

**SPEA PRAC REPORT
PLANNING FOR LEARNING AND ASSESSMENT
2008-2009**

1. What general outcome are you seeking?

1. Students who graduate with a SPEA degree will have the knowledge, skills, and abilities needed to enter the professions relevant to their major.
2. Students who graduate with a SPEA degree will have the knowledge, skills and abilities embodied in the IUPUI Principles of Undergraduate Learning.
3. Students who graduate with a SPEA degree will be prepared for admission to an advanced degree program appropriate to their chosen field of study.

2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)

- 1a. Students will demonstrate mastery of the competencies and learning outcomes defined for their major.
- 1b. Students are successfully placed in internships and supervisor evaluations will be supportive.
- 1c. Students are employed in the public, private, or nonprofit sectors in positions relevant to their majors.
2. Students demonstrate mastery of the PULs through coursework, including capstone experience and RISE experiences).
3. Students are admitted to graduate programs appropriate to their chosen field of study.

3. How will you help students learn it? (in class or out of class)

- 1, 2 & 3. Each of our majors has areas of competency and learning outcomes, and these are also linked to the IUPUI Principles of Undergraduate Learning.
- The competencies and outcomes for our Environmental Science and Health major, which is an accredited degree are also mapped to national competencies.
- The faculty establish learning outcomes for each course and identify which PULs are addressed in the course and how these are addressed. The outcomes are linked to appropriate assessment.
- In addition, all students have capstone experiences, and all majors except one require an internship.
- SPEA provides students with strong mentoring through an advising program that includes academic advisers and faculty mentoring to assure that we address academic and non-academic issues that may hinder student performance.
- We also offer a SPEA Success Seminar to help students improve academic performance.

- In our courses, we help students learn the knowledge, skills, and abilities they need through exams, case studies, presentations, problem-solving, etc.

4. How could you measure each of the desired behaviors listed in #2?

- 1a. Recent graduate/alumni survey selected questions.
- 1a. Course-based (including capstone) assessments.
- 1a. Retention and graduation rates.
- 1a. DF rates.
- 1b. Student feedback about internship quality.
- 1b. Supervisor evaluations of student performance.
- 1c. Recent graduate/alumni survey.
- 2. Supervisor evaluations of student performance.
- 3. Recent graduate/alumni survey.
- 1, 2, and 3. Program Reviews

5. What are the assessment findings?

- 1a. Students report high satisfaction with education in the major and overall academic experiences at IUPUI.
- 1a. Student performance continues to improve; recent program review in BSPA reported issues with writing skills.
- 1a. SPEA's one-year retention rate has steadily increased; for 07-08, it was 83% compared to 76% during the same time period for all IUPUI and IUC undergraduates.
- 1b. Overall, students report considerable satisfaction with individual internship opportunities.
- 1b and 2.

Overall performance of student interns was rated as excellent by 83.9% of supervisors (response scale included excellent, good, average, and poor). Supervisors' ratings of excellence for selected other indicators were as follows: academic preparation (73.2%), interpersonal relations (82.1%), judgment (60%), dependability (85.7%), and learning ability (83.9%).
- 1c. Based on the most recent campus survey, about 35% of graduates were in jobs directly related to their majors; and 29% were in jobs somewhat related to their majors. About 79% reported that their education at IUPUI prepared them very well or somewhat well for their current job and enhanced future job prospects.
- 2. Overall, students are well-versed on the PULs. Demonstration of mastery varies.

3. Insufficient data.

What improvements have been made based on assessment findings?

- Developed an exit survey for its undergraduate and graduate students. The pilot, which was administered during May, includes information related to satisfaction with SPEA's academic programs, the PULs, co-curricular activities, and employment.
- Faculty are considering ways to improve writing skills.
- Faculty adjustments to the undergraduate programs include the following: 1) B.S. in Public Affairs – addition of a foreign language option and another research methods course option; required all majors to enroll in an internship. 2) B.S. Health Services Administration – required all students to take SPEA H120 Introduction to Careers in Health Care or to experience in the field, reorganized the major to reflect areas of competency, decreased the general education arts and humanities requirements by one course. 3) B.S. in Public Safety Management – Realigned the major to reflect areas of competencies. 4) Environmental Health Minor and Environmental Studies Certificate – updated each.
- Developed a new course focused on career development and planning, which will be taught in the Fall 2009.
- Participating in campus PUL assessment initiative.