IUPUC PRAC Report
2018-19

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IUPUC PRAC Report 2018-19

IUPUC (the Columbus Center of IUPUI) operates as a unit of IUPUI. Within the unit there are six academic divisions: Science, Liberal Arts, Health Sciences, Education, Business, and Mechanical Engineering. Students may choose from nine undergraduate degrees (including the BSG, which is not housed within a division) and two master's degrees offered across the academic divisions.

Each division identifies representatives to serve on IUPUC's ad hoc Program Assessment and Review Committee (PARC). The purpose of the committee is twofold. First, the committee bridges the IUPUC faculty with the work and guidance of the IUPUI PRAC committee. And second, the committee guides divisions in assessment decisions and issues as new programs come online at IUPUC. The membership of the 2018-19 PARC committee includes:

- Crystal Walcott; Division of Education, Director of CTL and Student Outcomes Assessment
- Lori Montalbano; ex officio, Assistant Vice Chancellor for Academic and Student Affairs/Dean of Students
- Anna Carmon; Liberal Arts, Communication Studies
- Kimdy Le; Science, Psychology
- Frank Wadsworth, Business
- Kate Wills, Liberal Arts, English
- Aimee Zoeller, Science, Sociology
- Scott Desmond, Liberal Arts, Criminal Justice
- Lisa Homer, Health Sciences
- Vicki Welsh-Huston, General Studies, Honors Program

In the fall of 2018 with the release of the new IUPUI+ (**P**rofiles of **L**earning for **U**ndergraduate **S**uccess) framework and on the heels of the Spring 2019 alignment of degree programs to IUPUI+, the IUPUC PARC committee voted to request permission to submit a combined PRAC report that would summarize the work the divisions are doing in implementing IUPUI+ as the framework for learning outcomes at the Columbus Center. Permission was granted and what follows is an account from several program areas of their transition from the using the former IUPUI PULs as the learning outcomes framework to using IUPUI+.

DIVISION OF EDUCATION

The IUPUC Division of Education is comprised of seven full-time faculty members, two support staff, and several part-time adjuncts. Graduates of the program receive a B.S. in Elementary Education with a concentration in one of four areas: General Science, Mathematics, Special Education (SPED), and English as a New Language (ENL), with the General Science and Mathematics options at 120 CH and SPED and ENL at 126 CH.

In the spring of 2019, the Division aligned the outcomes for the B. S. in Elementary Education with the IUPUI+ framework. The alignment map is shown below.

Outcome	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Coveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, And Evaluates	Perseveres	Investigates	Creates/ Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
Candidates design student-centered instruction that uses children's strengths as the basis for continued learning.	X			X	X					X	X	X	X	X		
Candidates draw upon students' cultures, languages, and learning differences as valued resources to design learning experiences.		X		X	X	X				X			X	X		
Candidates' practices are motivated by the best interest of the students entrusted to their care. This is shown through professional judgement and ethical decision-making.		X		X			X						X	X	X	
Candidates make informed decisions about instruction guided by knowledge of their students and assessment data that results in the use of a variety of effective instructional practices, including those that employ digital resources.		X		X					X		X	X	X	X		
Candidates articulate learning outcomes, design formative and summative assessments to evaluate students on those outcomes and develop learning activities that align with outcomes and assessment.	X									X	X					
Candidates demonstrate and apply critical understandings in the areas of literacy, math, science, and social studies.	X				X											

In addition, each semester the Division of Education disseminates a semester assessment report to our stakeholders. In the spring of 2019, we aligned the outcomes of the Elementary Education Program's Benchmark 2 with the IUPUI+ Learning Outcomes framework. We plan to align one additional program assessment each semester until all of the programmatic assessment are aligned with IUPUI+. The discussion that follows is specific to Benchmark 2. The complete spring 2019 semester data report is found in Appendix A.

IUPUC Division of Education Benchmark 2

Brief Description of Assessment
Each candidate completes a ten-item rubric, providing an open-ended reflection for each item, as a way to self-assess and reflect on their own professional dispositions. Their instructors meet to determine each candidate's final competency level on each item of the rubric, using each candidate's own self-assessment and reflection to inform their feedback.

Alignment to IUPUI+
Below is the rubric used for feedback to students and for reporting to our accrediting body, CAEP (Council for the Accreditation of Educator Preparation). Next to each outcome, in blue font, is the IUPUI+ alignment for the outcome. Also shown in the table is candidate performance and the mean student score for each outcome.

Outcome	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Demonstrates professionalism by accepting responsibility for their actions. 4.1	14, 52%	13, 48%			3.5

2. Demonstrates a positive and enthusiastic attitude. 2.4	12, 44%	14, 52%	1, 4%		**3.4**
3. Uses email and Canvas messages effectively and professionally. 1.4	13, 48%	13, 48%	1, 4%		**3.4**
4. Exhibits an appreciation and value for diversity 4.2	11, 41%	16, 59%			**3.4**
5. Is prepared to learn 3.3	12, 44%	12, 44%	3, 11%		**3.3**
6. Collaborates and communicates effectively and with kindness and compassion 2.2	14, 52%	11, 41%	2, 7%		**3.4**
7. Is a self-regulated learner 4.2	11, 41%	11, 41%	5, 19%		**3.2**
8. Exhibits ethical behaviors 4.3	12, 44%	15, 56%			**3.4**

Summary and Analysis of Data
The target score for candidates seeking a degree in elementary education across all benchmarks is 3.0. Based on the overall mean scores for Benchmark Assessment 2 in the spring of 2019, the cohort met target in all areas. However, several individual candidates scored 2, indicating those students were below target on specific learning outcomes.

Outcome #7 is especially troubling as we want our pre-service teachers to become self-regulated learners, not only because this is necessary for any career; but also, these candidates will be expected to be able to model that practice as they teach elementary students. Of the 27 candidates assessed, 5 (nearly 20% of) candidates scored in the "Developing Candidate" category. No candidates scored in the "Beginning Candidate" category in any of the outcomes.

Interpretation of Findings
This benchmark is administered at the end of the second semester in the teacher education program. Given the timing, the results of this Benchmark prove to be invaluable in work that is

done with candidates in the following semester, which is the final semester before student teaching. Although a score of 3 is considered target, we do not necessarily expect our second semester candidates to reach the "Competent Candidate" designation as they will continue to work on these dispositions in the third semester of our program.

These data are shared with third semester instructors so that additional opportunities for students to apply the idea of being self-regulated learners in the remaining coursework they encounter before student teaching. In addition, instructors in the first two semesters of the program have embedded opportunities for students to develop the practice of self-regulated learning. These include the incorporation of discussion boards in content methods courses and field reflection opportunities in the fall of 2019. We will monitor the Benchmark II data and continue to make revisions to course content as warranted by the candidate results.

Reflection on Future Changes

Because this benchmark is a programmatic assessment for our accrediting body, the Benchmark itself will not be modified in the future. We will used assessment results to modify course content as warranted.

GENERAL STUDIES

In the spring of 2019, the General Studies degree program was aligned to the IUPUI+ Learning Outcome framework. The alignment is shown below.

Alignment to IUPUI+

Core Competencies

    i. *Communication - Written/Oral:* Students communicate effectively in written and spoken language to diverse audiences. Students comprehend, evaluate and respond respectfully to the ideas of others. (Communicator, Problem Solver, Innovator*)*

    ii. *Diversity:* Students appreciate local and global diversity and are respectful and empathetic during personal interactions. Students collaborate effectively and resolve conflicts. *(Problem Solver, Community Contributor)*

    iii. *Mathematical/Quantitative Reasoning:* Students demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. Students compute, organize data, and problem-solve effectively using quantitative tools. *(Communicator, Problem Solver, Innovator)*

    iv. *Information Technology:* Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use. *(Communicator, Problem Solver, Innovator, Community Contributor)*

Degree Requirements

    i. *Arts and Humanities:* Students interpret and critique the historical, cultural, and literary dimensions of human experience. Students develop appreciation of the aesthetic value of these subjects. *(Communicator, Problem Solver, Innovator, Community Contributor)*

ii. *Science and Math:* Students investigate, evaluate, and develop skills to comprehend and apply basic principles of scientific methodology and differentiate among facts and theories. *(Communicator, Problem Solver, Innovator)*

iii. *Social and Behavioral:* Students compare, contrast, and construct an understanding of the role social, economic, cultural, and political institutions play in shaping human thought and behavior. Students function as engaged members of society, who are willing and able to assume leadership roles. *(Communicator, Problem Solver, Innovator, Community Contributor)*

Integration and Application

i. *Lifelong Learning:* Students assess their own knowledge, skills, and abilities and develop plans of study for baccalaureate as well as ongoing personal and professional pursuits of knowledge. *(Problem Solver, Innovator)*

ii. *Synthesis of Learning:* Students demonstrate integration of baccalaureate learning in an academic focus area. *(Communicator, Problem Solver, Innovator)*

Reflection on Future Changes

Although data has not yet been collected, the plan for data collection is shown below.

Direct Measures

1. *Core competencies and Degree Requirements* (I and II) are assessed through the IUPUI/IUPUC General Education Review following the established timeline and process.

2. *Integration and Application* (III) will be assessed through the capstone course, GNST-G400, General Studies Senior Capstone Seminar. This course is be required of all BGS students admitted to the university beginning fall, 2014 semester and beyond. Students admitted prior to this requirement will be encouraged to complete the capstone as a "free elective". The capstone is offered and data collected once per year and assessed every three years.

Indirect Measures

1. IUPUC Alumni Survey (Annual)
2. Retention and Graduation Rates (Annual)
3. Academic Advising Services Survey (Every two years)

ENGLISH

A report was submitted in academic year 2017-18 by the IUPUC English department that covered a three year period. That report is included in Appendix B. Shown here is the B.A. in English program outcomes alignment with the IUPUI+. Moving forward the English program will submit PRAC reports based on this alignment.

More Information: http://go.iu.edu/29pj	Communicator				Problem Solver					Innovator			Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
Department/Program Learning Outcomes																
Program: English IUPUC 2019																
1 Define, compare, and contrast theoretical, critical approaches to varied texts	x				x		x			x						x
2 Demonstrate and analyze critical thinking using or within a variety of texts		x		x		x										
3 Investigate, synthesize, and integrate research & citation styles into writing	x						x		x	x		x			x	
4 Select and effectively apply appropriate genres for specific purposes	x			x	x						x					
5 Read & understand literature about global, contemporary & historical contexts		x											x	x		
6 Critically read, analyze, synthesize, evaluate, & interpret language & texts	x				x		x		x		x				x	x
7 Describe interdisciplinary contexts (way of knowing) of English & disciplines			x			x							x	x		
8 Define basic concepts, terms with English studies: creative, literature, writing			x						x	x						

COMMUNICATION STUDIES

Program Purpose and Curricular Structure

IUPUC's Communication Studies Program allows students to gain a strong intellectual foundation for the changing world and work environment through developing strategic, critical, and flexible thinking and strong communication skills. Further, students develop transferable skills, including: problem solving skills, leadership skills, self-discipline, visionary skills, and creativity. With these skills as well as strong critical thinking and communication skills, students are qualified for a wide variety of career options in the business, professional, and public spheres. Further, students are also be qualified for jobs in public relations and marketing, the healthcare industry, the non-profit sector, the media industry, and in corporations. Common jobs communication majors obtain include: public relations specialist, customer service specialist, lawyer, media sales representative, lobbyist, editor, teacher, fund-raising consultant, communication trainer, reporter, copy editor, event planner, team leader, manager, among many others, in some cases after further education.

The B.A. in Communication Studies is a 120 credit program with:
- 30 credits of General Education courses
- 21 -23 credits of Liberal Arts Baccalaureate Competencies
- 30 credits in the major
- 37-39 credits of electives

Student Learning Outcomes for the Bachelor of Arts in Communication Studies at IUPUC

This program will also provide a solid base for the real-world challenges today's college graduates will face as they enter the workforce. This will be achieved through the following Communication program objectives aligned to the IUPUI+:

1. Demonstrate the ability to develop messages in ways appropriate for specific audiences
2. Express ideas and facts effectively to others in a variety of formats, including written and oral formats
3. Employ appropriate research techniques to analyze, interpret, and present various data effectively
4. Assess research for accuracy, adequacy, correctness, accessibility, and usability
5. Demonstrate the ability to critically think through analysis and evaluation of knowledge and processes in order to make informed decisions
6. Recognize and understand basic communication theories
7. Select and apply theoretical concepts and principles to the interpretation of communication phenomena
8. Recognize and overcome biases, prejudices, and limited viewpoints so that they can communicate effectively
9. Demonstrate an appreciation of the global diversity of communication and its influence on the world

Alignment to IUPUI+

Outcome Number	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/ Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
1	x		x	x	x		x			x						
2	x		x	x	x					x						
3	x				x		x		x							
4	x				x		x		x		x	x				
5	x				x		x		x	x		x			x	x
6		x							x							
7	x				x		x		x							
8		x	x	x	x	x	x	x		x		x	x	x	x	x
9		x	x			x		x		x	x		x	x	x	

Assessment of Student Learning Outcomes Plan

Student learning outcomes will be assessed primarily though course activities, homework assignments, and other pedagogical strategies as stated in the syllabi and approved by the Communication Studies program director in collaboration with the Communication Studies faculty. See the Sample Assessment of Student Learning Outcomes below to view how and where assessment may take place and what indicators will be used.

Student Outcome	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	In what setting will the assessment take place?
Demonstrate the ability to develop messages in ways appropriate for specific audiences	COMM G310 COMM C223 COMM C325 COMM R 227 COMM R320 COMM R321 COMM R110	In-class presentation	COMM C223 COMM R321
Express ideas and facts effectively to others in a variety of formats, including written and oral formats	COMM G310 COMM C223 COMM C325 COMM R 227 COMM R320 COMM R321	Final paper with accompanying presentation	COMM G310 COMM R 320

Student Outcome	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	In what setting will the assessment take place?
Employ appropriate research techniques to analyze, interpret, and present various data effectively	COMM G201 COMM G310 COMM R330 COMM R309	SPSS data analysis assignment & qualitative data analysis assignment	COMM G310
Assess research for accuracy, adequacy, correctness, accessibility, and usability	COMM G201 COMM G310 COMM R330	Research project proposal paper	COMM G310
Demonstrate the ability to critically think through analysis and evaluation of knowledge and processes in order to make informed decisions	COMM R110 COMM R330 COMM C393 COMM C380 COMM C223 COMM M150 COMM R310 COMM R321	Case study type assignments	COMM C223 COMM C380 COMM R310 COMM R321
Student Outcome	**Where will students learn this knowledge or skill?**	**How will student achievement of the outcome be assessed?**	**In what setting will the assessment take place?**
Recognize and understand basic communication theories	COMM G201	Quizzes and exams	COMM G201
Select and apply theoretical concepts and principles to the interpretation of communication phenomena	COMM C180 COMM G201 COMM R330 COMM C380 COMM C393 COMM R309 COMM R320	Final paper	COMM R320 COMM R330 COMM G201 COMM C180
Recognize and overcome biases, prejudices, and limited viewpoints so that they can communicate effectively	COMM C482 COMM C180	Culminating project	COMM C482
Demonstrate an appreciation of the global diversity of communication and its influence on the world	COMM C482 COMM C180	Culminating project	COMM C482

Relevant Assessment Work to Date and Future Plans:

- Between Fall of 2018 and Spring of 2019, course level assessment data has been collected in 11 unique, independent level courses
- COMM-M150: Introduction to Mass Media is scheduled for IUPUI General Education review in the Spring of 2020
- Communication Studies faculty will be reviewing the Program Student Learning Outcomes over the next academic to ensure their effectives for the program

- Communication Studies faculty will also collaborate with the IUPUC Division of Liberal Arts advisor to develop a shared academic advising services survey
- Communication Studies faculty will also consider the adoption of indirect measures of program assessment, including a graduation/exit survey

HEALTH SCIENCES

Brief Description of Program Outcome, Course, and Assessment
The program outcome chosen for PRAC review for the Division of Health Sciences is program outcome six: *At the conclusion of this program, the student will be an effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.* The signature assignment chosen to demonstrate attainment of program outcome six is a TeamSTEPPS paper in NURS-B 253, Professionalism in Collaborative Practice.

Course description: NURS-B 253 Professionalism in Collaborative Practice (3 cr.): In this course students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the concepts of ethics, scope and standards of nursing practice, roles of health team members, components of professional practice and leadership.

Signature assignment: The course signature assignment was identified by the Academic Planning Committee in the Division of Health Sciences as an assignment which demonstrates how students have met the learning outcomes of the course as well as core program outcomes. For NURS-B 253 the signature assignment is a TeamSTEPPS paper. For this assessment students are asked to describe how the principles of TeamSTEPPS help promote improved outcomes for clients within the healthcare system and keep the client at the center of healthcare delivery (patient-centered care). Detailed descriptions of the assignment and grading rubric are provided in Appendix A. This assessment specifically demonstrates student attainment of program outcome six. The use of the TeamSTEPPS signature assignment demonstrates student attainment of course learning outcome concepts such as communication, professional behavior, conflict resolution, leadership, use of evidence to inform practice, situational awareness and interdisciplinary collaboration and appreciation.
Overall program assessment: The Division of Health Sciences has a 360-degree assessment and evaluation process used for continuous quality improvement, which includes standardized course, faculty, and clinical evaluations; faculty peer review; and graduate, alumni, and employer satisfaction. A thorough curriculum review occurs on a three-year rotation schedule by the Academic Planning Committee. The review process allows the opportunity to remove outdated or redundant material, add content in response to trends, and to ensure consistency with our accrediting bodies (American Association of Colleges of Nursing [AACN] *Essentials of Baccalaureate Education for Professional Nursing Practice* [2008] and the Indiana State Board of Nursing), and IUPUI's PLUS competencies. As part of the division's assessment and evaluation plan, signature assignment means are tracked by semester. For courses with signature assignment means less than the established benchmark of 88% an analysis is performed, and explanation provided to the Assessment and Evaluation Committee.

Alignment to IUPUI +
Appendix B outlines how the NURS-B 253 student learning outcomes and signature assignment align with IUPUI's Profiles of Learning for Undergraduate Success (PLUS +), IU School of Nursing core programmatic outcomes and AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (accrediting standards).

Summary and Analysis of Data
The benchmark set by the Division of Health Sciences for signature assignments is a mean score of a minimum of 88%. For any course not meeting the benchmark of 88%, the lead course instructor meets with the track director and the Assessment and Evaluation Committee to analyze factors which may have contributed to low means and to develop course adjustments. Since 2015, means for the signature assignment have been above the benchmark, as outlined in the table below.

	Fall 2018	Fall 2017	Fall 2016	Summer 2016	Fall 2015
Signature Assignment Means	90	90.4	100	94	96.3

Interpretation of Findings
Course faculty use data collected from signature assignment submissions as an assessment of student understanding of key course concepts. This assists the course faculty in deciding which concepts need to be reinforced or discussed further. Data from the signature assignment is also used by course faculty to make improvements in the course from semester to semester. For example, based upon student feedback and assignment submissions in previous semesters, the lead course faculty revised the assignment and grading rubric to include a personal reflection. The addition to the signature assignment asked the students to reflect on how they would personally apply the TeamSTEPSS concepts to their own nursing practice.
The concepts of interprofessional collaboration and communication identified in program outcome six are introduced in this course but are threaded throughout the curriculum. Other courses continue to expand the students' understanding of these principles of professional nursing practice and culminate in the senior level course, NURS-B 453: Collaborative Practice. In the senior-level equivalent of NURS-B 253, students engage in a seminar-setting with interprofessional colleagues to develop an interprofessional community project. Students hone their leadership, collaboration, communication, professionalism, and ethical skills introduced in NURS-B 253 in preparation for professional practice. The TeamSTEPPS signature assignment lays the foundation for the senior-level interprofessional collaboration project.

Reflection on Future Changes
Currently, the course curriculum includes a small section on conflict resolution and the course faculty tie this into TeamSTEPPS content through the concept of mutual support. The course faculty is planning to create a small group session involving role-playing for students to practice identifying specific ways the TeamSTEPPS mutual support techniques can be utilized in clinical practice. The techniques of assertive advocacy, combined with the CUS (concerned, uncomfortable, and safety issue) and the DESC (description of situation, express feelings in professional manner, suggest alternatives, and specific consequences if behavior does not

change) scripts can benefit the novice nurse as the nurse begins to interact and communicate with inter-professional team members, patients, and their support systems in the healthcare setting.

Appendix A. TeamSTEPPS Assignment and Grading Rubric

TeamSTEPPS Exemplar for B253

Instructions:

Using the TeamSTEPPS resources from the previous weeks, and <u>at least one additional resource</u> <u>that you choose</u>, write a paper briefly describing how the concepts of TeamSTEPPS help promote improved outcomes for clients within the healthcare system. Choose one of the five key principles (team structure, communication, leadership, situation monitoring, and mutual support) to develop further and explain how the principle helps keep the client at the center of the delivery of healthcare. Reflect on how you may personally apply the techniques which help meet the principle you have chosen to discuss (i.e. communication principle, discuss SBAR, call out, etc.).

The paper must be in APA format, with three full pages of content, but less than four full pages. You will also have a cover page and reference page. You do not need an abstract. It is acceptable to use personal pronouns in the **final reflection section**. Note that you should have **at least two references: one reference is the reading assignment for the course (TeamSTEPPS pdf) plus an additional outside resource**. Please review the rubric as you write your paper.

Turnitin will be used for this paper. I will grade the first submission loaded into Canvas.

The paper must be uploaded as a Word document- I will not accept a pdf.

TeamSTEPPS Paper (Exemplar)

<table>
<tr><td colspan="3" align="center">TeamSTEPPS Paper (Exemplar)</td></tr>
<tr><td align="center">Criteria</td><td align="center">Ratings</td><td align="center">Pts</td></tr>
<tr>
<td>Discusses the general concepts of TeamSTEPPS; uses at least one additional outside resource, in addition to course resource</td>
<td>
<table>
<tr>
<td>20.0 pts
Describes in depth the general concepts of TeamSTEPPS and uses at least one additional outside resource, in addition to course resource (2 or more references)</td>
<td>14.0 pts
Partial description of the general concepts of TeamSTEPPS and uses at least one additional outside resource, in addition to course resource (2 references)</td>
<td>8.0 pts
Describes in depth the general concepts of TeamSTEPPS and does not use at least one additional outside resource</td>
<td>3.0 pts
Partial description of the general concepts of TeamSTEPPS and does not use at least one additional outside resource</td>
</tr>
</table>
</td>
<td>20.0 pts</td>
</tr>
</table>

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Develops one concept of TeamSTEPPS; client at center of care	**40.0 pts** **In depth description of one key principle of TeamSTEPPS and how it keeps the client as the focus of care; cites resource to support statement**	**30.0 pts** **Partial description of one key principle of TeamSTEPPS and how it keeps the client as the focus of care; cites resource to support statement**	**20.0 pts** **In depth description of one key principle of TeamSTEPPS and how it keeps the client as the focus of care; does not cite resource to support statement**	**10.0 pts** **Partial description of one key principle of TeamSTEPPS and but does not explain how the principle keeps the client as the focus of care**	40.0 pts
Personal application of TeamSTEPPS principles	**20.0 pts** **Describes how may apply 3 techniques of TeamSTEPPS in personal practice to promote client care**	**14.0 pts** **Describes how may apply 2 techniques of TeamSTEPPS in personal practice to promote client care**	**8.0 pts** **Describes how may apply 1 technique of TeamSTEPPS in personal practice to promote client care**	**3.0 pts** **Describes techniques of TeamSTEPPS to promote client care but does not describe how may apply any techniques of TeamSTEPPS in personal practice**	20.0 pts

APA format and page count	10.0 pts 3 or fewer errors in APA format; 3 full pages but less than 4 full pages	7.0 pts 3 or fewer errors in APA format; less than 3 full pages or more than 4 full pages	4.0 pts 4 – 6 errors in APA format; 3 full pages but less than 4 full pages	0.0 pts 7 or more errors in APA format; less than 3 full pages or more than 4 full pages	10.0 pts
Grammar/ spelling/ punctuation	10.0 pts 4 or less errors in grammar, spelling, or punctuation	7.0 pts 5 – 7 errors in grammar, spelling, or punctuation	4.0 pts 8 – 10 errors in grammar, spelling, or punctuation	0.0 pts 11 or more errors in grammar, spelling, or punctuation	10.0 pts
Total Points: 100.0					

Appendix B. Student Learning and Program Outcome Alignment

AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)	Program Outcomes *At the conclusion of this program, the student will be:*	Student Learning Outcomes *At the conclusion of this course, the student will be able to:*	IUPUI PLUS (+)	Evaluation of Student Learning
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.	Listen actively and encourage ideas and opinions of others. Recognize that the interests of patients and populations belong at the center of inter-professional healthcare delivery. Respect the unique cultures, values, roles, responsibilities, and expertise of nursing and other health professions. Reflect on individual and team performance and development for individual, as well as team, performance improvement.	P1.1-1.4 P2.1-2.3 P3.1-3.2	TeamSTEPPS paper

OTHER IUPUC DEGREE PROGRAMS

The remaining   IUPUC degree programs aligned their student learning outcomes to the IUPUI+. Those alignments are provided in Appendix C. These programs will submit PRAC reports based on results from assessments aligned to IUPUI+ in subsequent years.

Appendix C1: Mechanical Engineering
Appendix C2: Sociology
Appendix C3: Biology
Appendix C4: Psychology
Appendix C5: Criminal Justice
Appendix C6: Business

Appendix A

Elementary Education

Spring 2019

Assessment Report

IUPUC Division of Education Data Report
Spring 2019

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Introduction to the Report

Programmatic Assessment Data Collected Each Semester

Each semester the Division of Education at IUPUC collects programmatic assessment using twelve different instruments:

- Four benchmarks
- Three course-embedded assessments
- Three student-teaching embedded assessments
- Two post-graduation surveys

Benchmarks	Course-Embedded Assessments	Student-Teaching Related Data	Graduate Surveys
Benchmark 1 (Professional Growth Plan) Benchmark 2 (Disposition Rubric) Benchmark 3 (Backwards Planning Interview) Benchmark 4 (Unit Planning with Content-Area Integration)	UDL Lesson Plan WebQuest Ethics/Laws Module	Student Teaching Evaluation (1) Student Teaching Evaluation (2) Growth Model Report Card	New Graduate (Exit) Survey One-Year-Out Survey

The table below indicates when, during a candidate's four-semester elementary education program, each programmatic assessment is collected:

First Semester of the Program	Second Semester of the Program	Third Semester of the Program	Fourth Semester of the Program	After Graduation
Benchmark 1 Professional Growth Plan **WebQuest** Embedded in E340 (Methods of Teaching Reading, 1) – Note: Some candidates take E340 during their 1st semester of the program and some take it during their 2nd semester.	**Benchmark 2** Disposition Rubric **WebQuest** Embedded in E340 (Methods of Teaching Reading, 1) - Note: Some candidates take E340 during their 1st semester of the program and some take it during their 2nd semester.	**Benchmark 3** Backwards Planning Interview **UDL Lesson Plan**	**Benchmark 4** Unit Planning with Content-Area Integration **Growth Model Report Card** During BCSC Student Teaching Placement **Ethics/Laws Modules** **Student Teaching Evaluation (1)** **Student Teaching Evaluation (2)**	**New Graduate (Exit) Survey** **One-Year-Out Survey**

Information Included in the Semesterly Data Report

This report provides the following information for each programmatic assessment for the semester for which the report was prepared:

- **The name of the assessment.**
- **A brief description of the assessment.**
- **The cohort from which the data was collected.** Cohorts are named by the semester for which they begin the program. The FA18 cohort, for example, is the cohort that began its four-year program in the fall of 2018.
- **The number of candidates in the cohort.**
- **The number of candidates within the cohort from whom data was collected.** The number of candidates in a cohort and the number of candidates from whom data was collected are typically the same. However, certain situations result in the number of candidates from whom data was collected to be lower than the number of candidates in the cohort (e.g., a candidate sits out a semester, there is a delay in the candidate completing an assessment, etc.)
- **Data chart:**
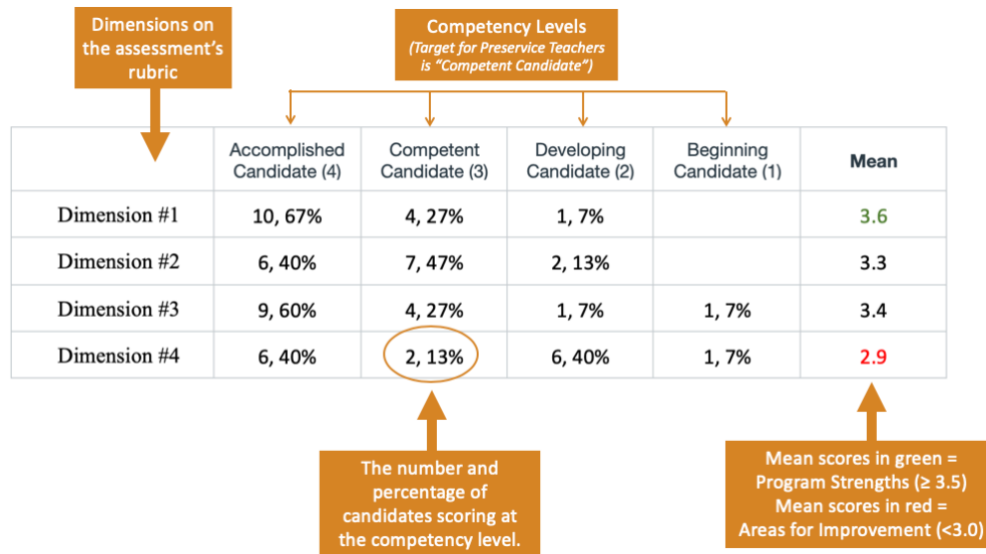
Where to Direct Questions about a Data Report

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Benchmarks

Benchmark 1

Cohort: SP19 (13)
Number of students completing the assessment: 11

Benchmark 1 Summary: *After one semester in the program, candidates evaluate their growth in four areas: 1) Teacher as community role model, 2) Teacher as inquirer, 3) Teacher as colleague, and 4) Teacher as scholar. They then create a professional growth plan that targets their self-identified areas of need. Candidates also write a reflection about their own professional growth during that semester and the learning opportunities/events that impacted it.*

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Motivation for Learning	1, 9%	8,72%	1, 9%	1, 9%	**2.8**
2. Facilitating Student Learning	1, 9%	8, 72%	1, 9%	1, 9%	**2.8**
3. Developmental Differences	1, 9%	7, 63%	2, 27%	1, 9%	**2.7**
4. Development of a Professional Stance	1, 9%	8, 72%	1, 9%	1, 9%	**2.8**
5. Reflective Practice	1, 9%	10, 91%			3.1
6. Communication and Collaboration	2, 18%	7, 63%	1, 9%	1, 9%	**2.7**

Benchmark 2

FA18 (28)

Number of students completing the assessment: 27 *(One of our candidates stopped attending classes mid-semester. He will not return to the program in the fall of 2019. The committee did not complete a benchmark II for him.)*

Benchmark 2 Summary: Each candidate completes a ten-item rubric, providing an open-ended reflection for each item, as a way to self-assess and reflect on their own professional dispositions. Their instructors meet to determine each candidate's final competency level on each item of the rubric, using each candidate's own self-assessment and reflection to inform their feedback.

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Demonstrates professionalism by accepting responsibility for their actions	14, 52%	13, 48%			3.5
2. Demonstrates a positive and enthusiastic attitude	12, 44%	14, 52%	1, 4%		3.4
3. Uses email and Canvas messages effectively and professionally	13, 48%	13, 48%	1, 4%		3.4
4. Exhibits an appreciation and value for diversity	11, 41%	16, 59%			3.4
5. Is prepared to learn	12, 44%	12, 44%	3, 11%		3.3
6. Collaborates and communicates effectively and with kindness and compassion	14, 52%	11, 41%	2, 7%		3.4
7. Is a self-regulated learner	11, 41%	11, 41%	5, 19%		3.2
8. Exhibits ethical behaviors	12, 44%	15, 56%			3.4

9. Reflects on one's own learning	10, 37%	15, 56%	1, 4%	1, 4%	**3.3**
10. Emotional maturity	10, 37%	17, 63%			**3.4**

Benchmark 3

Cohort: SP18 (6)
Number of students completing the assessment: 6

Benchmark 3 Summary: Each candidate develops a lesson that they teach in their field placement. The candidate is then interviewed by a Division of Education faculty member who asks the candidate: 1) What was the learning outcome for their lesson? 2) What instruction did they design to support their students with that learning outcome? 3) What assessment task did they design that allowed them to determine the extent to which students were adequately supported with the skill/understanding embedded in the learning outcome? and 4) What was an instructional strength and an area for growth that the experience elucidated for them? During the interview, the candidate provides samples of student work; the candidate analyzes them in light of the lesson's learning outcome and recommends instructional next steps for each student.

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	**Mean**
1. Quality of Instructional Plan	1, 17%	3, 50%	2, 33%		**2.8**
2. Design of Assessment Task	1, 17%	4, 67%	1, 17%		**3.0**
3. Analysis of Student Work	1, 17%	2, 33%	3, 50%		**2.7**
4. Identification of Instructional Next-Steps	1, 17%	2, 33%	2, 33%	1, 17%	**2.5**
5. Ability to Self-Reflect	1, 17%	3, 50%	2, 33%		**2.8**

Benchmark 4

Cohort: FA17 (19)
Number of students completing the assessment: 19

Benchmark 4 Summary: *Candidates develop an instructional sequence of three lessons within a thematic unit of instruction, integrating two or more primary content areas (English language arts, mathematics, science, social studies) into their unit. Candidates are asked to describe how they would embed the remaining content areas into the larger unit.*

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Planning for Understanding	16, 84%	3, 16%			3.8
2. Supporting a Variety of Learning Needs	13, 68%	6, 32%			3.7
3. Preparing for Culturally Responsive Practice	4, 21%	14, 74%	1, 5%		3.2
4. Supporting Communication	8, 42%	11, 58%			3.4
5. Integrating Content in Language Arts	7, 37%	12, 63%			3.4
6. Integrating Content in Mathematics	6, 32%	10, 53%			3.2
7. Integrating Content in Science	7, 37%	9, 47%	2, 11%	1, 5%	3.2
8. Integrating Content in Social Studies	7, 37%	11, 58%	1, 5%		3.3
9. Integrating Content in Fine Arts	4, 21%	10, 53%	4, 21%	1, 5%	2.9

10. Integrating Content in Physical Education/Health	3, 16%	4, 21%	9, 47%	3, 16%	**2.4**
11. Integrating and Supporting Digital Technology Skills	5, 26%	8, 42%	6, 32%		**2.9**
12. Assessing Student Learning	10, 53%	7, 37%	1, 5%	1, 5%	**3.4**
13. Supporting an Empowering, Challenging, and Respectful Classroom Learning Environment	10, 53%	7, 37%	2, 11%		**3.4**
14. Communicating with Families	9, 47%	5, 26%	4, 21%	1, 5%	**3.2**
15. Promoting Deep Thinking	9, 47%	6, 32%	3, 16%	1, 5%	**3.2**
16. Promoting Talk that Fosters Critical and/or Higher-Order Thinking	7, 37%	10, 53%	2, 11%		**3.3**
17. Crafting Feedback to Promote Growth	10, 53%	9, 47%			**3.5**
18. Providing Feedback to Students	6, 32%	8, 42%	4, 21%	1, 5%	**3.0**
19. Analyzing Student Application of Feedback	7, 37%	8, 42%	2, 11%	2,11%	**3.1**
20. Analyzing Student Learning to Plan Next Teaching Steps	11, 58%	7, 37%		1, 5%	**3.5**
21. Planning Instruction Based on Research and Learning Theories	11, 58%	5, 26%	1, 5%	2, 11%	**3.3**

Course-Embedded Assessments

UDL Lesson Plan

Cohort: SP18 (6)
Number of students completing the assessment: 6

UDL Lesson Plan Summary: Candidates plan and implement an instructional unit designed using the University Design for Learning (UDL) framework. (The UDL framework is grounded in three principles: 1) Multiple means of representation – using a variety of methods to present information, 2) Multiple means of expression – providing learners with alternative ways to demonstrate what they know, and 3) Multiple means of engagement – tapping into learners' interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge.)

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Multiple Means of Expression	3, 50%	2, 33%	1, 17%		**3.3**
2. Multiple Means of Engagement	5, 83%		1, 17%		**3.7**
3. Multiple Means of Representation	3, 50%	2, 33%	1, 17%		**3.3**
4. Technology in Teacher	3, 50%	2, 33%	1, 17%		**3.3**
5. Teaching all Learners	3, 50%	2, 33%	1, 17%		**3.3**

WebQuest

Cohorts: FA18 (28); SP19 (14)
Number of students completing the assessment: FA18 – 28; SP19 - 14

Note about the WebQuest: The WebQuest was piloted this semester (SP19). The scores below are those of students' instructors. The EPP is working to determine whether the rubric used by instructors needs to be modified/extended for the purposes of programmatic assessment, and whether the assignment itself needs to be modified in order to provide the EPP with evidence of skills/understandings that it is not currently designed to provide. The WebQuest is a spring only assignment. It will be modified in the fall of 2019 and used again in the spring of 2020. At that point, the WebQuest assessment team will re-score the students' assignments using the final rubric designed for this purpose and will begin working on establishing inter-rater reliability.

WebQuest Summary: Candidates articulate content area learning outcomes that can be largely supported by one or more online texts that they have identified. They develop a completely online lesson that is designed to prepare students to read that/those text(s) (e.g., elicit and build prior knowledge, provide a concrete purpose for reading) and that supports students in reviewing and reflecting on that/those text(s) after reading. Candidates develop a writing prompt that is authentically contextualized (i.e., for which there is an authentic audience, purpose, and writer's role) and that is designed to evaluate the extent to which students were successfully supported with the content area learning outcomes. Candidates score students' written work and provide open-ended feedback to students.

FA18 (N=28)	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Selects appropriate, high quality digital texts for the WebQuest.	6, 21%	17, 61%	5, 18%		3.0
2. Designs a WebQuest that allows for and fosters independent learning.	10, 36%	14, 50%	4, 14%		3.2
3. Models legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.	15, 54%	11, 39%	2, 7%		3.5

4. Demonstrates a strong understanding of supporting students with content area literacy: Effectively elicits and builds students' prior knowledge as they prepare to read an informational text.	7, 25%	15, 54%	5, 18%	1, 4%	**3.0**
5. Demonstrates a strong understanding of supporting students with content area literacy: Sets a clear and appropriate purpose for reading an informational text.	8, 29%	14, 50%	5, 18%	1, 4%	**3.0**
6. Develops an appropriate writing prompt for which the student writer has a clear role, audience, and purpose.	6, 21%	15, 54%	5, 18%	2, 7%	**2.9**
7. Effectively designs a rubric to evaluate students' content knowledge/understandings.	6, 21%	15, 54%	6, 21%	1, 4%	**2.9**
8. Provides open-ended feedback to students that supports and encourages higher-order thinking.	11, 39%	11, 39%	3, 11%	3, 11%	**3.1**
9. Articulates clear and appropriate content area learning outcomes.	7, 25%	15, 54%	4, 14%	2, 7%	**3.0**
10. Clearly aligns instruction and summative assessment to learning outcomes.	10, 36%	9, 32%	8, 29%	1, 4%	**3.0**

SP19 (N=14)	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Selects appropriate, high quality digital texts for the WebQuest.	2, 14%	10, 71%	2, 14%		3.0
2. Designs a WebQuest that allows for and fosters independent learning.	5, 36%	5, 36%	4, 29%		3.1
3. Models legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.	8, 57%	4, 29%	2, 14%		3.4
4. Demonstrates a strong understanding of supporting students with content area literacy: Effectively elicits and builds students' prior knowledge as they prepare to read an informational text.	3, 21%	8, 57%	2, 14%	1, 7%	2.9
5. Demonstrates a strong understanding of supporting students with content area literacy: Sets a clear and appropriate purpose for reading an informational text.	5, 36%	5, 36%	3, 21%	1, 7%	3.0

6. Develops an appropriate writing prompt for which the student writer has a clear role, audience, and purpose.	4, 29%	8, 57%		2, 14%	**3.0**
7. Effectively designs a rubric to evaluate students' content knowledge/understandings.	2, 14%	9, 64%	3, 21%		**2.9**
8. Provides open-ended feedback to students that supports and encourages higher-order thinking.	6, 43%	5, 36%	1, 7%	2, 14%	**3.1**
9. Articulates clear and appropriate content area learning outcomes.	4, 29%	7, 50%	2, 14%	1, 7%	**3.0**
10. Clearly aligns instruction and summative assessment to learning outcomes.	6, 43%	4, 29%	3, 21%	1, 7%	**3.1**

Ethics/Laws Module – N/A (To Be Piloted in SP20)

Student Teaching Embedded Assessments

Student Teaching Scores - First Placement

Cohort: SP18 (6)
Number of students completing the assessment: 6

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Candidate uses their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. CAEP-K6 1(b); InTASC 1(b), 2(d); CEC 5.1	2, 33%	2, 33%	2, 33%		3.0
2. Candidate uses their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs. CAEP-K6 1(a); InTASC 2(a), 4(a); CEC 1.2	1, 17%	3, 50%	2, 33%		2.8

3. Candidate effectively organizes and manages individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning. CAEP-K6 4(g); InTASC 8(d), (l)	3, 50%	2, 33%	1, 17%		3.3
4. Candidate uses accurate and comprehensive understandings of general and specialized content knowledge to individualize content for the needs of all learners, including those with exceptionalities. CAEP-K6 2(a), (b), (c), (d); InTASC 4(d), (e), (j), (k), (m); CEC 3.2	1, 17%	4, 4, 67%	1, 17%		3.0
5. Candidate administers formative and summative assessments regularly to determine students' competencies and learning needs. CAEP-K6 3(a); InTASC 6(a); CEC 4.1	2, 33%	2, 33%	2, 33%		3.0
6. Candidate uses multiple methods of assessment in order to monitor learner progress and guide their own and the learner's decision making. CAEP 3(b); InTASC 6(g) (l)	2, 33%	2, 33%	2, 33%		3.0
7. Candidate plans instruction including learning outcomes,	2, 33%	2, 33%	2, 33%		3.0

materials, learning activities, assessments, and allocations of time. CAEP-K6 3(c); InTASC 4(f)					
8. Candidate effectively organizes and manages small group instruction to provide more focused, intensive instruction and meet the learning needs of each child. CAEP-K6 4(f); InTASC 2(a), 8(d), (l)	3, 50%	2, 33%	1, 17%		3.3
9. Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. CEC 5.2; InTASC 3(m), 6(b), (i), 8(g)	3, 50%	2, 33%	1, 17%		3.3
10. Candidate demonstrates facility in employing technology in the design, implementation, and assessment of learning experiences to engage learners. CEC 5.2; CAEP 1.5	3, 50%	2, 33%	1, 17%		3.3
11. Candidate supports students with making positive transitions and manages the classroom by establishing and maintaining social norms and behavioral expectations. CAEP-K6 3(e); InTASC 3(d)	1, 17%	4, 67%	1, 17%		3.0

12. Candidate's behavior management is effective and respectful. CAEP-K6 3(e), 3(f); InTASC 3(d); CEC 2.1	2, 33%	3, 50%	1, 17%		**3.2**
13. Candidate plans, leads, and manages whole class discussion and ensures the equitable participation of every child. CAEP 4(e); InTASC 8(d), (l)	3, 50%	2, 33%	1, 17%		**3.3**
14. Candidate provides feedback to guide children's learning, increase motivation, and improve engagement. CAEP 4(d); InTASC 6(d); CEC 4.4	2, 33%	4, 67%			**3.3**
15. Candidate engages students in high-level thinking. CEC 5.7; InTASC 5	2, 33%	1, 17%	3, 50%		**2.8**
16. Candidate explicitly supports motivation and engagement in learning through diverse evidence-based practices. CAEP-K6 3(f); InTASC 3(i)	2, 33%	3, 50%	1, 17%		**3.2**
17. Candidate is able to accurately self-reflect. InTASC 9	3, 50%	2, 33%	1, 17%		**3.3**
18. Candidate seeks opportunities to participate in professional development. CAEP 5(a), (b), (c); CEC 6.4; InTASC 9(a)	2, 33%	3, 50%	1, 17%		**3.2**

19. Candidate differentiates instructional plans to meet the needs of diverse students in the classroom. CAEP-K6 3(d); InTASC 7(b), 8(l)	2, 33%	4, 67%			**3.3**
20. Candidate works respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. CAEP K-6 1(c); InTASC 10(d); CEC 4.3, 5.5*	1, 17%	4, 67%	1, 17%		**3.0**

Student Teaching Scores - Second Placement

Cohort: FA17 (19)
Number of students completing the assessment: 19

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	**Mean**
1. Candidate uses their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.	5, 26%	13, 68%	1, 5%		**3.2**

CAEP-K6 1(b); InTASC 1(b), 2(d); CEC 5.1					
2. Candidate uses their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs. CAEP-K6 1(a); InTASC 2(a), 4(a); CEC 1.2	6, 32%	11, 58%	2, 11%		**3.2**
3. Candidate effectively organizes and manages individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning. CAEP-K6 4(g); InTASC 8(d), (l)	14, 74%	3, 16%	2, 11%		**3.6**
4. Candidate uses accurate and comprehensive understandings of general and specialized content knowledge to individualize content for the needs of all learners, including those with exceptionalities. CAEP-K6 2(a), (b), (c), (d); InTASC 4(d), (e), (j), (k), (m); CEC 3.2	7, 37%	11, 58%	1, 5%		**3.3**

5. Candidate administers formative and summative assessments regularly to determine students' competencies and learning needs. CAEP-K6 3(a); InTASC 6(a); CEC 4.1	6, 32%	12, 63%	1, 5%		**3.3**
6. Candidate uses multiple methods of assessment in order to monitor learner progress and guide their own and the learner's decision making. CAEP 3(b); InTASC 6(g) (l)	5, 26%	13, 68%	1, 5%		**3.2**
7. Candidate plans instruction including learning outcomes, materials, learning activities, assessments, and allocations of time. CAEP-K6 3(c); InTASC 4(f)	6, 32%	11, 58%	2, 11%		**3.2**
8. Candidate effectively organizes and manages small group instruction to provide more focused, intensive instruction and meet the learning needs of each child. CAEP-K6 4(f); InTASC 2(a), 8(d), (l)	8, 42%	11, 58%			**3.4**
9. Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply	9, 47%	10, 53%			**3.5**

information. CEC 5.2; InTASC 3(m), 6(b), (i), 8(g)					
10. Candidate demonstrates facility in employing technology in the design, implementation, and assessment of learning experiences to engage learners. CEC 5.2; CAEP 1.5	7, 37%	12, 63%			**3.4**
11. Candidate supports students with making positive transitions and manages the classroom by establishing and maintaining social norms and behavioral expectations. CAEP-K6 3(e); InTASC 3(d)	8, 42%	9, 47%	2, 11%		**3.3**
12. Candidate's behavior management is effective and respectful. CAEP-K6 3(e), 3(f); InTASC 3(d); CEC 2.1	6, 32%	11, 58%	2, 11%		**3.2**
13. Candidate plans, leads, and manages whole class discussion and ensures the equitable participation of every child. CAEP 4(e); InTASC 8(d), (l)	9, 47%	9, 47%	1, 5%		**3.4**
14. Candidate provides feedback to guide children's learning, increase motivation, and improve	7, 37%	12, 63%			**3.4**

engagement. CAEP 4(d); InTASC 6(d); CEC 4.4				
15. Candidate engages students in high-level thinking. CEC 5.7; InTASC 5	6, 32%	11, 58%	2, 11%		**3.2**
16. Candidate explicitly supports motivation and engagement in learning through diverse evidence-based practices. CAEP-K6 3(f); InTASC 3(i)	8, 42%	9, 47%	2, 11%		**3.3**
17. Candidate is able to accurately self-reflect. InTASC 9	11, 58%	6, 32%	1, 5%	1, 5%	**3.4**
18. Candidate seeks opportunities to participate in professional development.* CAEP 5(a), (b), (c); CEC 6.4; InTASC 9(a)	22%*	78%*			**3.2***
19. Candidate differentiates instructional plans to meet the needs of diverse students in the classroom. CAEP-K6 3(d); InTASC 7(b), 8(l)	10, 53%	8, 42%	1, 5%		**3.5**
20. Candidate works respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. CAEP K-6 1(c); InTASC 10(d); CEC 4.3, 5.5*	6, 32%	12, 63%	1, 5%		**3.3**

* N=18 (A supervising teacher indicated "Not Observed" for this item.)

Growth Model Report Card

Cohort: The seven student teachers placed in BCSC during the SP19 (from both the FA17 and SP18 cohort) provided data during this pilot semester).
Number of students completing the assessment: 7 (All 7 taught ELA standards; 6 taught math standards)

Note about the Growth Model Report Card: The Growth Model Report Card was piloted in the fall of 2018. It will continue to be in "pilot" status until spring of 2020 when all first student teaching placements will be in BCSC schools (where the Growth Model Report Card was developed and is being used). At present, the EPP is working on co-creating with BCSC partners a scoring procedure/approach for candidates that results in scores that allow for valid interpretations about candidates' abilities to support their students with ELA and math critical standards.

Growth Model Report Card Summary: The Growth Model Report Card is completed by candidates whose first student teaching placement is in Bartholomew Consolidated School Corporation (BCSC). (Beginning in the spring of 2020, all candidates' first student teaching placements will be in BCSC.) BCSC has identified what they consider to be "critical" ELA and math Indiana Academic Standards at each grade level. The district has created pre- and post-tests to evaluate students' abilities on the skills embedded in these standards. At the start of each school year, all students complete all pre-tests in order to establish baseline scores for each student. The district has identified during which of each of the four quarters within the school year each standard will be targeted. At the end of a quarter, each student completes the post-tests for the standards for which they received instruction that quarter. For each standard they receive a score out of 4, with a score of 3 being the target ("mastery" score) and a score of 4 indicating a "beyond mastery" ability.

During the quarter that our candidates teach in BCSC, they are responsible for the ELA and math critical standards that are being targeted at their students' grade level during that quarter. At the end of their student teaching placement, they submit to the EPP the following information for each student: a) whether the student has an IEP, b) whether the student is an ELL, c) the student's base-line scores on all ELL critical standards targeted that quarter, and d) the student's base-line scores on all math critical standards targeted that quarter.

The EPP currently assigns candidates scores following these guidelines. (At present, the EPP is working on co-creating with BCSC partners a scoring procedure/approach for candidates that results in scores that allow for valid interpretations about candidates' abilities to support their students with ELA and math critical standards.):
  4 points = Candidate supported 90% to 100% of their students to growth OR held them at a mastery score (3 or higher).
  3 points = Candidate supported 80% to 89% of their students to growth OR held them at a mastery score (3 or higher).

2 points = Candidate supported 70% to 79% of their students to growth OR held them at a mastery score (3 or higher).
1 point = Candidate supported 69% or fewer of their students to growth OR held them at a mastery score (3 or higher).

Each candidate receives a score of 1 to 4 in each of six categories:

	ELA Critical Standards Categories	*Math Critical Standards Categories*
	All Students	*All Students*
Student Groups:	*ELLs Only**	*ELLs Only**
	Students with IEPs Only*	*Students with IEPs Only**

*Must be true of at least 20% of the class or no score is reported for the candidate in this category.

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. **ELA Standards**: All Students *CAEP-EPP 1.1 (N=7)*	3, 43%	2, 29%		2, 29%	**2.9**
2. **ELA Standards**: ELLs *CAEP-EPP 1.1 (N=4)*	1, 25%	1, 25%		2, 50%	**2.3**
3. **ELA Standards**: Students with IEPs *CAEP-EPP 1.1 (N=4)*	1, 25%	1, 25%		2, 50%	**2.3**
4. **Math Standards**: All Students *CAEP-EPP 1.1 (N=6)*	4, 67%		1, 17%	1, 17%	**3.2**
5. **Math Standards**: ELLs *CAEP-EPP 1.1 (N=3)*	1, 33%			2, 67%	**2.0**
6. **Math Standards**: Students with IEPs *CAEP-EPP 1.1 (N=3)*	2 ,67%			1, 33%	**3.0**

Graduate Surveys

New Graduate (Exit) Survey
Cohort: FA17 (19)
Number of students completing the survey: 7

	Very Satisfied (4)	Satisfied (3)	Unsatisfied (2)	Very Unsatisfied (1)	Mean
How satisfied were you with these aspects of the program?					
1. Advising	5, 71%	2, 29%			3.7
2. Instruction in program courses	3, 43%	4, 57%			3.4
3. Balance between theory and practice in program courses	1, 14%	5, 71%	1, 14%		3.0
4. Integration of technology throughout program	3, 43%	4, 57%			3.4
5. Coherence between coursework and field experiences prior to student teaching	1, 14%	4, 57%	2, 29%		2.9
6. Field experiences prior to student teaching	1, 14%	4, 57%	2, 29%		2.9
7. Student teaching placements	4, 57%	3, 43%			3.6

How satisfied were you with the preparation you received to do the following?					
8. Design learning experiences for leaners, considering their interests, abilities, cultural and linguistic backgrounds, as well as their learning environments and community.	4, 57%	3, 43%			3.6
9. Use understandings of child development in order to respond pedagogically to the needs of individual learners.	4, 57%	3, 43%			3.6
10. Promote a learning climate of caring, respect, and trust that takes into account students' individual differences.	4, 57%	3, 43%			3.6
11. Design assessment tools that minimize bias and result in scores that allow for valid interpretations.	2, 29%	5, 71%			3.3
12. Use multiple methods of assessment in order to monitor learner progress and guide your decision making as a teacher.	3, 43%	4, 57%			3.4
13. Anticipate potential obstacles and opportunities when developing lessons and respond to those when they occur.	3, 43%	3, 43%	1, 14%		3.3

14. Employ technology to engage learners more fully.	4, 57%	3, 43%			3.6
15. Support students in using the tools of technology and being responsible digital citizens.	3, 43%	4, 57%			3.4
16. Use technology to support your efforts as a teacher to record and track learner progress.	3, 43%	4, 57%			3.4
17. Support students with making positive transitions.	3, 43%	3, 43%	1, 14%		3.3
18. Support effective and respectful behavior management.	3, 43%	3, 43%	1, 14%		3.3
19. Develop a safe, inclusive, culturally sensitive learning environment for all learners.	4, 57%	3, 43%			3.6
20. Provide students with effective feedback.	3, 43%	3, 43%	1, 14%		3.3
21. Engage students in high-level thinking.	4, 57%	2, 29%	1, 14%		3.4
22. Foster a collaborative, student-centered, motivating learning environment.	3, 43%	4, 57%			3.4
23. Self-reflect on your own teaching.	6, 86%	1, 14%			3.9

24. Understand the norms and expectations of working in a professional setting.	4, 57%	3, 43%			**3.6**
25. Communicate with families.	4, 57%	2, 29%	1, 14%		**3.4**

One-Year Out Survey
Cohort: FA16 (22)
Number of students completing the survey: 3

	Very Well (4)	Well (3)	Poorly (2)	Very Poorly (1)	**Mean**
How well did these aspects of the program prepare you to work with students in your licensing area (special education)?* (N=2)*					
1. My licensing area classes in the Division of Education		2, 100%			**3.0**
2. My instructors of my licensing area classes in the Division of Education		2, 100%			**3.0**
3. My student teaching placement for my licensing area		2, 100%			**3.0**
How well did the IUPUC teacher education program prepare you to do the following? (N=3)					
4. The content of my program courses		3, 100%			**3.0**

5. The instructors of my program courses		3, 100%			**3.0**
6. My field experiences prior to student teaching	1, 33%	1, 33%	1, 33%		**3.0**
7. My student teaching placements	1, 33%	2, 67%			**3.3**
8. Design learning experiences for leaners, considering their interests, abilities, cultural and linguistic backgrounds, as well as their learning environments and community.		3, 100%			**3.0**
9. Use understandings of child development in order to respond pedagogically to the needs of individual learners.		3, 100%			**3.0**
10. Promote a learning climate of caring, respect, and trust that takes into account students' individual differences.		3, 100%			**3.0**
11. Design assessment tools that minimize bias and result in scores that allow for valid interpretations.		2, 67%	1, 33%%	1, 33%	**2.7**
12. Use multiple methods of assessment in order to monitor my learner progress and guide your decision making as a teacher.		3, 100%			**3.0**

13. Anticipate potential obstacles and opportunities when developing lessons and respond to those when they occur.	1, 33%	2, 67%			**3.3**
14. Employ technology to engage my learners more fully.		3, 100%			**3.0**
15. Support my students in using the tools of technology and being responsible digital citizens.		3, 100%			**3.0**
16. Use technology to support my efforts as a teacher to record and track learner progress.		3, 100%			**3.0**
17. Support my students with making positive transitions.	1, 33%	2, 67%			**3.3**
18. Support effective and respectful behavior management.		3, 100%			**3.0**
19. Develop a safe, inclusive, culturally sensitive learning environment for all of my learners.	1, 33%	2, 67%			**3.3**
20. Provide my students with effective feedback.		3, 100%			**3.0**
21. Engage my students in high-level thinking.		2, 67%	1, 33%		**2.7**

22. Foster a collaborative, student-centered, motivating learning environment.		3, 100%			**3.0**
23. Self-reflect on my own teaching.	1, 33%	2, 67%			**3.3**
24. Understand the norms and expectations of working in a professional setting.		2, 67%	1, 33%		**2.7**
25. Communicate with families.		1, 33%	2, 67%		**2.3**

Appendix B

B.A. in English

PRAC Report

2015-2018

Indiana University-Purdue University Columbus
Program Review and Assessment Report of English

2017-2018 Program Year   Submitted October 2018
Submitted by: Katherine V. Wills, Ph.D., English Program Director
Reviewed by:
George Towers, Ph.D., Liberal Arts Division Head
& IUPUC English Program Assessment Committee

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1. **Introduction**

This is the first report submitted by the IUPUC English program on the triennial schedule. The previous report was submitted to IUPUI Program Review and Assessment Committee (PRAC) in May 2014. The IUPUC English program follows many of the same key drivers and curricula as the IUPUI English program. IUPUC enrolls approximately 1500 students. Of these students, the English program prepares approximately 20 English majors in Creative Writing and Literature, and three minors: Creative Writing, Literature, and Digital and Professional Writing. The program also prepares IUPUC students in academic writing across disciplines through portfolio-based lower-division writing courses ENG-W 131, ENG-W 231, and ENG-W 270.

The English BA meets the requirements of Indiana University, which are approved by the Indiana Commission of Higher Education (ICHE). The course curricula follow the guidelines suggested by the National Council of Teachers of English (NCTE), the Modern Language Association, and the Writing Program Administrators organization (WPA). Key opportunities for demonstration of student learning and technical proficiency occur in direct and indirect formats: coursework, senior capstone, internships, research projects, creative projects, service learning, academic travel, civic engagement, faculty evaluations, RISE initiatives, SoTL, and other learning activities. The IUPUC English program employs four fulltime English faculty and eight adjuncts. Two associate professors went up for promotion to full professors during this triennial term. One lecturer went up for senior lecturer. There were no faculty hiring needs during this reporting period. In order to improve student learning, English faculty in collaboration with the program director implement intentional and appropriate improvements and interventions to pedagogy based on data-driven indicators.

The IUPUC English Program continues to incorporate the assessment of Student Learning Outcomes (SLOs) as they pertain to student coursework (see Appendix A). Faculty evaluate student products in individual English courses. With the assistance of the IUPUC Office of Institutional Research (OIR), we have selected and created campus–wide digital tools to collect and evaluate data. Upon receiving feedback from OIR, we have implemented pedagogical adjustments, as described below. The English director supervised the assessment and adjustment process and oversees the program assessment with advisory input as needed from a committee comprising English faculty and the Division Head. The program is reviewed in the IUPUC campus strategic plan, which is hosted in a campus-wide management tool for curricular

assessment via data gathering, analysis, and reporting. The management database provides a sustainable assessment and accreditation system that facilitates continuous improvement.

2. Assessment Measures and Findings

The IUPUC English program has grown, showing a steady increase in students seeking the locally-conferred IUPUC English BA degree. Following national, regional, and IUPUI English Department trends in enrollment, IUPUC English majors are continuing to select degrees in the Creative Writing and Literature concentrations, as well as professional writing courses. As noted by the Modern Language Association, students seeking English majors have been shifting towards writing and creative writing. Total enrollment in the two English concentrations has been steady near 20 majors: currently 16 in Creative Writing, and 4 in Literature (see Appendix B). English program enrollment compares favorably with other Indiana University campuses, which routinely list English program enrollment near 1-1.5% of total campus enrollment. IUPUC English majors often take longer than four years to complete their degrees because they are non-residential students who often hold fulltime jobs.

The IUPUC English program's self-assessment process has utilized, since 2010, the IUPUC English student learning outcomes (SLOs), which themselves link to the IUPUI Principles of Undergraduate Learning (PULS, see Appendix C). Our course assessments have followed a five-year staged rotation (see Appendix D). Using appropriate direct and indirect tools, the IUPUC English program continues to assess the PULs and SLOs as they pertain to student learning across the K-16 spectrum (see Appendix E). Faculty evaluate student learning by assessing signature assignments, by direct assessment, and cumulatively via the Capstone process. With the assistance of OIR, we have selected and created campus–wide digital tools to collect and analyze data. Using OIR data, we are then able to make pedagogical, curricular, or other adjustments

Findings

Overall, our SLO results trend along with IUPUI and national findings, as well as with our previous PRAC report. Areas that need improvement continue to involve applying and understanding citation and source protocols: synthesizing ideas; selection of appropriate, academic, and authentic sources; applying citation styles; and achieving accurate language usage. The IUPUC English program has participated in two interventions for faculty: Universal Design for Learning (UDL) workshops, and Gardner Institute activities. Supplemental Instruction (SI) has recently been implemented of our ENG W131 gateway writing sections.

Finding	What SLO	Direct/Indirect	Intervention/ Action	Result
Students have difficulty synthesizing ideas & evidence into text	Read analyze, synthesize, evaluate, & interpret language and texts critically	Assess in eportfolio, essays	UDL, Gardner, SI, Provide * PD for faculty	See Fig 3
Students are unfamiliar with application or	Construct & write a reasoned argument	Assess in eportfolio, essays	Change to APA style from MLA to serve cross-	

importance of citation protocols	integrating public/expert & personal voices		disciplinary goals	
Students have difficulty selecting appropriate sources, distinguishing authenticity	Construct &write a reasoned argument integrating public/expert & personal voices	Assess in eportfolio, essays	Require citation in multiple texts Provide *PD for faculty	See Section 3: Program and course improvements
Students need to demonstrate better accurate language usage for diverse genres, audiences, & purposes	Analyze & evaluate the impact of culture, diversity, and time on texts & ideas as well as language use & structure	Assess in eportfolio, essays	Increase weight of discussion in class Provide *PD for faculty	See Section 3: Program and course improvements

Figure 1. SLO Action Map   *PD = Professional development

3. Responses to Findings: Lower-level Writing Courses

The three lower-division non-major writing courses W 131 Reading, Writing and Inquiry, W231 Professional Writing, and W270 Argumentative Writing utilize the portfolio method for authentic, evidence-based documentation of student learning. Both full-time and part-time faculty have participated in professional development related to retention initiatives within the English program during the 2015/2018 period. All faculty have been provided opportunities to add activities and attend professional development that could enhance student learning. Here we will report on assessment and improvement of pedagogical practices that sustain student learning, either directly or in directly related to SLOs. (See IUPUC Overall Campus SLOs in IU BOX for Written Communication Report https://iu.app.box.com/file/293403544734 and https://iu.app.box.com/file/272569171509).

In the lower-level writing courses, students are expected to prepare, draft, revise, peer-review, and edit their writing for specific purposes and audiences. Students critically read, discuss, analyze, and reflect on texts. Writing faculty follow Blooms taxonomy by moving students through progressively more complex skills. Faculty require students to submit (e)portfolios in which students compile essays both as drafted and as revised to completion; reflect on their writing process in Writer's Statements; and give evidence of their collaboration in groups and teams, of their comprehension of course texts and discussions of assigned topics, and of their progress towards meeting English SLOs. The English program has promoted numerous activities to improve student learning, as well as student recruitment, retention, persistence, and graduation. In Retention, Persistence, and Writing Programs, co-editor Todd Rucker has observed: "We need to consider ways to use data as well as our experiences to spur conversations that matter to conversations about retention, persistence, and student learning," (Rucker et al, 15). Students favorably evaluate their W131 experiences (see Fig. 2).

Student Satisfaction

	Fa15 (n=215) 373		Sp16 (n=120) 252		Fa16 (n=198) 346		Sp17 (n=112) 246		Fa17 (n=184) 340		Sp18 (n=99) 201	
	IUPUC	ENG	IUPUC	ENG	IUPUC	ENG	IUPUC	ENG	IUPUC	ENG	IUPUC	ENG
Overall	4.2	4.2	4.3	4.5	4.2	4.4	4.3	4.4	4.3	4.4	4.3	4.6
Assignments	4.2	4.2	4.5	4.5	4.2	4.4	4.3	4.2	4.3	4.4	4.3	4.6
Assessment	4.3	4.3	4.2	4.5	4.3	4.5	4.5	4.3	4.4	4.5	4.4	4.6
Challenging	4.3	4.3	4.3	4.5	4.3	4.4	4.3	4.3	4.3	4.5	4.3	4.6
Difficulty	4.2	4.1	4.3	4.4	4.2	4.4	4.2	4.4	4.2	4.4	4.2	4.5
Instructor	4.4	4.4	4.5	4.6	4.4	4.6	4.4	4.6	4.6	4.5	4.5	4.7

Fig. 2. W131 Student Evaluations for Course Global Scores Compared to Campus

The W131 course goals and outcomes were reviewed periodically by one faculty member who regularly attended the IUPUI Writing Coordinating Committee (WCC), as well as by the IUPUC Program director. The IUPUC program aligns its SLOs closely with the IUPUI ENG-W W131 SLOs (see Appendix E), thus assuring that curricula and adjunct preparation reflect current standards in composition, writing studies, and rhetoric. Both full-time and part-time English faculty have expressed satisfaction with their teaching positions. Over the last three years, only three adjuncts have left IUPUC, one taking a fulltime position at Ivy Tech Community College, another preferring to teach ESL at IU Bloomington. The third retired from teaching altogether.

4. Responses to Findings: Synthesis Interventions across all Courses, including Lower-level Writing, Creative Writing, and Literature

Our assessment of learning in our writing courses (2015-18) flagged 'synthesis' as the area most in need of improvement a finding that agreed with those of our larger parent institution, IUPUI. Since synthesis in writing entails bringing together materials from a range of written or oral sources to support a writer's own claim to or further the exploration of a question, it also entails, for the student, an ability to properly cite and list sources, and to properly use quotation, paraphrase, and summary. Accordingly, we've stressed our lower-level writing courses—W131, W231, and W270—on mastery of APA source citation and listing. More broadly speaking, in our courses designed to develop the abilities needed for English majors and minors, we've instituted learning tasks that emphasize synthesis—a core competency of any college graduate.

For example, in literature courses we have instituted essay topics that require learners to synthesize their understanding of more than one course text. Some of these courses are ENG L213-214 (Literary Masterpieces I and II), ENG L351-352 (American Literature I and II), and ENG L302 (British Literature since 1800). The exam question format requires test-takers to contextualize several short quotations in terms of the texts they're drawn from, of specified relevant course materials, of specified other texts read for the course, and finally of the test-takers' thoughts, feelings, and life experiences (local and general). Moreover, the literature major as a whole fosters synthesis through its implementation of general goals similar to the IUPUI undergraduate learning objectives. Students are expected to master "argumentation, critical

thinking, intertextuality, cultural diversity, documentation, literary terms, extra-literary context, and appreciation" (Self-Study IUPUI, 2013). The literature courses directing students towards these goals span from 100-level through capstone. Instructors determine direct assessment methods that demonstrate progress though Bloom's taxonomy of thinking skills, with major courses being writing-intensive.

And our creative writing courses typically ask learners to develop their writing talents not only by writing their own stories, poems, dramas, or screenplays; but also by reading, discussing, and writing about texts in those genres with a view to incorporating into their own creative work insights drawn from the study of others' achievements. In all these examples, students practice and develop the local synthesis skills of quotation, paraphrase, and summary, and, in the out-of-class tasks, of proper citation and source listing.

5. Specific Initiatives for Program Improvement

Universal Design for Learning (UDL). The director encouraged faculty participation in a week-long Universal Design for Learning workshop for IUPUC full-time and part-time faculty in English and Math (July, 2015). Both full-time English faculty and part-time faculty who teach W131 English Gateway courses participated. The Keynote speaker was the national educator Dr. Tracey Hall; her topic was "Using Assessment to Inform Instruction" in gateway courses. The following week-long series of workshops sought to improve retention and graduation, as well as student learning. Workshop attendees also included Bartholomew County K-16 educators and Ivy Tech faculty interested in improved teacher methods and student learning. Participating IUPUC English faculty subsequently added activities in their ENGW 131 sections to improve student learning. The Program director reviewed faculty syllabi and student evaluations for areas of improvement and delivery of program SLOs.

Gardner Institute. Along with Education faculty Drs. Cathy Brown and Deb Winikates, English faculty participated in the Gardner Institute to improve teaching methods increase student learning outcomes (See Appendix F; March 2016: Atlanta, GA). The workshop was supported by a Lumina grant and IUPUC funds in collaboration with two Ivy Tech Gateway course instructors. The director subsequently distributed teaching materials to English faculty who have shown ongoing interest in student learning and/or currently teach Gateway and lower-division writing courses. Professional UDL development workshops are ongoing in collaborative Ivy Tech/IUPUC seminars.

Supplemental Instruction. In 2012 we instituted a supplemental instruction program for the four ENG-W 131 (Reading, Writing, & Inquiry) sections designated for the roughly 25% of new writing students that arrive in need of remediation. Over four years these remedial / supplemental-instruction sections typically achieved DWF rates superior to those of our non-remedial sections.* For fall 2017 we obtained additional support that enabled our Supplemental Instruction Leaders to schedule weekly group meetings with students and to meet weekly, via the Zoom online-meeting app, with their coordinator. For fall 2018, we've further expanded Supplemental Instruction to seven sections, all including both remedial and non-remedial students. (Of the students who did not take advantage of SI, 43% received a grade of DWF, according to Dr. Deb Winikates, director of IUPUC UCOL).

*In Figure 3 below the last listed year (2016) represents the experiment of letting students self-select remedial or non-remedial sections (hence only one, small, SI section). Also, spring sections for students in need of remediation were too small to warrant supplemental instruction.

IUPUC Grade Distribution - English W131 Supplemental Instruction sections*
Fall Semesters 2013 to 2016 - Grades based on approximately four weeks after semester has ended

W131 Semester	Class Number	A +/-	B +/-	C +/C	C-	D +/-	F	W	Other Grades[1]	Grand Total	Total Final Grades[2]	% A +/-	% B +/-	% C+/C	% C-	% D +/-	% F	% W	% DFW	% DF (Exc W grades)
Fall 2013	34909	3	5	0	0	1	3	0	0	12	12	25%	42%	0%	0%	8%	25%	0%	33%	33%
Fall 2013	34910	4	12	0	0	0	0	0	0	16	16	25%	75%	0%	0%	0%	0%	0%	0%	0%
Fall 2013	34911	5	9	1	0	1	1	1	0	18	18	28%	50%	6%	0%	6%	6%	6%	17%	11%
Fall 2013	34912	4	2	4	0	4	2	2	0	18	18	22%	11%	22%	0%	22%	11%	11%	44%	33%
Fall 2014	20846	1	7	1	0	0	1	1	0	11	11	9%	64%	9%	0%	0%	9%	9%	18%	9%
Fall 2014	21135	4	12	0	0	0	1	1	0	18	18	22%	67%	0%	0%	0%	6%	6%	11%	6%
Fall 2014	21136	1	5	3	2	0	5	1	0	17	17	6%	29%	18%	12%	0%	29%	6%	35%	29%
Fall 2014	21137	1	8	4	1	0	2	1	0	17	17	6%	47%	24%	6%	0%	12%	6%	18%	12%
Fall 2015	21456	4	7	2	0	0	2	2	0	17	17	24%	41%	12%	0%	0%	12%	12%	24%	12%
Fall 2015	21680	7	5	0	0	1	4	0	0	17	17	41%	29%	0%	0%	6%	24%	0%	29%	29%
Fall 2015	21681	2	9	1	0	3	1	1	0	17	17	12%	53%	6%	0%	18%	6%	6%	29%	24%
Fall 2015	21682	1	5	1	1	0	2	3	0	13	13	8%	38%	8%	8%	0%	15%	23%	38%	15%
Fall 2016	18214	1	3	0	0	1	3	4	0	12	12	8%	25%	0%	0%	8%	25%	33%	67%	33%

[1]Grades of I, P, NR, S
[2]Total grades excluding "Other Grades". All percentages are based on these figures.

*excludes Purdue Polytechnic students

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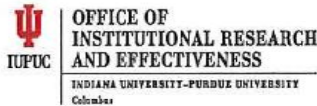IUPUC
INDIANA UNIVERSITY–PURDUE UNIVERSITY
Columbus

Fig. 3. W131 Grade Distribution after SI Interventions

American Association of Colleges and Universities. Because of the English program director's national role in AAC&U national higher education assessment, she was invited to engage in national calibration training on a specific rubric for the teaching of writing to students. In so doing, the director represented IUPUC in the largest national effort to date to assess student learning using students' actual work drawn from assignments constructed by faculty to date. She co-scored some 8,000 student artifacts produced by students in eleven states at nearly 80 two and four year institutions, including IUPUC. She contributed to national reliability estimates for three of the VALUE rubrics in the teaching of writing and communication.

IUPUI Gateway to Graduation Spring Retreat. IUPUC English faculty members attended "Motivating and Engaging Students with Strategies from the Psychology of Learning," then circulated materials on workshop activities and findings to English Gateway instructors and to faculty who showed interest in Gateway initiative.

IUPUC Gateway Course Community of Practice. Two English faculty members are active participants in the Gateway Community of Practice.

6. Program and Course Improvements

Baccalaureate English graduates have received a broad foundation in the creation, analysis, synthesis, reading, revision, and editing of a variety of texts as appropriate to audience and purpose. Graduates of the program are expected to be critical communicators both verbally and in writing, culturally astute, and competent in constructing texts. The IUPUC English program annually assesses for continuous improvement in SLOs; then introduces appropriate pedagogical interventions. Direction for adjustment to pedagogy is guided by direct and indirect measures of student learning including student questionnaires (formerly called evaluations); SLO data from the Office of Institutional Research, Community of Practice; University College, and discussion with faculty, advisors, and community stakeholders. See PUL/SLO Linked Map for IUPUC English 2015-2018 below.

Direct Measures of Assessment
Course signature assignments in creative writing and literature
Capstone course in creative writing and literature
W131 final portfolios

Indirect Measures of Assessment
Surveys administered each semester by faculty of students about how to improve courses
Faculty reports of student curricular or co-curricular activity related to English
Ongoing campus-level revisions of student questionnaires (formerly Evaluations)
Grade comparisons
Alumni survey by English director
Faculty excellence-in-teaching awards
Confer 3 to 5 English BA degrees annually

Faculty professional development
Full-time and part-time English faculty continue to avail themselves of numerous professional improvement and mentoring opportunities. No action steps have been taken.

Five English courses were converted to all-online format to improve student access.
One faculty member received Mosaic Fellow status, incorporated methods in literature courses.
One faculty member received the Chancellor's Award for Excellence in Teaching, IUPUI.
One faculty member incorporated experiential RISE and HPI practices in L 220 Shakespeare.
One lecturer achieved senior lecturer status.
One associate professor achieved rank to full professor.
A second associate professor has put in a bid for full professor.
Two faculty members are Gateway Community of Practice participants.
One faculty member is a Teaching and Learning Faculty Fellow.
Two faculty members sponsored students for international trips.
E 450 English Capstone was revised to include digital literacy web folios format and reflection.
Lower-division writing courses incorporated APA to facilitate disciplinary and academic writing.
Lower-division writing courses have often been linked to themes as requested by campus faculty
        in Business, Medical/Health Arts, and Psychology.
The Office of Communication and Marketing has steadily provided promotional materials

The Academic Resource Center serves writing across the campus.

7. Future Actions to be Taken in Response to Findings

Future efforts to support and advance student learning will entail deliberate and appropriate attention to identifying and utilizing the most relevant assessment methods and appropriate interventions for each SLO, while taking into consideration data results from OIR. Special attention will be given to improving student synthesis of materials through the use of citation, sources. More generally, attention will be paid to curricular and student support services. Program materials, websites, rubrics, and faculty syllabi will continue to reflect updated SLOs. Faculty will be encouraged to avail themselves of professional development and SoTL opportunities. The use of Supplemental Instruction will continue to be central to lower-division writing courses, in particular to the ENG W 131 Gateway. Faculty and student research and creative activity will continue to be central to upper-division major courses. In 2018-2019, full-time English faculty will complete the English Curricular Map (see Appendix G) by expanding and adapting course signature assignments. The IUPUC ENG W 131 SLOs will be reviewed to check alignment with the IUPUI SLOs. We are awaiting to see the status of the PULS (see Figure 4 below). English faculty will create General Education Course Assessment Portfolios beginning in 2019. As noted above, initiatives to improve student learning initiatives will focus on authentic, evidence-based assessment of student learning for the 2021 English program review, the Higher Learning Commission accreditation visit, and beyond.

PUL/SLO Linked Map for IUPUC English 2015-2018   Assessment Measures incorporated PULs in outcomes and linked to SLOs

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence demonstrates what students know and can do?	What are the assessment findings?	What changes to curriculum and teaching have been made based on assessment findings?	What are the results of improvements made?
PUL 1: Core communication and Quantitative Skills – the ability of students to write, read, speak, listen, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.						
IUPUC English BA Degree Program See Appendix A	Graduates will produce effective written and oral communication skills that are audience appropriate.	English courses require students to read, write, and discuss texts; most courses require use of APA or other citation style.	Proficiency of skills are assessed in each course through the major using direct and indirect tools: • written texts • classroom discussion • presentations in class • exams • digital literacy • reflections • evaluation of all PUL 1 skills in E450 Capstone course Indirect • employment • interviews	Moat students' skills improve with time in the program as their knowledge grows and they develop academic maturity. Citation use and assessment of sources needs to be reinforced Improve information literacy Reading comprehension needs to be improved	In general, expectations for level of mastery are raised as students advance through the curriculum. To improve writing, students revise papers after comments are provided. To improve quantitative skills, students do more hands on analyses and are expected to clearly describe quantitative relationships. Skills in information technology are improved through increased requirements for use of technology in information gathering and presentation.	Majors at the upper division show improvement in awareness an application of skills.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 2: Critical Thinking- The ability of students to analyze carefully and logically information and ideas from multiple perspectives.						
IUPUC English BA Degree Program See Appendix A	Students should be able to critically evaluate information they hear, read, or access on-line.	Instructors model and share diverse methods creation of texts: students learn by revision, interpretation, support, and innovation, among other practices	We assess critical thinking by evaluating student texts, discussion, exams, documentation, argument, evidence, and products of coursework.	Students learn how to interrogate, analyze, and synthesize data though the upper-division courses. Yet, students may remain reluctant take risks.	Faculty teach students to apply diverse frames, both theoretical and practical to solve problems or create original texts. Faculty continues to upgrade skills.	Students begin to recognize that there are multiple perspectives when constructing texts. Student become aware of ambiguity in their writing.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 3: Integration and Application of Knowledge- the ability of students to use information and concepts from studies in multiple disciplines in the intellectual, professional and community lives.						
IUPUC English BA Degree Program See Appendix A	Students will be able to select, integrate and use information effectively across appropriate genres for specific purposes.	Students will learn PUL3 skills through course-work, RISE, and life experiences. English is cross-disciplinary, thus touching on all aspects of human interactions.	Students' discussions, original texts, presentations, exams, and provide avenues for students to showcase their intertextual skills. Numerous majors have minors in other disciplines. .	Upper division English majors succeed in life and academic positions that require integration and application of language and literature knowledge. .	The program offers courses and co-curricular events that help students persist in their learning.	The English program has grown in number of students, as well as minors offered. English majors publish their original writing, and have won statewide contests.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 4: Intellectual Depth, breadth and Adaptiveness – the ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.						
IUPUC English BA Degree Program See Appendix A	Students will be able to describe the interdisciplinary context (ways of knowing) of English as a field of study and its connection to other disciplines.	Many English majors participate in RISE or co-curricular events.	An English major is by definition multidisciplinary so learn multiple ways of knowing (the scientific method), critiques, creative writing) are assessed. In the capstone, students are required to create an eportfolio website with reflection, original writing, and revision.	Within the major, students develop practical knowledge of the language and literature usage. They learn to critique forms of writing in the upper division.	Students in lower division courses utilize RISE and curricular projects. They have research/ creative publications and presentations. They apply their knowledge and writing skills.	Students have excelled in securing language-related jobs, getting into graduate programs, showing persistence in English. In direct improvements, they seem more comfortable with asking questions pertaining to writing, communication, and revising.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 5: Understanding Society and Culture – the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.						
IUPUC English BA Degree Program See Appendix A	Students will be able to comprehend and discuss a wide variety of literature that explores cultural differences.	Instructors will provide students with methods for the ongoing study of new and extant cultures through historical and diverse perspectives	Knowledge of cultural perspectives is assessed through writing, exams, presentations, group work, and RISE projects.	As students move through the major, they express curiosity in different cultures. English students participate in study abroad experiences.	English majors receive more foundational historical-cultural background that seems to be lacking in their education.	Students seem to be prepared to take the GRE and English specialization test so that they can apply to graduate school. Student have applied and been accepted to graduate programs: MA English, MFA Creative Writing, MS Journalism.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics.						
IUPUC English BA Degree Program See Appendix A	Students will be able to discuss and analyze diverse human values and ethics. Students might improve their decision-making in their lives so that they can be more successful.	English studies explores human choice and its consequences human subjects.	Student choices made appropriately to audience and purpose show an understanding of values and ethics.	Students express appreciation for having options regarding their understanding of life choices.	Discussions and creations of value and ethics centered texts continue to be key components of assignments in the major.	Students express satisfaction with the diversity of views they have been exposed to in the major.

Fig. 4.   PUL/SLO Map

Appendix A

IUPUC Undergraduate Programs

Student Learning Outcomes

Bachelor of Arts in English

The English degree program will prepare graduates to demonstrate the following outcomes:

1. Demonstrate the importance and power of reading/thinking critically and writing with clarity and purpose.

2. Define basic concepts, terms and theories in at least two areas of English studies (creative, literature, writing and literacy).

3. Read analyze, synthesize, evaluate, and interpret language and texts critically.

4. Construct and write a reasoned argument integrating public/expert and personal voices.

5. Recognize the importance of diverse perspectives and specializations in English studies.

6. Analyze and evaluate the impact of culture, diversity, and time on texts and ideas as well as language use and structure.

7. Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.

8. Explain how language influences intellectual and emotional responses.

Appendix B

IUPUC English Enrollment Trends

YEAR	TOTAL ENG MAJORS	Creative Writing	Literature
2006	4	NA	4
2007	13	6	7
2008	12	4	8
2009	10	4	6
2010	15	5	10
2011	13	6	7
2012	19	12	7
2013	17	10	7
2014	19	15	4
2015	26	20	6
2016	24	18	6
2017	26	20	6
2018	-	-	-

Appendix C

Alignment of SLOs to PULs/IN STGEC is similar to IUPUC alignment of W131 SLOS/PULs/ISW Outcomes

ENGLISH-W131 Reading, Writing, and Inquiry
Department of English
Prepared by David Sabol, Scott Weeden, Steve Fox

ENGLISH-W131 Fundamental and Powerful Course Concepts

1. *Reading* – reading different genres for different purposes
2. *Writing* – writing in different genres for various audiences and purposes
3. *Inquiry* – tapping into your curiosity to develop meaningful questions
4. *Self-Reflection* – exploring your own processes for reading, thinking, and writing

ENGLISH-W131 also asks students regularly to engage in PUL 2 Critical Thinking and PUL 6 Values and Ethics when reading, drafting, documenting, revising, editing, and publishing written work in a course portfolio.

ENGLISH-W131 fulfills the IUPUI General Education Core—Foundational Intellectual Skills: Indiana Written Communication Competency. At the conclusion of completing W131 successfully, students will be able to:

1. Identify how writers use purpose, audience and genre to make writing effective
2. Produce writing that employs suitable choices about purpose, audience, and genre
3. Utilize analysis and synthesis to develop content
4. Contribute and use feedback to reshape and revise texts
5. Document references and citations to others' words and ideas
6. Produce writing that employs suitable choices in language and editing
7. Develop meaningful and effective questions to interrogate reading and writing in order to move beyond familiar thinking
8. Use writing to effect change
9. Generate written reflections that use course concepts to assess your own reading, writing, and inquiry processes.

Appendix D
IUPUC's Five Year Assessment Plan
- **Year 1 (2010-2011)**
  - Develop measures for SLOs for introductory, core courses, learning community, and certificate programs
  - Collect and analyze data
  - Identify curriculum changes
  - Develop a timeline for changes
  - Identify student needs
  - Identify faculty needs
  - English program submitted for approval
- **Year 2 (2011-2012)**
  - Develop measures for SLOs related to elective courses, certificate programs, support services(advising, mentoring, tutoring, Research facilities), faculty needs and student needs
  - Collect and analyze data
  - Identify curriculum and support services changes
  - Develop timeline for changes
- **Year 3 (2012-2013)**
  - Evaluate curriculum and support services changes
  - Evaluate student and program changes
  - Adjust and make additional changes as needed
- **Year 4 (2013-2014)**
  - Begin cycle with re-evaluating SLOs, measures, and assessment processes
  - Reassess courses, research, capstone, learning community, student needs, and faculty needs
  - Collect and interpret data
  - Identify changes and begin implementation
  - Submitted PRAC Report
- **Year 5 (2014-2015)**
  - Reassess elective courses, support services, faculty needs, and student needs
  - Interpret data
  - Identify and begin changes
  -- Submitted PRAC Report.

  - **Year 6 (2015-2016)**
  - Develop measures for SLOs for introductory, core courses, learning community, and certificate programs
  - Collect and analyze data
  - Identify curriculum changes
  - Develop a timeline for changes
  - Identify student needs

- – Identify faculty needs

- **Year 7 (2016-2017)**
  - – Develop measures for SLOs related to elective courses, certificate programs, support services(advising, mentoring, tutoring, Research facilities), faculty needs and student needs
  - – Collect and analyze data, develop timeline changes
  - – Identify curriculum and support services changes.
- **Year 8 (2017-2018)**
  - – Collect and interpret data
  - – Evaluate curriculum and support services changes using indirect data
  - – Evaluate student and program changes using SLO direct and indirect data
  - – Reassess courses, research, capstone learning community, student needs, and faculty needs
  - – Adjust and make additional changes as needed
  - – Submit triennial PRAC report
- **Year 9 (2018-2019)**
  - – Begin cycle with re-evaluating SLOs, measures, and assessment processes
  - – Continue to reassess and adjust courses, research, capstone learning community, student needs, and faculty needs
  - – Identify changes and begin implementation
- **Year 10 (2019-2020)**
  - – Reassess elective courses, support services, faculty needs, and student needs
  - – Interpret data
  - – Identify and begin changes.

Appendix E

IUPUI: How do the Indiana statewide written communication learning outcomes and IUPUI PULs align with the ENGLISH-W131 student learning outcomes, and what mechanism will be used to assess learning in W131?

ENGLISH-W131 Student Learning Outcomes	IUPUI PULs	Indiana Statewide Learning Outcomes	Mechanism for Assessing Student Learning
Identify how writers use purpose, audience and genre to make writing effective	1.B	1.3 1.7	At the end of the ENGLISH-W131 course, students submit a portfolio of two chosen essays, with related materials that include initial conceptualization work, original draft and revision work, and reader feedback to show how the essays developed over time. Also included in the portfolio is a retrospective essay that introduces the work in the portfolio and provides demonstrated evidence of having achieved the course learning outcomes. Portfolios are evaluated according to a programmatic grading guide.
Produce writing that employs suitable choices about purpose, audience, and genre	1.A 1.C	1.6	
Utilize analysis and synthesis to develop content	1.B 1.E	1.3 1.4 1.5	
Contribute and use feedback to reshape and revise texts	1.A 1.B 1.C	1.2	
Document references and citations to others' words and ideas	1.A 1.C 1.E	1.1	
Produce writing that employs suitable choices in language and editing	1.A 1.C 1.E	1.1	
Develop meaningful and effective questions to interrogate reading and writing in order to move beyond familiar thinking	1.B	1.3 1.5 1.7	
Use writing to effect change	1.A 1.C	1.3 1.5	
Generate written reflections that use course concepts to assess your own reading, writing, and inquiry processes	1.A 1.B 1.C 1.E	1.1 1.2 1.5 1.6	

Appendix F

IUPUC Gateway Community of Practice in Retention: Reflective Narrative 2017
Due 5/30/2-17 Atlanta Cohort

The improvement strategy I selected to add to my summer 2016 online writing gateway was the addition of optional student-determined online office hours (ENG-W131 Reading, Writing, and Inquiry). I offered several options for virtual meetings: SKYPE, phone, synchronous texting in Canvas by appointment. I provided student-driven opportunities to participate in student/instructor office hours based on best practices from the URLs below and other SoTL research. The implementation program was easy to put into place, yet students in 2016 cohort rarely requested hours. I didn't mandate virtual meeting times. The activity of student-determined online office hours did not work as well as I had hoped. The students did not voluntarily avail themselves of office hours. In the first year of 2015 to 2016, the data showed a slight rise in DWP rates and was counter-indicative. In 2015, DWF rate was 17% and in 2016, the DWF rate was 20%. Also, the participant totals for the years (n) were too small.

2015	6 total students		A-3	B-1	C	D	F	W-1	Purdue-1
2016	8 total students		A-4	B-2	C	D	F-1	W-1	

2015 17% DWF rate. I of 6 in DWF (1W).
2016 20% DWF rate. 2 of 8 in DWF (1F, 1W).

I have at least two improvement strategies for follow-up. First, I could make the virtual hours required and/or gradable. Second, I could use a different platform for virtual hours such as Adobe Connect.

Sources

Univ of Cincinnati   Univ of Ill-Champaign   Best Practices Boettcher   Online Univ Practices

Appendix G

Curriculum Map with Signature Assignments (to be complete in 2018-2019)

Course Number & Name (Course Mapped to Program Learning Outcomes)	SLO 1: Creative Thinking	SLO 2: Critical Thinking	SLO 3: Information Literacy	SLO 4: Inquiry and Analysis	SLO 5: Integrative Learning	SLO 6: Intercultural Knowledge and Competence	SLO 7: Critical Reading	SLO 8: Written Communication
W131 Reading, Writing, and Inquiry Gateway Writing Course		2 Final Portfolio						1 Final Portfolio
W231 Professional Writing		2 Final Portfolio						1 Final Portfolio
W270 Writing Argument		2 Final Portfolio						1 Final Portfolio
E450 Capstone Seminar	7 Webfolio	3 Webfolio	1 Webfolio	4 SARs	1 Webfolio	6 Webfolio	5 Webfolio	2 Webfolio
L202 Literary Interpretation								

ENG L207 Women and Literature								
L213 Literary Masterpieces I								
L214 Literary Masterpieces II								
L301 Critical and Historical survey of English Lit								
L302 Critical and Historical Survey of English Lit II								
ENG L 351 Critical and Historical Survey of American Lit								
ENG L 352 Critical and Historical Survey of American Lit II								
ENG L 354 Critical and Historical Survey of American Lit III								
ENG L220 Introduction to Shakespeare								

ENG L378 Studies in Women and Literature								
ENG L379 American Ethnic and Minority Literature								
W206 Intro to Creative Writing: Three Genres	2 original genre works	4 Final					3 Class workshops	1 original genre portfolio
W207 Intro to Fiction Writing								
W208 Intro to Poetry Writing	2 original poetry drafts						3 Class workshops	1 original poetry portfolio
W301 Intro to Fiction Writing	2 original fiction drafts						3 Class workshops	1 original fiction
W401 Advanced Fiction Writing	2 original fiction drafts						3 Class workshops	1 original fiction portfolio
W303 Intro to Poetry Writing	2 original poetry drafts						3 Class workshops	1 original poetry portfolio
W403 Advanced Poetry Writing	2 original poetry drafts						3 Class workshops	1 original poetry portfolio
W 302 Screenwriting	original screenplay					Original screenplay reflections		original screenplay
W305 Writing Creative Non-fiction	1 original nonfiction					3 Original nonfiction		3 Original nonfiction

W365 Theory and Practice of Editing								
W411 Directed Writing								Portfolio-TBD
Z204 Rhetorical Issues in Grammar and Usage								
ENG Z205 Intro to the English Language								

Legend for Categories of Evidence

FW: Formal writing (reports, essays, articles, poetry, case studies, letters)
IW: Informal writing (free writing, emails, letters)
EX: Exams
DF: Digital formats (Online forums, chats, eportfolios, blogs, wikis, and
        similar electronic postings)
JO: Journaling
PO: Portfolios or projects
PR: Presentations to class (PowerPoint, Prezi, PechaKucha speeches, conferencing)
QZ: Quizzes
CL: In class contributions (group or individual activity)
WB: Webfolio, websites
OT: Other

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Appendix C

Other Degree Programs

IUPUI+ Alignment with

Program Learning Outcomes

C1: MECHANICAL ENGINEERING

More Information: http://go.iu.edu/29pj

	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/ Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
Department/Program Learning Outcomes																
Programs: Biomedical Engr, Computer Engr, Electrical Engr, Energy Engr, Mechanical Engr, Motorsports Engr																
EAC Criterion 3 Outcomes:																
1 Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	x				x		x	x	x							
2 Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	x				x	x	x	x	x	x	x	x		x	x	x
3 Communicate effectively with a range of audiences	x	x	x	x	x	x	x						x	x	x	x
4 Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts	x				x	x	x		x		x	x	x	x	x	x
5 Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	x	x	x	x	x	x	x	x			x	x	x	x	x	x
6 Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	x			x	x		x	x	x	x		x			x	x
7 Acquire and apply new knowledge as needed, using appropriate learning strategies	x	x			x		x	x	x							

C2: SOCIOLOGY

More Information: http://go.iu.edu/29pj	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
Department/Program Learning Outcomes																
Program:																
1 Understand the sociological perspective	X				X		X							X		
2 Be familiar with major sociological concepts and classical and contemporary theories	X			X	X		X				X					
3 Understand research methods and research design	X				X		X		X							X
4 Be able to interpret qualitative and quantitative social data and possess basic statistical skills	X				X		X		X							X
5 Possess substantive knowledge in disciplinary subfields	X				X		X		X		X	X				
6 Be able to critically evaluate claims and evidence based on social data					X		X		X		X	X				
7 Have the ability to conduct and write up basic data analysis to answer a sociological research question	X			X			X		X	X	X	X				
8 Be able to apply the sociological perspective to concrete social issues locally and globally					X	X	X		X	X		X	X	X	X	X

C3: BIOLOGY

I. Biological Concepts	IUPUI+ Alignment	
A. Molecular Biology & Genetics: students will be able to describe biomolecular functions, control process and roles in inheritance	Communicator	Evaluates Information; Listens Actively; Conveys Ideas Effectively
	Problem Solver	Thinks Critically; Collaborates; Analyzes, Synthesizes, and Evaluates; Perseveres
	Innovator	Investigates; Creates/Designs; Confronts Challenges; Makes Decisions
	Community Contributor	Builds Community; Behaves Ethically
B. Cell Developmental Biology: students will be able to describe cell structure and function, mechanisms of regulation and development	Communicator	Evaluates Information; Listens Actively; Conveys Ideas Effectively
	Problem Solver	Thinks Critically; Collaborates; Analyzes, Synthesizes, and Evaluates; Perseveres
	Innovator	Investigates; Creates/Designs; Confronts Challenges; Makes Decisions
		Builds Community; Behaves Ethically
C. Physiology: students will be able to describe the operation and interaction of systems to maintain short-term homeostasis of the organism and long-term survival of the species	Communicator	Evaluates Information; Listens Actively; Conveys Ideas Effectively
	Problem Solver	Thinks Critically; Collaborates; Analyzes, Synthesizes, and Evaluates; Perseveres
	Innovator	Investigates; Creates/Designs; Confronts Challenges; Makes Decisions
	Community Contributor	Builds Community; Behaves Ethically
D. Ecology: students will be able to describe interactions of organisms with each other and their physical environment	Communicator	Evaluates Information; Listens Actively; Conveys Ideas Effectively
	Problem Solver	Thinks Critically; Collaborates; Analyzes, Synthesizes, and Evaluates; Perseveres
	Innovator	Investigates; Creates/Designs; Confronts Challenges; Makes Decisions
	Community Contributor	Builds Community; Behaves Ethically; Anticipates Consequences

C4: PSYCOLOGY

	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/ Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
Department/Program Learning Outcomes																
Program: Psychology																
Goal 1: Knowledge Base in Psychology	x	x											x	x		
Goal 2: Scientific Inquiry and Critical Thinking		x			x		x		x	x	x	x				x
Goal 3: Ethical and Social Responsibility in a Diverse World						x						x	x	x	x	
Goal 4: Communication	x	x		x												
Goal 5: Professional Development	x		x					x				x	x			

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C5: CRIMINAL JUSTICE

Outcome	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, And Evaluates	Perseveres	Investigates	Creates/ Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
Describe and evaluate crime rate trends	X				X		X									
Explain the opposing viewpoints on controversial issues in criminal justice (and be able to defend your own position)	X	X		X	X		X	X				X	X			X
Understand and be able to apply substantive and procedural law					X			X				X				
Explain the factors that impact criminal justice decision making (legal, organizational, psychological, sociological, and cultural)					X											X
Assess the impact of the criminal justice system on different racial/ethnic groups, genders, and social classes					X								X	X		
Explain (and be able to use) the different methods used to measure crime and victimization including their strengths and weaknesses	X				X		X		X	X						
Explain (and be able to use) the different methodological approaches used in criminal justice research as well as their strengths and weaknesses	X				X		X		X	X						
Demonstrate an understanding of research ethics and ethical decision making in criminal justice					X							X			X	
Understand and be able to apply the different theoretical frameworks to explain criminal behavior					X		X	X								
Explain major crime control efforts including their strengths and weaknesses	X			X	X		X	X			X	X				X

C6: BUSINESS

Course	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Coveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, And Evaluates	Perseveres	Investigates	Creates/Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
A201 Financial Accounting	X	X		X			X	X	X		X		X		X	X
A202 Managerial Accounting	X	X		X	X		X	X			X	X	X		X	
X100 Introduction to Business	X	X		X	X		X	X	X	X						
X103 Learning Community, Business	X	X	X												X	
W200 Introduction to Business and Management	X			X	X	X	X	X	X	X			X			
K201 Computer in Business				X	X		X	X								
D301 International Business Environment	X		X	X		X	X						X	X		X
F301 Financial Management	X	X		X	X		X		X	X	X	X		X	X	
M301 Introduction to Marketing Management	X	X		X	X	X	X			X		X		X		
P301 Operations Management	X	X		X	X	X	X	X	X	X		X				
Z302 Management and Behavior in Organizations	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
X390 Integrative Experience	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
J401 Administrative Policy	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
J404 Business and Society	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
E201 Microeconomics	X	X			X		X	X					X			
E202 Macroeconomics	X	X		X			X	X	X							
E270 Introduction to Statistical Theory in Business and Economics	X	X		X	X		X		X	X			X			