

Program Review and Assessment Committee

Thursday, January 19, 2006

UL1126

1:30-3:00 p.m.

Karen Johnson, Chair

Joshua Smith, Vice Chair

AGENDA –

1. Approval of December MinutesK. Johnson
2. PUL Revision and IU General Education Processes Betty Jones
3. Program Review Report.....Greg Lindsey
4. Assessment Strategies Presentations..... Thom Upton and D. Appleby
5. Subcommittee Reports
 - Grants Subcommittee.....L. Houser
 - Performance Indicators SubcommitteeS. Kahn
 - Program Review..... K. Black
 - Graduate IssuesJ. Mac Kinnon
 - ePortfolio..... S. Hamilton
6. AdjournmentK. Johnson

MINUTES –

Members Present: Drew Appleby, Kate Baird, Trudy Banta, James Brown, Katie Busby, William Crabtree, Yao-Yi Fu, Janet Fulton, Andrew Gavrin, Sharon Hamilton, Michele Hansen, Linda Houser, Karen Johnson, Susan Kahn, Joyce Mac Kinnon, Allison Martin, Craig McDaniel, Howard Mzumara, Joanne Orr, Irene Queiro-Tajalli, Ingrid Ritchie, Joshua Smith, Russell Vertner, Debra Winikates, Charles Yokomoto, Nancy Young, and Gail Whitchurch

Guests Present: Thomas Upton, Greg Lindsey, Monica Winter, Laura Sommerville, and Kristin Jardot

Minutes of the December 8th meeting were approved without correction.

Program Review Report

T. Banta introduced Greg Lindsey, Executive Associate Dean of SPEA, who was invited to describe the program review process in his school. Several SPEA programs were reviewed in 1999 and 2000 and Lindsey focused on the impact of all of the reviews combined. He first described SPEA as relatively small with 28 tenured and tenure-line faculty and over 40 associate faculty. There are slightly more than 1000 students in the school, including graduate and undergraduate students. Lindsey presented several slides

describing changes in enrollment and numbers of graduates in the various programs over the past five years. (see attachments).

The major questions posed in the SPEA reviews included, (1) Are degree titles appropriate?; (2) Does course content align with stated program goals?; (3) Is the physical setting (primarily research labs) adequate?; and (4) Are students supportive of the program? The reviewers commended a strong faculty. They also made several recommendations, including splitting the BSPH program into two separate programs, using accreditation guidelines for curricular alignment, increasing lab space, developing a comprehensive business plan, expanding faculty advising roles and depth, changing administrative leadership roles, and attending to issues of low student morale. SPEA has taken several steps to address the stated concerns. For example, SPEA has moved away from concentrations and now undergraduates declare a specific “major.” In terms of advising, they have added a professional advisor to assist with course choice and sequencing. Faculty advising has been clarified as mentoring, providing insights on career and internship opportunities. In terms of leadership, SPEA intentionally parsed Program Director titles to include one director for Academic Affairs (handles issues that cut across all programs) and three program directors in Public Health, Public Affairs, and Criminal Justice, respectively. Finally, SPEA has encouraged associate faculty to become mentors to current students. In response to a question from Whitchurch about how that process is facilitated, Lindsey discussed the role of professional development and the program director, who keeps track of associate faculty vita and interests. Ritchie, who is the director of academic affairs for SPEA, elaborated on increased opportunities for connecting students to faculty in the field, including an Honors track and internships with state agencies. While the School has addressed many issues from the reviews, they have not attended to all the recommendations, most notably in the areas of the business plan and lab space.

Lindsey likened the assessment of their program review outcomes to the performance indicator level “orange.” Reasons for the current indicator level include continual transition of leadership (among staff and four different Associate Deans) and fiscal hardship in 1998-1999. He reported that leadership has been steady for the past two years, and fiscally, the School is in better shape to move forward on the recommendations. He pointed to recent results of student opinion surveys demonstrating that fewer students are dissatisfied with many areas than students were five years ago. He also cited growing numbers of majors as an indicator of success. Brown asked how SPEA accounts for the increases in enrollment. Lindsey cited better marketing within and across schools and word of mouth by students. Queiro-Tajalli asked how schools can balance the need to reach students while recognizing growing demands on their time. Lindsey went back to the survey results and discussed how it revealed student challenges and perspectives on such issues. Ritchie followed up by describing policies that support students on academic probation. First, students on probation must see an advisor before registering and students on “critical probation” have a credit limit for the semester. Lindsey added that students who wish to take more than 15 credits are required to plot their previous academic achievement by number of credits. Inevitably a negative relationship emerges and students are discouraged from taking too many credits.

McDaniel inquired about the role of PULs in the review. Lindsey indicated that PULs appear on faculty syllabi and faculty are asked to identify assignments that measure student achievement of the PULs in the course. Ritchie expressed a desire to move beyond that level to include methods of assessment in the future.

Assessment Strategies

Thomas Upton, Director of ESL programs in the English Department, presented an assessment strategy. The strategy was based on a 2000 program review that was partially supported by a PRAC grant. The grant provided an opportunity to assess two aspects of the ESL program, (a) the exam used to place non-native English speakers entering IUPUI, and (b) curriculum review of the courses offered in the program. The findings of the review demonstrated some problems with the placement test. For instance, there was only one form of the test, and it wasn't normed adequately for IUPUI. As a result of the findings, the program adopted an assessment instrument from ACT (ACT/COMPASS) that is scored with assistance from the Testing Center. Curricular changes based on program review feedback included separating graduate and undergraduate students, aligning course content with the content of the placement test, and strengthening the academic language skills required in each course. ESL is moving forward with another program review to examine the impact of modifications in placement testing and curricular alignment on student achievement.

Drew Appleby, Department of Psychology, presented an assessment strategy with three of his students from the B454 capstone course. The strategy was based on two projects conducted in preparation for the Psychology program review last year. The first project was the Curriculum Matrix/Syllabus audit project. Students in B454 collected all syllabi for courses taught in the Psychology program. Then they identified the extent to which the syllabi reflected the Student Learning Outcomes (SLOs) in the psychology program. Early in the process, they discovered that the SLOs needed to be "debundled," since the SLOs contained more than one distinct outcome. Students created a matrix of all courses and all SLOs and then presented the data to the faculty for confirmation. The second part of the project involved identifying the level or depth of coverage of each SLO as either beginning, intermediate, or advanced. In general, students reported that faculty were interested in the process and appreciated the work of the B454 class. McDaniel asked if the psychology department expects all courses to address all SLOs. Appleby responded, "Not yet."

The second project involved the development of a short survey to elicit student self-report achievement of each of the 15 SLOs. Forty students responded and the results were reported in Table 1 of the handouts. One student presented the poster they had developed that described the project and commented on the challenges and benefits of the entire assessment process. Students reported that they gained skills such as communication and collaboration and learned how to critically evaluate a course syllabus.

Due to time limitations, Johnson asked that any committee reports be sent to the PRAC listserv. Hamilton made an announcement that IUPUI's efforts in developing and

assessing the PULs have been recognized with a Hesburgh Certificate of Excellence—one of just three projects in the country recognized with Hesburgh awards in 2006.. Finally unanimous appreciation was expressed to Appleby for bringing the delicious cookies!!

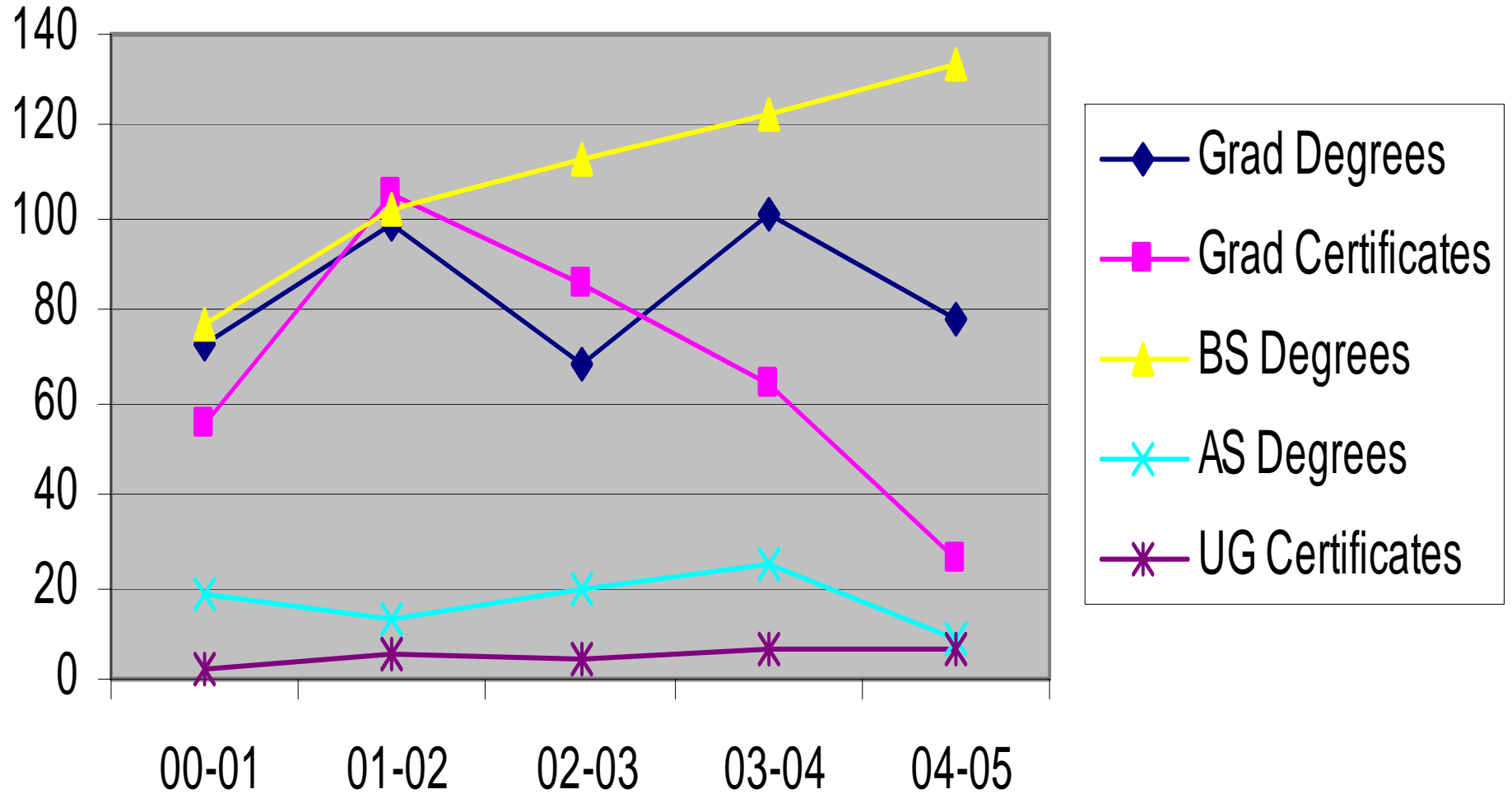
Meeting adjourned at 3:01PM

SPEA IUPUI

An Overview

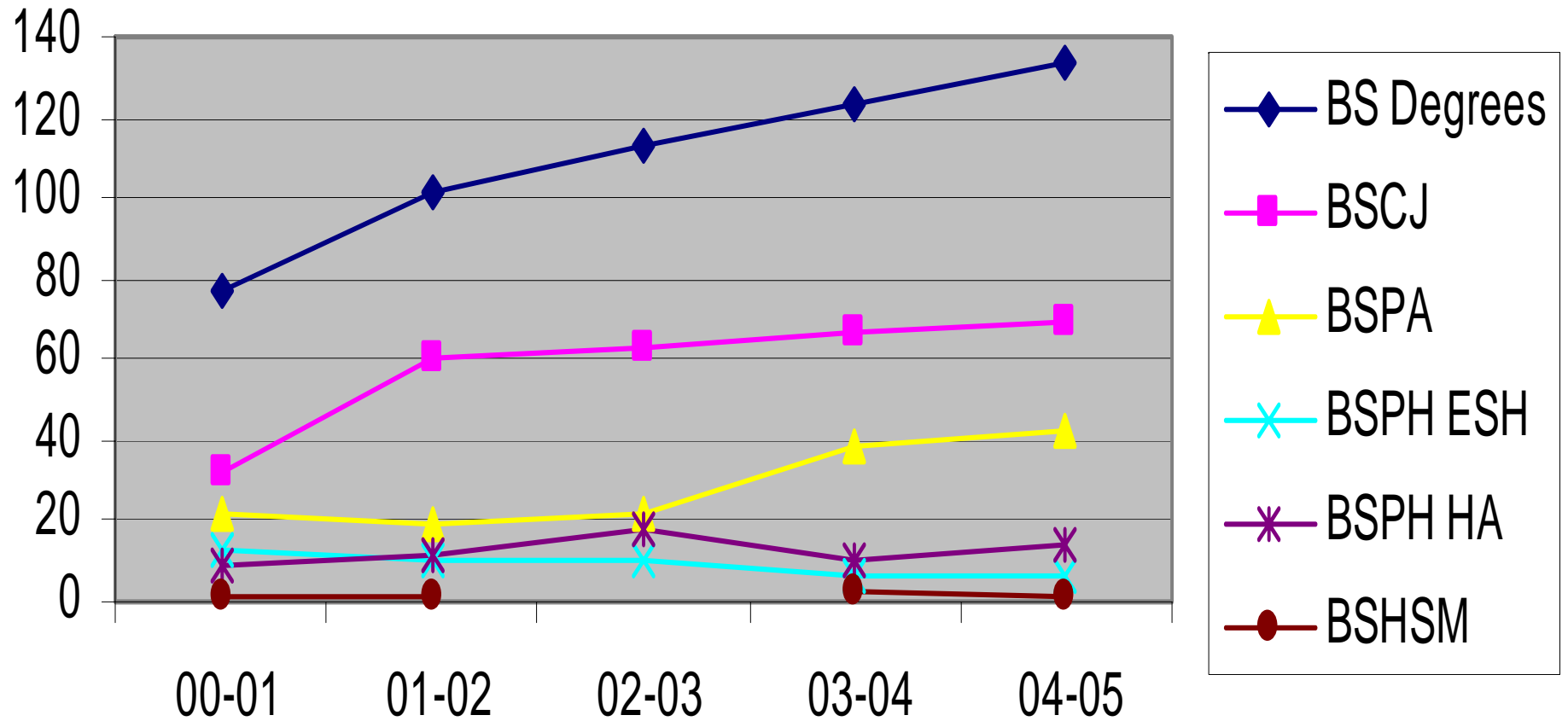
- 28 faculty; 40-50 associate faculty; ±1000 students
- Five key degree programs
 - BS Criminal Justice (BSCJ)
 - (2006: new public safety major)
 - BS Public Affairs (BSPA)
 - Management, Civic Leadership, & Policy Analysis majors
 - BS Public Health (BSPH)
 - Health Administration & Environmental Science & Health majors
 - Master of Public Affairs (MPA)
 - Master of Health Administration (MHA)
- Other Degree Programs
 - BS Health Services Management (will integrate with BSPH)
 - BS Environmental Science (will support School of Science)

SPEA Degrees & Certificates Awarded

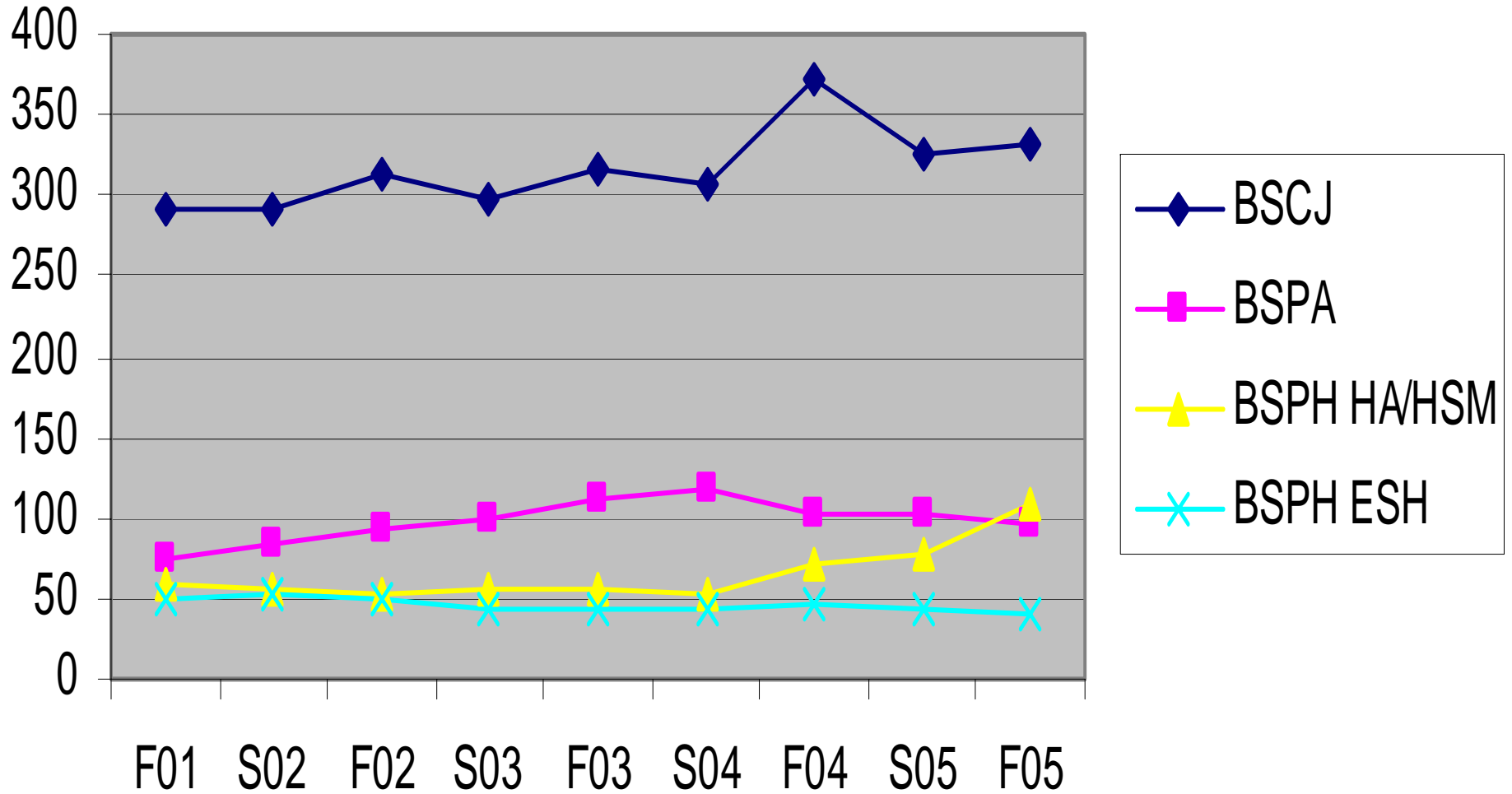


SPEA Undergraduate Degrees Awarded

(degrees awarded increased 73% in five years)



SPEA Undergraduate Enrollment - Headcount



School of Public and Environmental Affairs

- Recent program reviews
 - BSPH: 1999-2000
 - BSCJ: 1999-2000
 - BSPA: 1999-2000
- Recent accreditation reviews
 - MPA: 2004-05 (self study); 2005-06 (site visit)
 - MHA: 2004-05 (self study); 2005-06 (site visit)
 - BSPH Environmental Science and Health Major: 2005-06 (self study, application, site visit)

BSPH Program Review: 1999-2000

Principal Findings

1. Appropriate degree titles
 - Finding: split concentrations into two degrees; use BSHSM; eliminate BSPH
 - Action: created majors; collaborated in formation of BSES
2. Needed course work
 - Finding: use accreditation materials as guides
 - Action: curricular review and application for accreditation
3. Physical facilities
 - Finding: lab space is inadequate
 - Action: none; resources, enrollments preclude investment
4. Assess student support for programs
 - Finding: low student morale; enrolled because of cost and access; good faculty
 - Action: very recent improvement in student services
- Most forceful overall recommendation: develop a business plan
 - Action: not done; degree program has continued to evolve piecemeal; will develop enrollment targets in Spring 2006

BSPH Program Review: 1999-2000

Other Recommendations

1. Expand faculty advising role
 - Focused on professional staff advising, customer service, and faculty mentoring on careers
2. Expand function of program faculty
 - Changed faculty leadership and committee structure
 - Consolidated grad and undergrad curriculum committees
 - Changed Grad and Undergrad program directors to Public Affairs, Health Administration, and Criminal Justice directors (substantive emphasis)
 - Integrated program and curriculum committees
3. Develop model schedules for degree completion
 - Completed course rotation schedules; need to develop student guides
4. Appoint adjunct faculty and alumni as mentors
 - Not done; alumni surveyed in fall 2005 about mentoring; Alumni Associate board developing mentoring program
5. Establish advisory committee for each degree program
 - Not done; but professional advisors have met periodically
6. Clarify program leadership (see response to #2)

BSPH Program Review: 1999-2000

Other Recommendations

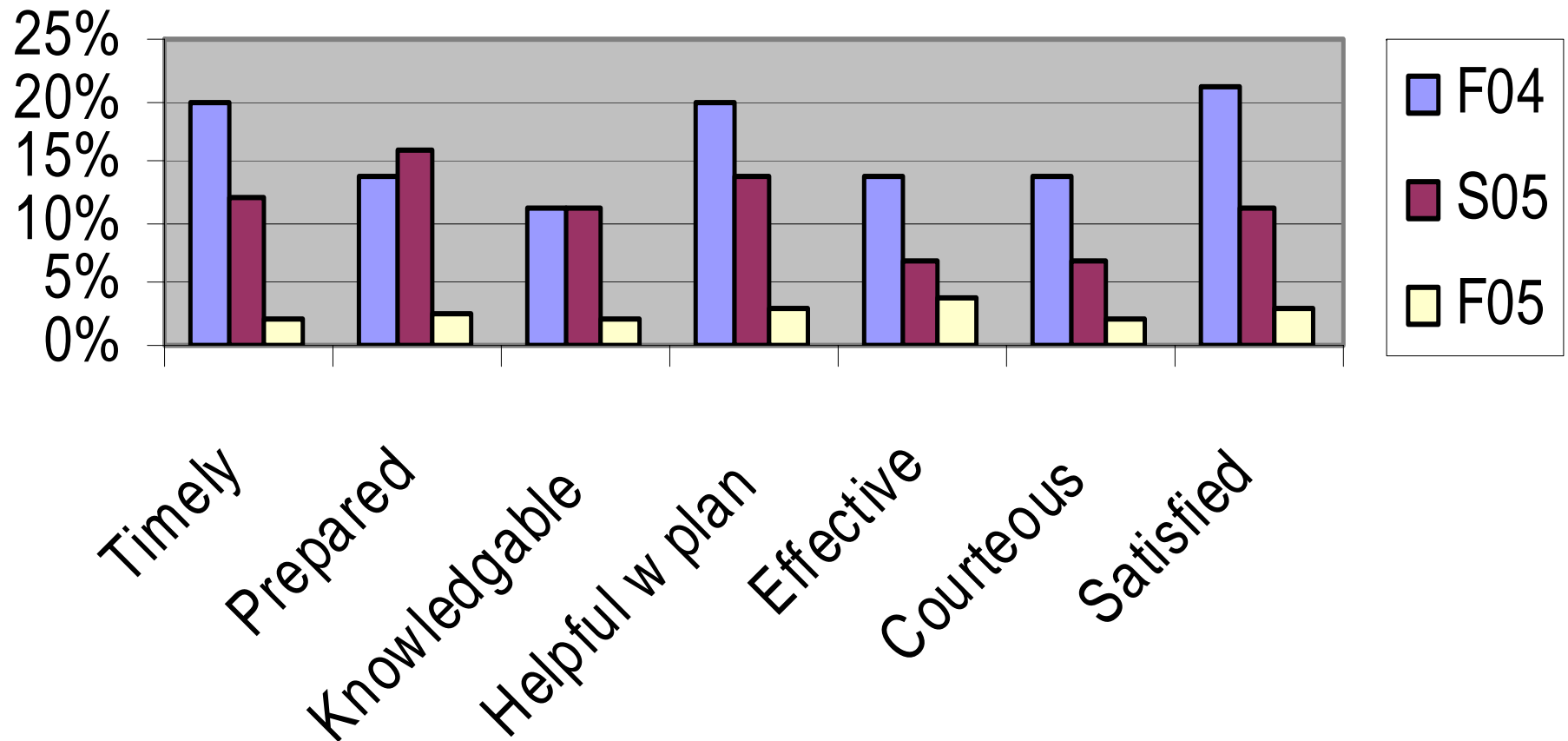
7. Develop accelerated path to the MPH
 - Not done; accelerated MHA retained
8. Develop opportunities for highly motivated students
 - Not done; planning new Indiana Leadership Program for honors students to fulfill capstone and internship requirements
9. Consider distinctive competencies in degree program (coop program, information management)
 - Not done
10. Strengthen courses (finance, marketing, HR)
 - Hired lecturer and part-time lecturer in health area and finance; have initiated curriculum review
11. Strengthen recruitment in environmental science area
 - Director and marketing and recruitment has worked with faculty on recruitment strategy
12. Seek accreditation for environmental science major
 - Submitted self-study report in January 2006

BSPH Program Review: 1999-2000

Insights and Observations

- Outcomes
 - Mixed response at best (red light; orange?)
- Explanations
 - Changes in school leadership:
 - Four deans in five years: 1999-00 to 2003-04
 - Changing program faculty and leadership
 - Staff turnover
 - Fiscal deficits in 1999-2000; 2000-2001
- Recent Progress
 - Stable leadership
 - New health-related faculty
 - New Health Administration Director
 - Better linkages with health sector
 - Recent growth in enrollments
 - Application for accreditation for environmental program
- Challenges
 - Similar to 1999-2000, focused by doubling initiatives and fiscal crises

Percentage of SPEA Undergraduates Who Disagree that Student Services is



School of Public and Environmental Affairs Fall 2005 Undergraduate Student Opinion Survey

The mission of SPEA's Office of Student Services is to support you and other SPEA students in your efforts to achieve your academic goals. We want to continuously improve our services to you, and we need your help to do so. Please complete this questionnaire (only once) about the assistance that you last received in our office and turn it in along with your course evaluation. Your feedback will help us focus and improve our services. Thank you for giving us the opportunity to serve you!

Instructions: Please do **NOT** sign your name. **This survey may be handed out in more than one course that you are completing this semester. As a result, please complete only one survey.** Respond to the statements and or question below by circling the appropriate responses and writing any comments you may want to share.

1. Are you a SPEA major?
 - a. YES → If yes, which program (please circle):

Criminal Justice	Public Safety Management
Environmental Science	Health Administration
Public Affairs	

(If yes, please go to question # 2)
 - b. NO → If no, please go to question # 8
If no, what major are you pursuing? _____

2. Have you ever met with your SPEA Student Services' academic advisor?
 - a. YES → If yes, please go to question # 3
 - b. NO → If no, please go to question #7
If no, have you (please circle)? Self Advised Met with a SPEA Faculty Advisor Other _____

3. How often do you usually meet with your SPEA Student Services' academic advisor?
 - a. EVERY SEMESTER TO PLAN MY SCHEDULE
 - b. ABOUT ONCE A YEAR TO PLAN MY SCHEDULE
 - c. ONLY WHEN A PROBLEM OCCURS AND I NEED HELP
 - d. ONLY WHEN I AM ASKED OR REQUIRED TO MEET
 - e. OTHER _____

4. Did you meet with your SPEA Student Services' academic advisor during the Fall 2005 semester?
 - a. YES → If so, in what month (please circle)? June July August September October November
 - b. NO → If no, did you (please circle)? Self-advise Meet with a SPEA faculty advisor Other _____

5. We have listed some common topics that students often discuss with their advisors. If you answered yes to questions 2 or 4 please circle the number of times you have discussed these topics with your advisor.						
Some Common Topics During Advising	Number of times I've discussed with my advisor since June 2005					
a. Any university policies	0	1	2	3	4	5 or more
b. Dropping and/or adding course (s)	0	1	2	3	4	5 or more
c. Possible majors/minors.	0	1	2	3	4	5 or more
d. Planning a class schedule for the next semester	0	1	2	3	4	5 or more
e. Transfer credit and policies	0	1	2	3	4	5 or more
f. Career alternatives	0	1	2	3	4	5 or more
g. Probation and dismissal policies	0	1	2	3	4	5 or more
h. Financial aid	0	1	2	3	4	5 or more
i. Study skills or study tips	0	1	2	3	4	5 or more
j. Personal concerns or problems	0	1	2	3	4	5 or more
k. Studies abroad or other special academic programs	0	1	2	3	4	5 or more
l. Discussing internship opportunities	0	1	2	3	4	5 or more
m. Personal goals	0	1	2	3	4	5 or more
n. Academic progress	0	1	2	3	4	5 or more
o. Extracurricular activities	0	1	2	3	4	5 or more
p. The purpose of a college education	0	1	2	3	4	5 or more
q. Time management	0	1	2	3	4	5 or more
r. Experiences in different classes	0	1	2	3	4	5 or more
s. Student organizations and leadership opportunities	0	1	2	3	4	5 or more
t. Student voluntary service opportunities	0	1	2	3	4	5 or more

Thank you for taking the time to complete this survey and let us know how we are doing!

6. Questions about Academic Advising (Student Services)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. I was able to schedule an appointment with my advisor in a timely manner.	1	2	3	4	5	NA
b. My advisor helped me to plan a course load that took into account my work and/or other commitments.	1	2	3	4	5	NA
c. My advisor was prepared for my advising session.	1	2	3	4	5	NA
d. My advisor is interested in helping me learn how to find out about courses and programs for myself.	1	2	3	4	5	NA
e. My advisor discussed my academic plan with me.	1	2	3	4	5	NA
f. My advisor was knowledgeable about university requirements at SPEA.	1	2	3	4	5	NA

7. Questions about Student Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. The SPEA staff was able to give me information about resources and services on campus when appropriate.	1	2	3	4	5	NA
b. The SPEA staff answered my questions effectively and/or I was referred to the appropriate person or office.	1	2	3	4	5	NA
c. The SPEA staff was efficient and courteous when I made my appointment.	1	2	3	4	5	NA
d. In general, I was satisfied with the assistance I received from SPEA Student Services during my last visit.	1	2	3	4	5	NA

8. Questions about You	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Are you a SPEA major (please circle)? YES NO						
a. I think the Onestart system is easy to use.	1	2	3	4	5	NA
b. Sometimes I put off taking classes I have heard were hard.	1	2	3	4	5	NA
c. I take more classes each semester than I would like to because it is the only way to keep my financial aid.	1	2	3	4	5	NA
d. Sometimes I do not take classes recommended by my advisor because the times conflict with work.	1	2	3	4	5	NA
e. Personal problems with my family, spouse, or friends sometimes have affected my schoolwork.	1	2	3	4	5	NA

9. Comments –If you responded to an item in questions #6 or #7 above with a strongly disagree or disagree, could you please explain what took place that prompted this response?

Walk-in Advising

Recently, Student Services moved to a walk-in advising model during priority registration and the 1st two weeks of the semester, as a means to accommodate more students in a timely manner.

10. Did you participate in walk-in advising during priority registration?

- a. YES
- b. NO

11. If yes to question #10, was your advisor able to assist you in planning a schedule for summer and/or fall registration?

- a. YES
- b. NO (please explain) _____

Thank you for taking the time to complete this survey and let us know how we are doing!

7. How satisfied are you with the SPEA graduate application and admission process (please circle the appropriate response below)?

1	2	3	4	5
Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied

8. Do you have any suggestions about how we could improve the application and admission process?_____

9. Please write here anything else that you would like to tell us.
