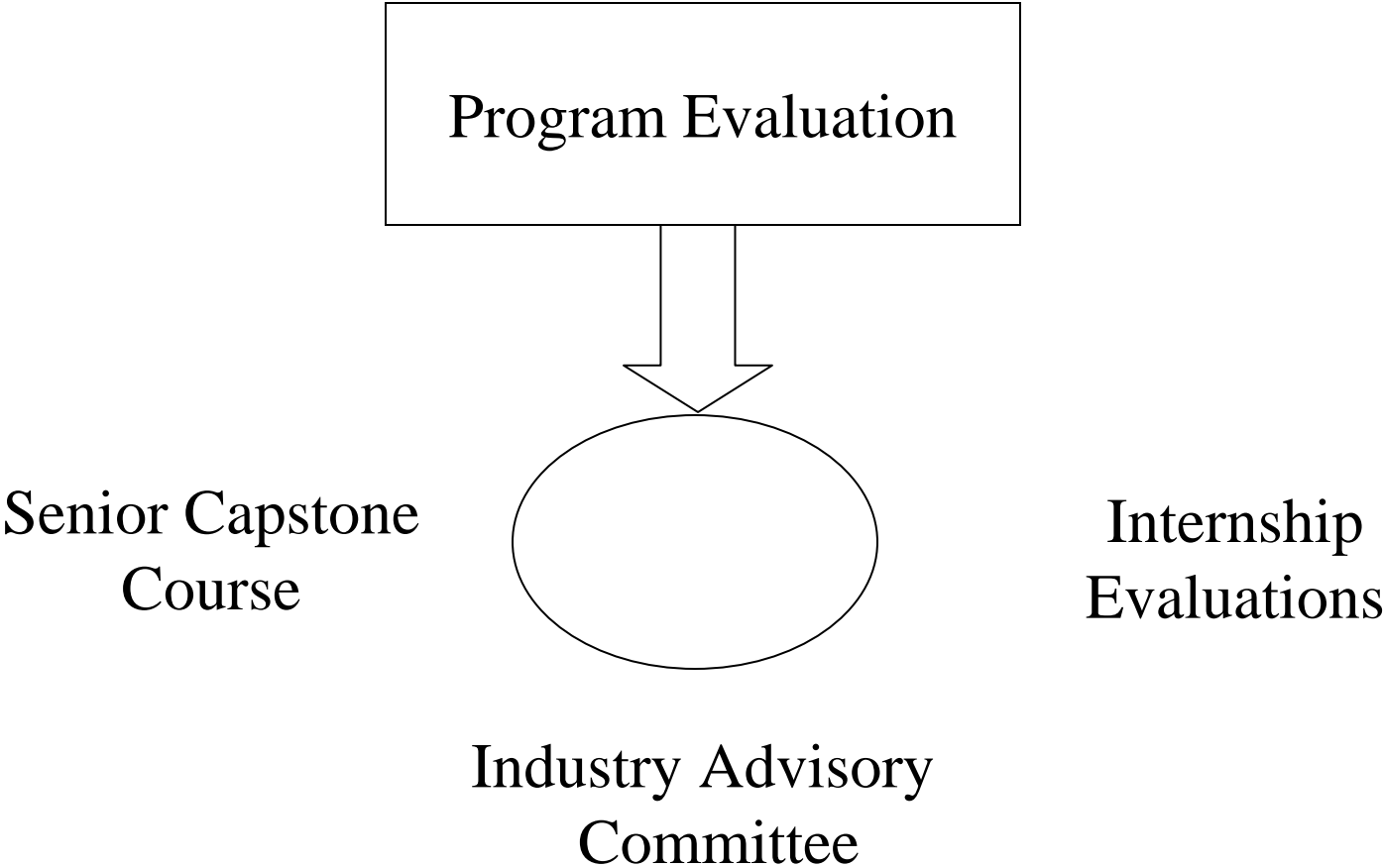
P.A.M.

Step 5: Program Evaluation

Program evaluation upon completion of the Senior Capstone Course every Spring semester.

- ➢ Bi-weekly presentations

- ➢ Final presentations

  - ➢ Invited guests include all members of the industry advisory committee, internship supervisors and school faculty

Practitioner reviews of interns, conducted for all interns at the half point and end of their mandatory 600 hour practicum (TCEM 387).

Supervisors are asked to respond to evaluation forms designed to evaluate and appraise the student as an employee and the student's work performance in the business.

➢The questions are tied to the three Outcomes and five PULs.

The TCEM Industry Advisory Committee meets with faculty twice each semester to review and discuss the program.

This advisory committee includes practitioners from local and state agencies and tourism related businesses, including representatives from companies who employee student interns and hire tourism graduates.

A fourth mechanism is the feedback from students regarding course instruction.

Student evaluations are required in every TCEM class.

What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?

OUTCOMES
FOUNDATION - KNOWLEDGE AND COMPREHENSION

A.	**Principles of Management - The contemporary tourism management professional must operate in an environment of constant change.**
1.	**Plan operational objectives**
2.	**Organize resources and activities to meet operational objectives.**
3.	**Motivate staff to meet operational objectives.**
4.	**Control resources to achieve profitability.**
B.	**The contemporary hospitality management professional must know and apply problem solving techniques in tourism management.**
1.	**Demonstrate a willingness and ability to embrace conflicting information or situations, and engage in problem –solving using quantitative and qualitative skills.**
C.	**The contemporary tourism management professional must be able to develop a team concept among staff.**
1.	**Assess employee's needs.**
2.	**Develop company policies.**
3.	**Execute policies.**
4.	**Resolve conflicts.**
D.	**The contemporary tourism management professional must be able to use total quality management.**
1.	**Identify advantages of TQM for delivery of tourism services.**
2.	**Develop techniques to train employees in TQM.**
E.	**The contemporary tourism management professional must be able to communicate through a variety of mechanism.**
1.	**Express him/herself clearly, concisely, and accurately in both written and verbal form.**
2.	**Understand and use non-verbal communication effectively.**
3.	**Utilize technology to expand avenues of communication.**

How will Mary learn these things?

DOMAIN I: FOUNDATION - KNOWLEDGE AND COMPREHENSION

Student Competencies	Courses through which competencies are taught	Outcomes Assessment Measures
A. Principles of Management		
1. Plan of operational objectives.	TCEM 100, TCEM 181, TCEM 212, TCEM 391, TCEM 312,	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises,, cost analysis, technique proficiency, use spreadsheets, energy usage assessment, layout and design project, ergonomic analysis, restaurant meals, event promotion
2. Organize resources and activities to meet operational objectives.	TCEM 100, TCEM 181, TCEM 212, TCEM 391, TCEM 312,	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, use spreadsheets, restaurant meals, event promotion

At graduation, what evidence could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

Senior Capstone project

Have you and colleagues in your program looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do?

Senior Capstone Project

If so, what do your findings imply for your work?

So far so good!

Have changes actually been made on the basis of assessment data?

How have faculty reacted to the need to spend time on assessment?

What has been successful in drawing faculty in on assessment?

What are the difficulties you face in engaging faculty?

Are there any actions that have been or could be taken in your school to encourage more faculty to become involved?

1) What you have learned from doing assessment?

2) What you have changed as a result of assessment?

3) What still needs to be done in your school and/or at the campus level to encourage more faculty and student involvement in assessment?

School of Physical Education
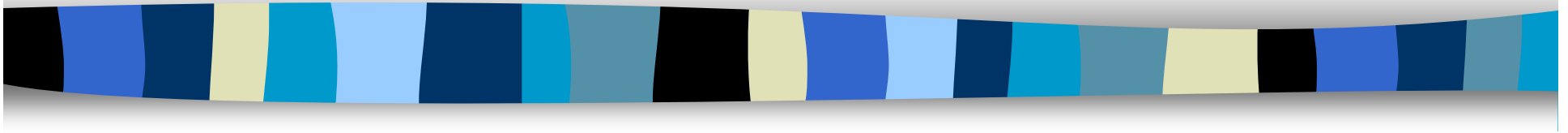
Department of Physical Education

PRAC Presentation

Departmental Tracks

Three tracks

1. Exercise Science (pre-PT, pre-med, single)
2. Fitness and Sport Studies
3. Physical Education Teacher Education (PETE)

- Report will focus on the PETE curriculum changes

School's continual assessment mechanisms

Assessment and Program Review Committee
– Reviews school/departmental assessment procedures overall

Curriculum Council
– Reviews curriculum changes, including course changes/additions, or other such thing

Process to Change PETE curriculum

Program Standards and outside influence

- Indiana Professional Standards Board (knowledge and performance)
- National Association of Sport and Physical Education (NCATE)

Issues with changing/modifying curriculum

- School of Education
- Nature and size of faculty
- Nature of students

Model for change

Achievement Base Curriculum (Plan, Assess, Prescribe, Teach, Evaluate)

Plan: NASPE questions, determine what is currently happening in courses

Assess: who is doing what, survey, focus groups

Prescribe: change/modify curriculum

"Teach":   Implement changes, inform students, solidly integrate standards into curriculum

Evaluate: implement a plan for continuous assessment

What's been done to date

Plan:
- faculty were given standards matrix
- Determine whether they cover "substandards" in cursory, initial, secondary, or primary fashion
- Also assessed the type of field experience to determine performance

We also have to determine, as a K-12 program, what developmental standards we will cover

Continued

Assess:

- Completion of PETE matrix

- Individual faculty meetings to discuss courses

- Use of course syllabi for comparison

- Review of course description compared to course objectives

- General discussion amongst group and faculty

Where we are now

- Working with IMIR developing PETE alumni survey

- Working to plan a focus group with current students (need to find a facilitator)

- Have developed a list of 12 recommendations based upon meetings, conversations, and matrix themes that will be presented to the faculty

Our next step

- After survey and focus group info is collected, we will review our current recommendations

- Currently addressing student learning outcomes outside of standards (e.g., how we define professionalism, teaching behaviors we as a faculty want to see)

- Addressing "hot topics" and beginning to map where and how our students meet standards and learning outcomes

Outcome assessment options/evidence

- PETE definition test

- Physical fitness testing

- Student portfolio

- Formal assessment of teaching experiences

PRAC/NCA Related questions

What will PETE students know/be able to do

- IPSB knowledge and performance standards

- Provision of matrix indicating what, where, and when

- Haven't addressed PUL's directly, nor have we addressed developmental standards as yet

Collective Assessment

- Currently, the collective assessment is programmatic

- Collective student assessment will probably be a responsibility of the "methods" group

- Portfolio review will be another option

Changes made based upon data

General

- Pre-requisite check to make sure students take classes in sequence

- Changes in pre-med track to reflect what courses the School of Medicine will accept

- Potential changes in Fitness & Sport Studies track to potentially reflect Sport Management

Problems in making changes

- PETE changes have been difficult because our curriculum must, to some degree, be accepted by the School of Education (licensing body)-School is changing their process which subsequently affects ours- communication has been difficult at times

- Faculty tend to view this as another "thing" being placed upon them; all work and no result

- VERY small faculty (12), most tenure-line (not tenured), faculty going through a new/old cycle creating tension

Things that have helped move the process along

- Release time this semester for PETE curriculum chair (me); others are pleased "someone else" is doing it

- Tie between assessment activities and merit pay (particularly PUL's and assessment of student learning outcomes)

- Better communication with School of Education

What would help?

- Truthfully, not sure at this time

- Problem is somewhat a factor of faculty motivation

  – Taking it seriously

  – Seeing how changes can be made based upon data (vs. subjective observations)

Indiana University School of Social Work

Report for the IUPUI Program Review & Assessment Committee

February 14, 2002

Agenda

In today's presentation, we will provide:

- A brief presentation of our School

- General outcomes of our educational programs;

- Multiple assessment methods;

- Faculty role in assessment;

- Lessons learned;

Agenda [cont.]

- Changes as result of assessment;
- Plans at the School level;
- Plans needed at the campus level.

Indiana University
School of Social Work (IUSSW)

- As a system school, IUSSW sponsors:
- Bachelor of Social Work (BSW) Programs on three IU Campuses (IUB, IUE & IUPUI)
- Master of Social Work (MSW) Programs on Three IU Campuses (IUPUI, IUN, IUSB)
- Doctor of Philosophy (Ph.D.) in Social Work Program at IUPUI
- BSW courses in Columbus & Kokomo

Indiana University
School of Social Work Programs

Headquartered on the IUPUI campus

Indiana University School of Social Work

Celebrating 90 years of social work leadership

IUSSW [cont.]

- Multiple Course Sections
- Eight-to-nine-hundred students
- More than 45 Full-Time and more than 50 Part-Time Instructors
- More than 50 Required Courses - Most Offered in Multiple Sections and on Several Indiana University Campuses

General Outcomes of our School Programs

- BSW Program:
- Prepares students for generalist social work practice;
- Prepares students for graduate education; and
- Prepares students for life long learning for professional development

General Outcomes of our Educational Programs [cont.]

- MSW Program prepares students for:
- <u>Direct clinical practice</u> with individuals, families, and groups
- <u>MACRO</u> practice:
  - administration, management, research, political, community, and social advocacy arenas
  - ongoing professional needs assessment and learning activities.
  - community and professional leadership

General Outcomes of our Educational Programs [cont.]

- Ph.D. Program prepares students for leadership roles in research, education, and policy development.

Purpose of Assessment

- Assessment is viewed as both:

- a way to improve quality, and
- a means to demonstrate goal achievement and positive outcomes

Assessment Methods [cont.]

The Council on Social Work Education (CSWE) is the accrediting body for BSW and MSW programs.

- Every eight years.
- It covers: Program Rationale & Assessment;Organization, Governance, and Resources; Nondiscrimination and Human Diversity; Faculty; Student Development;Curriculum; Alternative Programs; & Experimental Programs

Assessment Methods [cont.]

- Specifically, the 1992 Curriculum Policy Statement & 1994 Accreditation Standards of CSWE reflected the expectation that programs should:

- *"specify the outcome measures and measurement procedures that are to be used systematically in evaluating the program, and that will enable it to determine its success in achieving the desired objectives." (CSWE, 1994)*

Assessment Methods [cont.]

- *Furthermore, the revised Curriculum Policy Statement: EPAS (2001)*
- *8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.*
- *8.1 The program reports an analysis of its outcome data for each program objective.*
- *8.2 The program shows evidence that the analysis of its outcomes is used continuously to improve the program.*

Assessment Methods [cont.]

- The School was last accredited in 1996. The next review is scheduled for 2004.
- In 1999, IUSSW completed an extensive IUPUI-sponsored self-study and program review.

Assessment Methods [cont.]
A Course/Instructor & Student Learning Assessment (CISLA) System

- Historically, the School of Social Work relied upon the university's "cafeteria" based system. Each instructor selected items s/he considered applicable to the course. However, The university sponsored system:
  - Did not allow for analysis of social work school wide or social work program data
  - Did not permit comparison from course to course or year to year.

Assessment Methods [cont.]
A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Approximately six years ago, the School assumed control of the course/evaluation system.
- The School purchased needed equipment (e.g., Optical Scanner) and related computer software.
- The School also instituted several key changes:

Assessment Methods [cont.]
A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- First, "common course/instructor assessment items" were selected for use:
  - In all social work courses
  - In all social work programs (e.g., BSW, MSW, Ph.D.; part-time, full-time, etc.)
  - On all Indiana University campuses where social work courses are offered.

Assessment Methods [cont.]
A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Second, the course objectives for each course were added to the instrument.
  - The course-objective related items enable students to assess the degree of learning in relation to each course learning objective.
- In effect, these two changes led to the production of individualized course/instructor & student learning assessment (CISLA) instruments for each social work course.
  - The findings could be used for personnel (faculty) performance evaluation and/or for (indirect) assessment of student learning

Assessment Methods [cont.]
A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Each End-of-Semester CISLA Instrument is individualized by course and contains:
  - 20 Standard or Common Items for All Social Work Courses in all Programs on all Campuses
  - Items Related to Each Discrete Course Learning Objective
    - Note: the number of items varies according to the number of learning objectives published in each course syllabus

Assessment Methods [cont.]

A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- The 20 Standard or Common Items allow for easy analysis and comparison by factors such as program, campus, course level, semester, year, program format (full-time, part-time, evening, etc.)

- Responses to the Course Learning Objective (CLO) related items yield students' self-assessment of the degree to which they accomplished the course learning objectives contained in the syllabus. They also can be used for analysis and comparison.

Assessment Methods [cont.]
A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Currently, the Testing Center analyzes the responses to the CISLA Instrument.

- Each individual faculty member receives descriptive statistics related to the courses s/he taught.

- In order to provide context for faculty specific results, aggregated descriptive statistics are also provided for all sections of the particular course and for all courses in the relevant program (e.g., BSW, MSW, Ph.D.)

Assessment Methods [cont.]

A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Program Directors review the responses, including the open-ended narrative responses, along with the descriptive statistics prior to forwarding the results to the appropriate faculty person

- The Dean and Program Directors also receive summary descriptive statistics (e.g., school as a whole, program as a whole, campus scores, part-time versus full-time, etc.) as needed or requested

Assessment Methods [cont.]

## A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- These general data analysis reports often lead administrators to look more closely into certain areas

- The reports are used by the program directors to identify possible professional development needs of associate faculty.

- the reports open the door for dialogue with faculty about individual teaching issues.
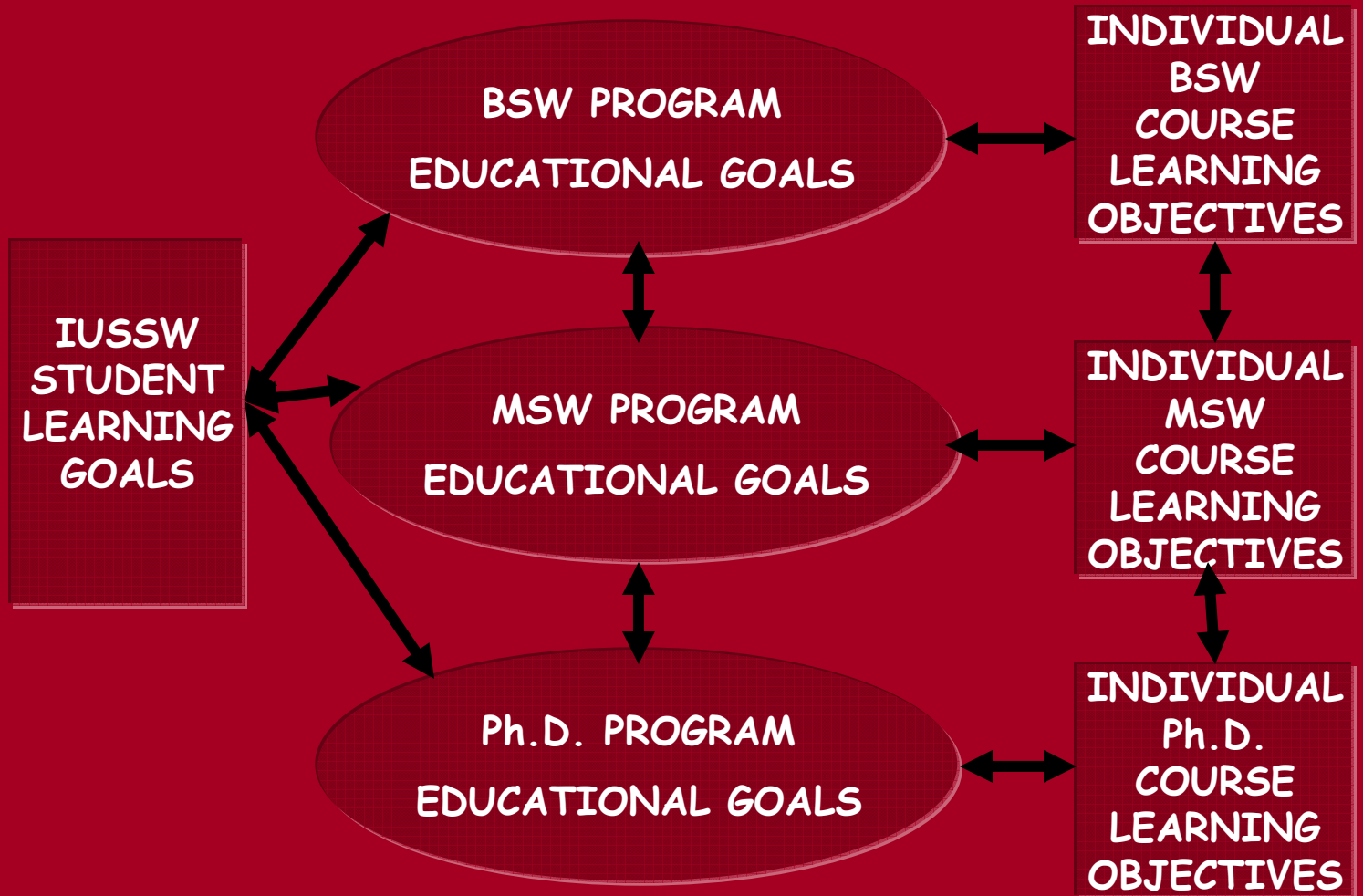
Assessment Methods [cont.]
COURSE LEARNING OBJECTIVES (CLO) CLASSIFICATION SYSTEM & DATABASE

- Another assessment method is the classification of course objectives according to five dimensions
- These dimensions are:
  1. Mission-Related School Goal
  2. Program Specific Learning Goal (BSW, MSW, Ph.D.)
  3. CSWE Content Area (9)
  4. Level of Bloom's Cognitive Learning Taxonomy (6)
  5. Principle of (Undergraduate) Learning (6)

Assessment Methods [cont.]
COURSE LEARNING OBJECTIVES (CLO) CLASSIFICATION SYSTEM & DATABASE

- This CLO Classification System & Database serves to facilitate curriculum organization, planning, development, and assessment
- Each & every course learning objective offered in any social work course at any level and on all campuses is classified according to five dimensions
- Other dimensions for classification may be added to address to programmatic needs and goals

Illustrative Example of the Classification of a Course Learning Objective

- Sample Course Learning Objective:]

- In this course each student learns to:

Understand the fundamental values, ethics, and legal obligations of the profession.

Illustrative Example of the Classification of a Course Learning Objective

- We classify this learning objective as follows:
  - Mission-Related School Goals #3, 1 & 4:
    - *Educate students to understand and apply the fundamental values and ethics of the social work profession in their practice* (primary)
    - *Educate students to be effective and knowledgeable professionals prepared for social work practice in the 21st century* (secondary)
    - *Prepare students for social work practice with diverse populations and with client systems of all sizes* (secondary)

Illustrative Example of the Classification of a Course Learning Objective

- Academic Program (BSW) Goals #1 & 4:
  - *Prepare graduates for generalist social work practice*
  - *Prepare graduates to serve vulnerable populations and to be committed to social work practice that promotes social and economic justice and well-being.*
- CSWE Content Area #1:
  - *Social Work Values & Ethics*
- Bloom's Taxonomy Levels 1 & 2:
  - *Recall & Comprehend*
- Principles of Learning #6:
  - *Values & Ethics*

Assessment Methods [cont.]

COURSE LEARNING OBJECTIVES (CLO) CLASSIFICATION SYSTEM & DATABASE

- Once a course learning objective is classified on these dimensions, the results are recorded within the CLO Database

- We've created a Microsoft Access Database that contains the more than 500 learning objectives from the 50 plus social work courses

Other Assessment methods

- Baccalaureate Education Assessment Project (BEAP). This assessment packet includes:
  - Entrance Survey
  - Social Work Values (pretest)
  - Exist Survey
  - Social Work Values –Posttest
  - Alumni/ae Survey
  - Employer Surveys

Other Assessment methods [cont.]

- Other assessment mechanisms include:
  - Student produced media such as videotaped real or simulated interviews,
  - Student course grades – although most reviewers and site visitors would be unimpressed unless grades were explicitly & descriptively defined, & reliably used throughout a program
  - Written products such as essays, reports, papers, dissertations, research projects.

Other Assessment methods [cont.]

- Other Surveys:

- . Several IUSSW sponsored surveys of current and graduating students were completed during the 1995-1999 time period. The findings and analyses were incorporated within both the IUSSW Self-Study for CSWE and the subsequent IUPUI sponsored program review.

Other Assessment methods [cont.]

- Focus Groups
- Several focus group studies were completed during the middle-to-latter portion of the 1990s. Groups of employers, practicing social workers, and students were interviewed in regard to professional learning needs within contemporary social work practice.

Other Assessment methods [cont.]

- Another round of focus groups has occurred or will take place to assess:
  - Technology needs
  - MSW Student Association surveys of students
  - Needed Gerontology content in the   BSW and MSW curricula

Other Assessment methods [cont.]

- Program Committees
  - The BSW program is engaged in assessment of its curriculum to prepare for the next CSWE reaccreditation process
  - The MSW Program is using assessment to redesign the curriculum and to prepare for CSWE reaccreditation.
  - Ongoing assessment will be used to keep the new curriculum current.
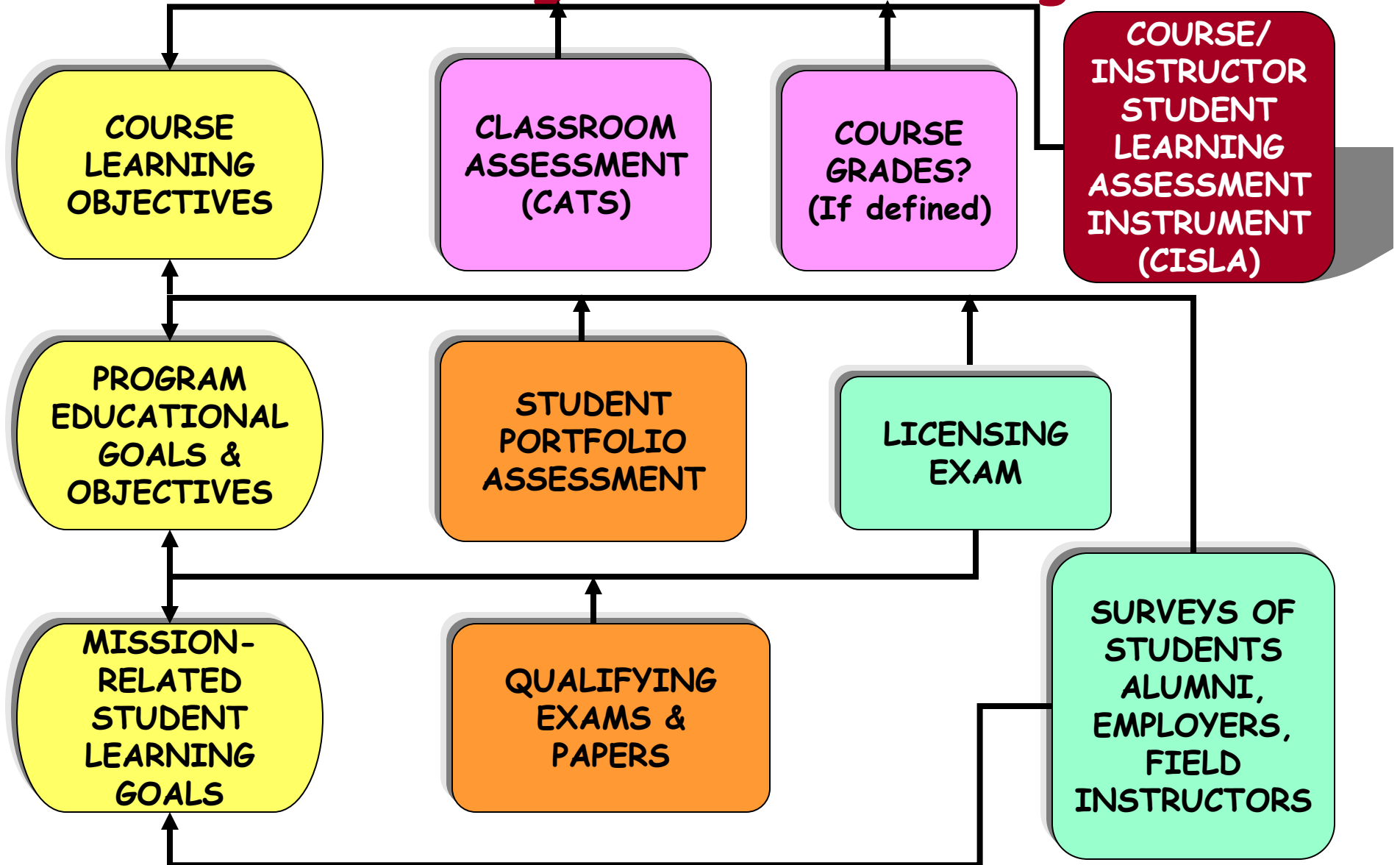
Other Assessment methods [cont.]

- School Advisory Committee:
- This Committee composed of members of the alumni and social welfare agencies advise the Dean in areas related to career trends, research, curriculum, and other related issues

IUSSW
Student Learning Assessment Logic Model

COURSE LEARNING OBJECTIVES

CLASSROOM ASSESSMENT (CATS)

COURSE GRADES? (If defined)

COURSE/ INSTRUCTOR STUDENT LEARNING ASSESSMENT INSTRUMENT (CISLA)

PROGRAM EDUCATIONAL GOALS & OBJECTIVES

STUDENT PORTFOLIO ASSESSMENT

LICENSING EXAM

MISSION-RELATED STUDENT LEARNING GOALS

QUALIFYING EXAMS & PAPERS

SURVEYS OF STUDENTS ALUMNI, EMPLOYERS, FIELD INSTRUCTORS

Faculty Role in Assessment

- Faculty use the results of their assessment activities to
    - modify and enhance the quality of their learning processes and activities (e.g., curriculum & instruction), and improve student learning outcomes;
    - made changes in course descriptions and objectives, created new courses, expanded the recruitment efforts, etc.

Faculty Role in Assessment [cont.]

- A major restructure of the MSW curriculum is currently under way with the participation of all faculty, in all programs, and on all campuses.
- Two Certificates were created and new ones are under consideration.

Faculty Role in Assessment [cont.]

- Assessment is seeing as an on-going process and as such the faculty devotes a significant amount of time in assessment processes.

- Faculty may devote less time to writing assessment reports which are seeing more as an administrative responsibility.

Faculty Role in Assessment [cont.]

- A number of recent endeavors have created more avenues to engage faculty in assessment. Some are:
  - The school created an internal grant for assessment. Currently, four faculty members are the recipients of that grant;
  - Small technology grant to develop and evaluate online courses;
  - Faculty retreats for the purpose of curriculum assessment.

Lessons Learned

- Based upon our experience with assessment we learned important lessons:
  - Emphasize student learning as a guiding focus for school and program activities;
  - Foster development of a "learning organization" where learning of all kinds is expected & rewarded, & where "assessment" activities are "natural" and "routine"

Lessons Learned

- – Engage in self-assessment activities in order to "model" the desired attitudes and behaviors needed in a "learning organization."
- – Regularly use assessment data in decision decision making processes.
- – Involve as many stakeholders as possible (e.g., faculty, students, agency employers, graduates) in developing assessment approaches.

Lessons Learned [cont.]

- Need to create mechanisms to communicate with other colleagues about assessment and other educational issues. This learning led us to create Advances in Social Work: Linking Research, Education & Practice
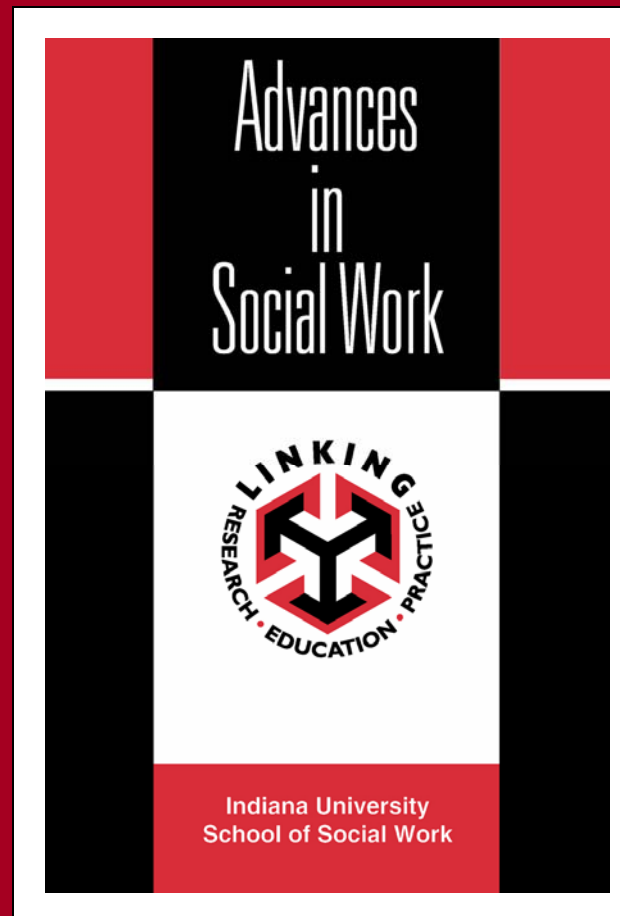
  The Journal of Indiana University School of Social Work

Advances in Social Work:
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School of Social Work**

Visit *AISW* at http://iussw.iupui.edu/aisw

Lessons Learned [cont.]

- We have continuously asked ourselves if student learning assessment is:
  - *Separate but related* to Faculty Performance Evaluation?
  - *Separate and unrelated* to Faculty Performance Evaluation?
  - *Integrated* with Faculty Performance Evaluation?

  We do not have yet a corporate response to these questions.

Plans at the School Level

- Continue review and assessment of the MSW program and create a revised curriculum for the program;
- Standardization of certain content in each section of the same course;
- Reduce grade inflation;
- Continue supporting faculty with internal grants;
- Assist faculty in obtaining outside funding for assessment projects.
- Find new mechanisms to motivate all faculty to be involved in reaccreditation processes.

Questions and Answers

Assessment in the School of Liberal Arts

Robert White,

Associate Dean

Karen Johnson,

Committee on Teaching and Advising

1. What will Mary Smith know and be able to do by the time she graduates from the School of Liberal Arts at IUPUI?

A Principled Curriculum

She will:

Be able to speak, write, read, and listen, and be able to perform
quantitative analyses;
Have the ability to analyze information and ideas from multiple
perspectives;
Be able to integrate and apply knowledge;
Be able to examine and organize ideas and be able to apply
them to specific issues and problems;
Recognize her own cultural traditions and understand and
appreciate the diversity of the human experience; and,
Have the ability to make judgments with respect to individual
conduct, citizenship, and aesthetics.

The SLA – SOS Principled Curriculum

http://common.iupui.edu/

2. How will Mary learn these things?

Capstone Courses

Collaborative Exercises

Examinations

Integrator Courses

Internships

Lectures

Portfolios

Self-directed learning

Writing Assignments

Assessment in the School of Liberal Arts Varies by 11 Departments:

Anthropology
Communication Studies
Economics
English
Foreign Languages and Cultures
Geography
History
Philosophy
Political Science
Religious Studies
Sociology

Varies by SLA Department (The SLA Matrix):

http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/liberalarts.html

An Example from Geography (Column 4)

http://www.iupui.edu/~geogdept/assessment_prac_geography.htm

3. At graduation, what evidence could you and Mary provide her parents and potential employer that she can do the above?

Discipline examinations

Writing examples

Portfolios

Plus…

Examples of her predecessors. SLA recent graduates
Are….

In Graduate School:

MA Program, French and History, Bowling Green
MA Program, Religious Studies, Miami of Ohio
MS Program, Psychology, IUPUI
MSW Program, IUPUI
Ph.D. Program, Social Work, University of Ill.-Chicago
MA Program, Archaeology, Ball State
Law School, IUPUI
Ph.D. Program, Sociology, University of Kentucky
Ph.D. Program, English, Emory University
Ph.D. Program, American Culture, University of Michigan

Examples of Employment…

Admissions Management Specialist, Institute for
        International Education of Students, Chicago
Attorneys (English, Sociology)
Author, *The Life I Lead*, by Keith Banner (Knopf)
English and Journalism Teacher, Teach for America
        Program
Fashion Editor, *Indianapolis Star*
Librarian, Bartholomew County, Indiana
Museum Curator, Johnson County, Indiana
Real Estate Agent
Research Associate, Veterans Medical Center
Restauranteurs, Queen of Sheba (Ethiopian)

The SLA Matrix:

Varies by Liberal Arts Department

http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/liberalarts.html

Geography (Columns 5 and 6)

http://www.iupui.edu/~geogdept/assessment_prac_geography.htm

4. Have departments looked collectively at the work of Mary Smith and other students to see what, in general, They know and can do?

YES!

If so, what do your findings imply for your work?

Final Column of the SLA Matrix:

http://www.planning.iupui.edu/prac/0001schoolreports.html

Geography (Column 7):
http://www.iupui.edu/~geogdept/assessment_prac_geography.htm

LOOKING COLLECTIVELY:

PRAC and Other Reports

http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/sociology.html

http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/redesign.html

LOOKING COLLECTIVELY:

Assessment of the Principles of Undergraduate Learning (The SLA Committee on Teaching and Advising)

Assessment Method that the SLA does not recommend

- With our Graduating Student Survey, we requested that students write an essay on one PUL.

- Response Rate of
  - 0%

New, Improved Model

- In our Capstone courses, we ask each graduating senior to answer three questions and contribute an essay on one of the PULs and on how well he/she has been prepared in this area.

- We have only used this model once, in the fall of 2001, and thus have few responses (12), but most of these students clearly took their task seriously.

The Instrument

1. Were the Principles listed on any of your course syllabi, handouts, or web sites? If possible, please tell us which courses or instructors did so.

2. Were the Principles introduced or discussed in any of your courses? If you remember, please tell us which courses or instructors did so?

3. Were you asked to use the principles in any of your courses in some way (for example, as part of an assignment)? If possible, please tell us which courses or instructors did so and how.

The Instrument

- 4. One of the Principles listed on the next page is circled. Please take a few moments to reflect on this one Principle. Then please write on the last blank page (or on an attached sheet) how you experienced this Principle in your major. Did your course work help you attain the outcomes associated with this Principle? Will what you learned about this Principle at IUPUI influence your life in the future? Please write carefully, in full sentences, rather than presenting a list of items. Thank you very much for your help!

- Note: if you would like to write about any of the other Principles, please do so, using additional sheets if necessary.

The Results

1. Were the Principles listed on any of your course syllabi, handouts, or web sites? If possible, please tell us which courses or instructors did so.

- Yes: 7
- No: 4
- Other: 1
- Departments mentioned were Religious Studies, English, and Philosophy, and Political Science

The Results

2. Were the Principles introduced or discussed in any of your courses? If you remember, please tell us which courses or instructors did so?

- Yes: 5
- No: 6
- Other: Students said they were pointed out but not discussed
- Several students noted that, while the PULs themselves were not discussed, the concepts underlying them were. One student noted that they were discussed in lower-level classes and assumed in upper-level classes.

The Results

3. Were you asked to use the principles in any of your courses in some way (for example, as part of an assignment)? If possible, please tell us which courses or instructors did so and how.

- Yes: 4
- No: 7
- Other: 1 student did not answer

The Essays

- 4 of the 12 students did not write the essay
- No students took the option to respond to more than 1 PUL
- The students who did write were uniformly positive about the coverage of the PUL in their majors
- PULs 4, 5, and 6 were the ones most students had been assigned
- Critical Thinking (PUL 2) was mentioned positively by several who wrote about other topics
- Several mentioned other disciplines as well as their majors

Ideas for the Future: The Survey

- Give out the forms earlier in the semester
- Offer the students more focused questions for the essay
- Consider finding a small "reward" for turning in the form, perhaps a donated free admission to the Hollywood Bar theatre
- Make summarized findings available on the web, so that students can see that their opinions are being taken seriously
- After one full year's cycle, reevaluate the form and redesign

Ideas for the Future: Faculty

- More faculty need to find ways to show connections between their course goals and the PULs

- We need to recognize that we cannot do all the work of identifying the relevance of the PULs to course content, especially in upper level courses

- Faculty need to see rewards, both tangible and intangible, for the work they do on assessment and on promoting the PULs

Are there additional implications of your work at the campus level?

1. Ours (like Science) is a very complex school

2. Viewing courses, and programs, as whole, is the hard part:

   1. Faculty tend to think individualistically

Additional Questions:

1. Have changes been made on the basis of assessment data?

   Yes.

2. How have faculty reacted to the need to spend time on assessment?

   Mixed; most view assessment negatively until they do it.

3. What has been successful in drawing faculty in on assessment?

   Faculty governance, to a degree
   Funding

4. Are there actions that could have been taken in your school
    to encourage faculty to become involved?

        Yes; we should have involved the Committee on
        Teaching and Advising earlier.

        Yes; it would be better if we had an Assessment Committee.

5. Are there activities that could be undertaken at the campus level
    that would help engage faculty?

        Yes; PRAC should be part of the Faculty Council.