

**IUPUI COLUMBUS
BUSINESS**

**Program Assessment
Annual Report for 2004 - 2005**

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	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 1: Core communication and Quantitative Skills – the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.						
Division of Business	Graduates will be able to effectively write, read, speak and listen, perform quantitative analyses, and use information resources and technology.	Foundation courses: W131, X204, R110, CPT 104, E370, Math 118/119, and other general education courses. Integration of writing, presenting, analyzing, and technology in Business courses	Admission to I-Core, assessment in X220 on foundation areas	Using assessment rubrics, some students are ready, some need intervention	Created intervention strategies for areas of deficiency; refer students to writing and math centers	Stronger I-Core, major classes, graduates

What outcomes do we seek?	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.

Division of Business	Graduates will be able to analyze carefully and logically information and ideas from multiple perspectives	Problem sets; cases	Rubrics to assess content and presentation (thinking/problem solving/presenting orally and in writing)	Rubrics used to measure progress in each area	Feedback for intervention individually and collectively	Better quality – continuous improvement
----------------------	--	---------------------	--	---	---	---

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.

Division of Business	Graduates will be able to use information and concepts from studies in multiple disciplines in their intellectual, professional and community lives.	Introductory Business and general education classes; student organizations; networking with community colleagues; cases and live projects; internships	Feedback from community partners; rubric assessment of presentations and content.	Some students are strong; some need strengthening	Intervention strategies have been created and/or refined for those in the program; revision of content for future students	Continuously improving graduates
----------------------	--	--	---	---	--	----------------------------------

What outcomes do we seek?	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.

Division of Business	Graduates will be able to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.	General business classes, classes in major area of study, capstone course in business, internships	Feedback from those who hire our graduates; national competition in business global simulation strategy game which is part of capstone class	Simulation outcomes; case evaluations	Better integration of content across the Business curriculum	Stronger, more competitive graduates
----------------------	--	--	--	---------------------------------------	--	--------------------------------------

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.

Division of Business	Graduates will be able to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the US and internationally	Business and/or other international courses are required; general education requirements in social sciences and arts and humanities; networking	Case studies	Knowledge is good; behavior is acceptable; inherent values – in process	Diversity in case groups; added assessment items	Integrating diversity segments into most classes now
----------------------	--	---	--------------	---	--	--

What outcomes do we seek?	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.

Division of Business	Graduates will be able to make appropriate judgments with respect to individual conduct, citizenship, and aesthetics.	Business Law and Ethics course; integrated throughout Business courses	Cases, networking, classes, internships	Values and ethics in the regional business and civic communities reinforces high quality ethics in students	Developing an Honor Code by and for students	Incremental – mostly awareness of ethical issues in academia itself
----------------------	---	--	---	---	--	---

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

EDUCATION

Program Assessment Annual Report for 2004 – 2005 IUPUC Division of Education

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	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 1: Core communication and Quantitative Skills – the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.						
Conceptual Understanding of Core Knowledge – the ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different	Set learning goals that reflect command of the subject matter. Design and implement instruction that develops students' conceptual frameworks. Interact with learners, providing accurate and in-depth information. Improve learners' communication and	assigned reading discussion/Socratic dialogue self-directed learning collaborative learning group projects Courses: F200, Q200, M136,	oral and written assignments case studies demonstration of competency using educational technology classroom presentations	Results of Benchmark I and course performance in Block I classes and field experience reveal overall student strength. Areas of relative weakness were written and oral expression at a professional level, critical thinking, and reflection on practice. Results of Benchmark	More opportunities for oral presentations were added to coursework in Blocks I-III. Additional writing assignments were added to the curriculum in Block I, Block II and Block III. In response to weaknesses in critical thinking, content knowledge and child-centered teaching, early field experiences were	The number of students identified with weaknesses in writing diminished in Block II; no students were identified with weaknesses in writing or speaking in Block III. Students beginning early field experiences in their Sophomore year

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

disciplines.	<p>quantitative skills through meaningful learning engagements.</p> <p>Model effective communication and problem solving.</p> <p>Use a variety of media and technology.</p> <p>Distinguish high quality educational materials.</p> <p>Write and speak with clarity.</p>	E449, W201, Blocks I-IV		II, reassessment using Benchmark I, and course performance in Block II classes and field experience revealed overall student strength. Areas of relative weakness were reflection on practice, child-centered teaching, and weakness in core knowledge in some areas.	added to sophomore curriculum in M136, E449 and Q200. This was to provide more experience with children and to extend practical experience with concepts. This would give students an additional year to develop as critical thinkers in the context of the profession.	have not yet completed Benchmark I, but will do so in the 2005-6 academic year.
--------------	---	-------------------------	--	---	---	---

PUL 2: Critical Thinking- The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

Reflective Practice – the ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of experiences and contexts from multiple	<p>Explain the principles that guide the teaching.</p> <p>Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning, and generating plans designed to support</p>	<p>field visits/observation</p> <p>self-directed learning</p> <p>collaborative learning</p> <p>group projects</p> <p>discussion/Socratic dialogue</p>	<p>portfolios</p> <p>journaling</p> <p>discussion</p>	Results of Benchmark III and course performance in Block III classes and field experience revealed that the majority of students performed at the Beginning Practitioner level, with a few performing at the exemplar level and a few performing below expectations. Reflection on practice	A journal article on professional reflection and accompanying rubric were added to the curriculum.	Benchmark III conducted in Spring of 2005 revealed no students performed below expectations.
--	--	---	---	---	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

perspectives.	<p>student learning.</p> <p>Entertain multiple perspectives.</p> <p>Self-assess from multiple perspectives.</p> <p>Collect information through observation of classroom interaction.</p> <p>Assess learners' development and knowledge.</p> <p>Use assessment processes appropriate to learning outcomes.</p> <p>Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.</p>	Courses: F200, Q200, M136, E449, W201, Blocks I-IV		remains an area of weakness for students performing below expectations		
---------------	--	--	--	--	--	--

What outcomes do we seek?	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.

<p>Teaching for Understanding – the ability of teachers to draw on their knowledge and framework to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning</p>	<p>Set clear goals for learning experiences.</p> <p>Establish suitable classroom routines.</p> <p>Provide learners with meaningful choices.</p> <p>Create a collaborative, supportive social environment.</p> <p>Engage learners in generating knowledge and testing hypotheses.</p> <p>Help learners articulate their ideas and thinking processes.</p> <p>Use multiple strategies that</p>	<p>field visits/observation</p> <p>effective modeling</p> <p>collaborative learning</p> <p>group projects</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>lesson plan development and implementation</p> <p>field experiences</p> <p>video-taped assessment</p>			
---	--	---	--	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

	<p>engage students in active learning.</p> <p>Encourage learners to see, question, and interpret ideas from diverse perspectives.</p> <p>Convince learners to assume responsibility for themselves and their own learning.</p> <p>Motivate all children to learn.</p> <p>Create an inviting, interactive learning environment.</p> <p>Ask questions that promote learning.</p> <p>Build on children's prior knowledge.</p>					
--	--	--	--	--	--	--

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.

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

<p>Passion for Learning – the ability of teachers to develop their own complex content and pedagogical knowledge and to support the development of students’ habits of continual, purposeful learning.</p>	<p>Synthesize and teach complex concepts and networks of knowledge.</p> <p>Learn about learners and teaching through reflective practice.</p> <p>Recognize and support learners' intellectual, social, and personal growth.</p> <p>Support learners with special needs.</p> <p>Engage learners in multiple ways of knowing.</p> <p>Convey reasonable, but high and positive expectations for learner</p>	<p>effective modeling</p> <p>assigned readings</p> <p>self-directed learning</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>journaling</p> <p>discussion</p>			
---	--	--	-------------------------------------	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

	<p>achievement.</p> <p>Integrate the disciplines to create meaningful curriculum.</p> <p>Give learners opportunities to solve community problems and make authentic choices.</p> <p>Provide learners with access to learning opportunities.</p> <p>Seek help from other professionals when needed.</p> <p>Engage in personal inquiry to construct content knowledge and skills.</p>					
--	---	--	--	--	--	--

What outcomes do we seek?	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.

<p>Understanding School in the Context of Society and Culture – the ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily life, and to capitalize on the potential of school to minimize inequities.</p>	<p>Act as a change agent.</p> <p>Communicate in ways that demonstrate a sensitivity to a broad range of diversity.</p> <p>Mediate when learners need help to resolve problems or change attitudes.</p> <p>Collaborate with parents, teachers, administrators, and other community members involved in the lives of</p>	<p>Field visits/observations</p> <p>inquiry</p> <p>collaborative learning</p> <p>presentation of information</p> <p>assigned readings and discussion</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>written assignments</p> <p>oral presentations</p> <p>Socratic dialogue</p> <p>Block portfolios</p>			
---	--	--	---	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

	<p>students.</p> <p>Embed knowledge of community into teaching.</p> <p>Challenge negative attitudes</p>					
--	---	--	--	--	--	--

PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics.

<p>Professionalism – the ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.</p>	<p>Articulate the ethical principles guiding professional conduct.</p> <p>Demonstrate and document standards-based practice in the classroom.</p> <p>Stay current in terms of research on pedagogy and content areas.</p> <p>Participate in professional organizations and</p>	<p>effective modeling</p> <p>field visits/observation</p> <p>introduction to professional organizations</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>effective participation in class and field experience</p> <p>Benchmark I evaluation via field experience classroom teachers and course instructors</p>			
--	--	---	---	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

	<p>resource networks beyond the school.</p> <p>Dialogue with colleagues about issues that are complex and difficult.</p> <p>Give presentations for other professionals.</p> <p>Initiate activities such as teacher research, study groups, coaching, and so on to improve the teaching and learning of a school community.</p> <p>Promote positive attitudes.</p> <p>Facilitate decision-making.</p> <p>Operate on</p>					
--	--	--	--	--	--	--

<p>What outcomes do we seek?</p>	<p>What will students know and be able to do upon graduation?</p>	<p>How will students learn these things (in or out of class)?</p>	<p>What evidence can we provide to demonstrate what students know and can do?</p>	<p>What are the assessment findings?</p>	<p>What improvements have been made based on assessment findings?</p>	<p>What are the results of improvements made?</p>
----------------------------------	---	---	---	--	---	---

	<p>democratic principles.</p>					
--	-------------------------------	--	--	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

NURSING

Program Assessment Annual Report for 2004 - 2005

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	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 1: Core communication and Quantitative Skills – the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.						
Division of Nursing	Program outcomes: 2) Graduates will be effective communicators who are able to listen actively and respond appropriately to the message transmitted	Faculty believe in “writing to learn” philosophy and “writing across the curriculum” <ul style="list-style-type: none"> • Weekly writing of papers • Writing as reflection • Clinical preparation • Communication and documentation within practicum experience 	Clinical preparation papers: Graded with Rubric demonstrating growth in knowledge base	Clinical preparation papers: Graded with Rubric demonstrating growth in knowledge base Research paper using final semester objectives as framework for paper	Kept examples of good to better than good papers for reference and example Teaming with English department and oncourse help for students to use throughout process of writing research paper	Better than good papers with less stress for students in shorter time. Students find extra support and begin interdisciplinary relationships

What outcomes do we seek?	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.

Division of Nursing	<p>Program Outcome: 1) Graduate will be a critical thinker who is able to evaluate ideas of self and others and to apply reason in problems solving.</p>	<ul style="list-style-type: none"> Care Planning Clinical preparation Clinical Practice Critical thinking exercises using media clips 	<p>Clinical preparation papers: Graded with Rubric demonstrating growth in knowledge base and critical thinking/problem solving</p>	<p>Clinical preparation papers: Graded with Rubric demonstrating growth in knowledge base/problem solving</p>	<p>Kept examples of good to better than good papers for reference and example</p>	<p>Better than good papers with less stress for students in shorter time.</p>
---------------------	---	---	---	---	---	---

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.

Division of Nursing	<p>Program Outcome: 4) Graduate will be a competent provider of nursing care consistent with the Indiana Nurse Practice Act and Professional Standards set by the American Nurses Association. 6) Graduate will be an accountable manager of care who functions in health care settings where policies and</p>	<ul style="list-style-type: none"> Role modeling Clinical practice 	<ul style="list-style-type: none"> Clinical/practicum evaluation NCLEX -RN Licensure by State of Indiana 	<ul style="list-style-type: none"> Clinical/practicum evaluation Pass rate - ____% 	<ul style="list-style-type: none"> Mandatory NCLEX-RN Review Class Computerized remediation of course failure 	
---------------------	---	--	---	--	---	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

	procedures are specified and professional consultation is available.					
--	--	--	--	--	--	--

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.

Division of Nursing		<ul style="list-style-type: none"> Care Planning Clinical preparation Clinical Practice 	Clinical preparation papers: Graded with Rubric demonstrating growth in knowledge base and critical thinking/problem solving	Clinical preparation papers demonstrating increased depth and breadth of understanding - less anxious more prepared for clinical experience	Kept examples of good to better than good papers for reference and example Required reflection on comfort level at beginning of rotation to end.	Emphasized problem areas in classroom discussion and concept development
---------------------	--	--	--	---	---	--

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.

Division of Nursing	Program outcome: 3) Graduates will be culturally competent persons who recognize and respect difference within and between	Cultural assessment paper	Discussion of cultural differences as well as assessment differences following Cultural Diversity paper	Use of clinical competencies: <ul style="list-style-type: none"> Identifies personal cultural beliefs and values in 		
---------------------	---	---------------------------	---	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

	groups of people			<p>interaction with culturally diverse peers and health care team members in the care of clients and their families.</p> <ul style="list-style-type: none"> • Uses strategies to change personal biases in order to show respect for peers, clients and their families, and health care team members. • Identifies, independently, how clients' lifestyles, cultural beliefs, health behaviors and support system impact the clients' health care decisions and their nursing care • Examines the 		
--	-------------------------	--	--	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

				<p>differences between own cultural beliefs and those of individual clients within an ethnic group when communicating with clients and their families.</p> <p>Recognition and acceptance of Cultural norms during clinical experiences</p>		
--	--	--	--	--	--	--

PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics.

Division of Nursing	<p>1) Graduate will be a critical thinker who is able to evaluate ideas of self and others and to apply reason in problems solving</p> <p>5) Graduate will be a conscientious practitioner who practices within the legal and ethical parameters of professional nursing</p>					
---------------------	--	--	--	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

--	--	--	--	--	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

SCIENCE

Program Assessment Annual Report for 2004 - 2005

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	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 1: Core communication and Quantitative Skills – the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.

Division of Science: Psychology Degree Program	Graduates will have good oral and written communication skills; including mastery of APA style. They will be able to perform quantitative analyses, including basic statistics. They will be able to use technology to access information, evaluate data, and present information in Word and PowerPoint formats.	Most psychology courses require students to: <ul style="list-style-type: none"> • discuss topics in class • write reports • evaluate data Some courses require: <ul style="list-style-type: none"> • mastery of APA style • research report and proposal writing • development of statistical skills 	Skills are repeatedly assessed as students progress through the major, using: <ul style="list-style-type: none"> • classroom discussion • presentations in class • written reports • research proposals • exams • case studies • evaluation of all PUL 1 skills in Capstone course 	For most students, skills improve with time in the program as their knowledge grows and they develop academic maturity.	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	Students complete their studies with good to excellent communication, quantitative, and information technology skills.
---	---	--	---	---	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

					information gathering and presentation.	
--	--	--	--	--	---	--

PUL 2: Critical Thinking- The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

Division of Science: Psychology Degree Program	Students should be able to critically evaluate information they hear, read, or access on-line. As Psychology students, they should be aware of their own biases and those of others when they evaluate information.	Instructors share guidelines for objective and critical evaluation of information and provide students with opportunities to critically evaluate information in discussions and research reports. Instructors and other students may challenge students to support their interpretations or to rethink them from different	We assess critical thinking by evaluating student interpretations of information in their comments, exams, presentations, and reports in all courses from introductory psychology through the capstone experience.	Students learn how to analyze information critically as they move through the program and are often able to apply these skills for information that is neutral to their beliefs. However, students remain reluctant to question their own beliefs and biases and tend to be less critical of information that confirms those beliefs.	Faculty remind students that we all see things through our own biases and must put them aside as we use techniques for objective analysis of information. It is very useful to have students evaluate information from perspectives different from their own. It gives them permission to think differently.	Students evaluate neutral information quite well, but continue to have some difficulty putting aside biases when dealing with information that is not neutral to their beliefs. However, students are far quicker to recognize how their biases affect their thinking when questioned about it.
---	---	--	--	---	--	---

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

		perspectives.				
--	--	---------------	--	--	--	--

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.

Division of Science: Psychology Degree Program	Students will be able to integrate and use information from across the natural and social sciences, the humanities and the arts as they work toward their degrees and later in their professional and community activities.	Students will gain knowledge in many disciplines through course-work and life experiences. Psychology touches on all areas of human experience and references to other disciplines will occur often in lectures, class discussions, and assignments in psychology.	Classroom discussions, presentations, exams, and reports reflect students' ability to integrate information from other disciplines. Practica allow students to demonstrate skills in professional/community settings. Our graduates often work in the mental health field in our region and can display interdisciplinary skills in their work and community activities.	Psychology students generally show good understanding of a variety of disciplines. Our graduates are successful in their employment and acceptance to graduate programs, which demonstrates their ability to use knowledge from a variety of disciplines.		
---	---	--	---	--	--	--

What outcomes do we seek?	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.

<p>Division of Science: Psychology Degree Program</p>	<p>Students will be able to demonstrate both breadth and depth of understanding in psychology, and to use that knowledge to address a broad range of issues.</p>	<p>Students complete many psychology courses that cover a wide variety of topics from many perspectives.</p> <p>Faculty emphasize that the scientific method is the accepted approach to knowing in psychology.</p>	<p>Student understanding of specific knowledge and ways of knowing (the scientific method) are assessed using exams, reports, presentations, research proposals, case studies, projects, practicum experiences, and in the capstone course.</p>	<p>Our students develop a good knowledge of the content of psychology as they advance toward their degrees. They learn to accept the scientific method as the approach to knowing, usually by the end of the second year.</p>	<p>Recently, we required students in the introductory laboratory in psychology to develop a proposal for independent research as the final course activity. This caused students to apply their knowledge and skills in a more rigorous manner than simply writing another lab report. It also provided instructors with a very good tool for assessing knowledge and skills.</p>	<p>Students often show initial anxiety to this assignment. After the first draft is returned with suggestions for improvement, the students usually submit revised proposals that reflect good knowledge of material and skills.</p>
---	--	---	---	---	---	--

What outcomes do we seek?	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.

Division of Science: Psychology Degree Program	Students will be able to recognize and appreciate cultural differences and diversity in human behavior and experience.	Specific courses outside the major address cultural diversity. Many courses within Psychology also address culture and diversity and cross-cultural psychology is a growing field of study.	Knowledge of cultural differences is assessed through exams, reports, presentations, case studies, and projects.	Student knowledge of and appreciation for cultural differences is increasing in Psychology.		
--	--	---	--	---	--	--

PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics.

Division of Science: Psychology Degree Program	Students will be able to appreciate the role of values in human behavior and be able to recognize and evaluate ethical issues in all areas of human experience. This should help them make ethical decisions in their lives.	Psychology studies all aspects of human behavior and the issues of values and ethics arise frequently in the curriculum. In addition, students learn about ethical issues involved in research with human subjects.	Understanding of the importance of values and ethics is assessed through discussions, exams, reports, case studies, presentations, practicum experiences, projects, and the capstone course.	Students' appreciation of values and ethics in human behavior grows as they advance toward degree completion.		
--	--	---	--	---	--	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

SOCIOLOGY
Program Assessment
Annual Report for 2004 - 2005

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	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 1: Core communication and Quantitative Skills – the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.

Division of Liberal Arts: Sociology B.A.	Graduates will have good oral and written communication skills. They will be able to perform quantitative analyses, including basic statistics. They will be able to use technology to access information, evaluate data, and present information in Word and PowerPoint formats.	Most Sociology courses require students to: <ul style="list-style-type: none"> • discuss topics in class • write papers • evaluate evidence Some courses require: writing of research papers which involve the collection and analysis of primary data	Skills are repeatedly assessed as students progress through the major, using: <ul style="list-style-type: none"> • classroom discussion • presentations in class • writing assignments including research papers • exams Also a fall 2003 study of Introductory Sociology Courses at IUPUI and IUPUC asked students for their perceptions of gains on the PULs as a result of participating in R100	For most students, skills improve with time in the program as their knowledge grows and they develop academic maturity. <p>In the fall 2003 study, seven items were related to improvements on PUL #1. The mean score on a 5 point scale was 3.03 (“improved my ability somewhat”) with the highest score on “improved my ability to use Oncourse” and the</p>	Assessment of findings is still in process.	
--	---	---	---	--	---	--

What outcomes do we seek?	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?
---------------------------	--	--	--	-----------------------------------	--	--

			Introduction to Sociology	lowest on “improved my ability to speak clearly and effectively.”		
--	--	--	---------------------------	---	--	--

What outcomes do we seek?	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.						
Division of Liberal Arts: Sociology B.A.	Students should be able to critically evaluate information they hear, read, or access on-line. As Sociology students, they should be aware of their own biases and those of others when they evaluate information, and should utilize the Sociological Imagination when analyzing information...	Instructors provide students with opportunities to critically evaluate information in discussions, in writing assignments, and on exams. Instructors and other students may challenge students to support their interpretations or to rethink them from different perspectives.	We assess critical thinking by evaluating student interpretations of information in their comments, exams, presentations, and reports in all courses from introductory psychology through the capstone experience. The fall 2003 study of Introductory Sociology Courses at IUPUI and IUPUC asked students for their perceptions of gains on the PULs as a result of participating in R100 Introduction to Sociology.	Students learn how to analyze information critically as they move through the program and are often able to apply these skills for information that is neutral to their beliefs. In the fall 2003 study, eight items were related to improvements on PUL #2. The mean score on a 5 point scale was 3.43 with the highest score on “improved my ability to think critically and analytically” and the lowest on “improved my ability to solve challenging problems.”	Assessment of findings is still in process.	

What outcomes do we seek?	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.						
Division of Liberal Arts: Sociology B.A.	Students will be able to integrate and use information from across the natural and social sciences, the humanities and the arts as they work toward their degrees and later in their professional and community activities. In particular, students will be able to use their sociological knowledge to better understand the role and impact of social structures upon their everyday experiences.	Students will have repeated opportunities during class, and in assignments, exams, and papers to apply sociological understanding to their experiences in society.	Classroom discussions, presentations, exams, and reports reflect students' ability to apply their sociological knowledge to understand their experiences in society. The fall 2003 study of Introductory Sociology Courses at IUPUI and IUPUC asked students for their perceptions of gains on the PULs as a result of participating in R100 Introduction to Sociology.	In the fall 2003 study, five items were related to improvements on PUL #3. The mean score on a 5 point scale was 3.44 with the highest score on "improved my ability to apply what I learn in college to issues and problems I face in daily life" and the lowest on "improved my ability to discuss complex problems with co-workers or other students to develop a better solution."	Assessment of findings is still in process.	

What outcomes do we seek?	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.

<p>Division of Liberal Arts: Sociology B.A.</p>	<p>Students will be able to demonstrate both breadth and depth of understanding in sociology, and to use that knowledge to address a broad range of issues.</p>	<p>Students complete many sociology courses that cover a wide variety of topics from many perspectives.</p> <p>During their capstone experience (either individualized research or internship), students are required to demonstrate the ability to bring a broad range of sociological understanding to their projects.</p>	<p>Student understanding of specific knowledge and ways of knowing (including the scientific method) are assessed using exams, reports, presentations, research papers, case studies, projects, internship experiences, and in the capstone course.</p>	<p>Our students develop a good knowledge of the content of sociology as they advance toward their degrees.</p> <p>Students also have demonstrated their abilities by presenting their work at the Midwest Student Sociology Conference. 42 IUPUC student papers have presented at this conference since 1993. Several students have also presented work at the North Central Sociological Association annual meeting. Two students won awards in undergraduate research paper competitions. To date, seven students have co-authored research in peer reviewed journals with faculty.</p>	<p>Assessment of findings is still in process.</p>	
---	---	--	---	---	--	--

What outcomes do we seek?	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.

<p>Division of Liberal Arts: Sociology B.A.</p>	<p>Students will be able to recognize and appreciate cultural differences and diversity in human behavior and experience. They will understand ethnocentrism and will seek to avoid it in their own perspectives.</p>	<p>All sociology courses address cultural diversity. Many courses outside the discipline also address culture and diversity.</p>	<p>Knowledge of cultural differences is assessed through exams, reports, presentations, case studies, and projects.</p> <p>The fall 2003 study of Introductory Sociology Courses at IUPUI and IUPUC asked students for their perceptions of gains on the PULs as a result of participating in R100 Introduction to Sociology.</p>	<p>In the fall 2003 study, eight items were related to improvements on PUL #5. The mean score on a 5 point scale was 3.31 with the highest score on “improved my ability to See how my life is impacted by what is going on around the world.” and the lowest on “improved my ability to deal with conflict among co-workers and friends.”</p>	<p>Assessment of findings is still in process.</p>	
---	---	--	---	--	--	--

What outcomes do we seek?	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.						
Division of Liberal Arts: Sociology B.A.	Students will be able to appreciate the role of values in human behavior and be able to recognize and evaluate ethical issues in all areas of human experience. This should help them make ethical decisions in their lives.	Because Sociology studies all aspects of human behavior, issues of values and ethics arise frequently in the curriculum. In addition, students learn about ethical issues involved in research with human subjects.	<p>Understanding of the importance of values and ethics is assessed through discussions, exams, reports, presentations, internship experiences, projects, and the capstone course.</p> <p>The fall 2003 study of Introductory Sociology Courses at IUPUI and IUPUC asked students for their perceptions of gains on the PULs as a result of participating in R100 Introduction to Sociology.</p>	In the fall 2003 study, four items were related to improvements on PUL #6. The mean score on a 5 point scale was 3.15 with the highest score on “improved my ability to “make informed judgments when faced with ethical dilemmas.” and the lowest on “improved my ability to better appreciate art and beauty.”	Assessment of findings is still in process.	

Examples: www.planning.iupui.edu