

PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>1. Students who graduate with a SPEA degree will have the knowledge, skills, and abilities needed to enter and advance in the professions relevant to their major.</p> <p>2. Students who graduate with a SPEA bachelor's degree will have the knowledge, skills and abilities embodied in the IUPUI Principles of Undergraduate Learning.</p> <p>Graduate students will have the knowledge, skills and abilities embodied in the competencies specified by the accrediting body for each degree program.</p> <p>3. Students who graduate with a SPEA bachelor's degree will be prepared for admission to an advanced degree program appropriate to their chosen field of study.</p>	<p>1a. Students will demonstrate mastery of the competencies and learning outcomes defined for their major.</p> <p>1b. Students are placed successfully in relevant, high-quality internships and supervisor evaluations will be supportive.</p> <p>1c. Students are employed in the public, private, or nonprofit sectors in positions relevant to their majors.</p> <p>2. Undergraduate students demonstrate mastery of the PULs through coursework, including capstone experience and RISE experiences.</p> <p>Graduate students demonstrate mastery of the degree competencies through coursework, internship/other experiential learning, and capstone experience.</p> <p>3. Students are admitted</p>	<p>1, 2 & 3. Each of our majors has stated areas of competency and learning outcomes. At the undergraduate level, these are linked to the IUPUI Principles of Undergraduate Learning.</p> <p>The competencies and outcomes for our Environmental Health Science undergraduate major, an accredited degree, are also mapped to national competencies.</p> <p>At the graduate level, competencies and outcomes are linked to those specified by the degree accrediting body.</p> <p>The faculty establish learning outcomes for each course and identify which PULs or competencies are addressed in the course and how these are addressed. The outcomes are linked to appropriate assessment.</p> <p>In addition, all students</p>	<p>1a. Recent graduate/alumni survey selected questions.</p> <p>1a. Course-based student evaluations (exams, case-studies, presentations, papers, problem-solving, projects, etc.) and curriculum assessments (capstone).</p> <p>1a. Retention and graduation rates.</p> <p>1a. DF rates.</p> <p>1b. Student feedback about internship quality.</p> <p>1b. Supervisor evaluations of student performance in internships.</p> <p>1c. Recent graduate/alumni survey.</p> <p>2. Supervisor evaluations of student performance in internships; faculty evaluation of student work.</p>	<p>1a. SPEA's probation/dismissal rate continues to decrease; rates of probation, critical probation and dismissal have dropped by about half during the last 5 years.</p> <p>1a. Students report high satisfaction with education in the major and overall academic experiences at IUPUI.</p> <p>1a. Undergraduate program student performance continues to improve; areas of needed improvement are critical thinking and undergraduate writing skills. .</p> <p>1a. SPEA's one-year retention rate for undergraduates has steadily increased; for 08-09, it was 84% compared to 79% during the same time period for all IUPUI and IUPUC undergraduates</p> <p>1b. Overall, students report considerable satisfaction with</p>	<p>Improvements to the undergraduate programs include the following: <u>Online Student Success Seminar</u> – Developed to provide an online academic assistance program for students who are not in good academic standing. This program mirrors our face-to-face program, which has demonstrated success in helping move students to good academic standing.</p> <p><u>World of Work Series</u> – Provides students with opportunities to learn more about careers opportunities in public affairs through guest speakers and field trips. By engaging students, we hope to motivate them to focus more on academic students, resulting in greater academic success and improved graduation rates.</p> <p><u>B.S. Health Services Administration</u> – a) Refocused the</p>

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	<p>to graduate programs appropriate to their chosen field of study.</p>	<p>have capstone experiences, and all majors except one undergraduate major have an internship or experiential requirement.</p> <p>SPEA provides students with strong mentoring through an advising program that includes academic advisers and faculty mentoring to assure that we address academic and non-academic issues that may hinder student performance.</p> <p>For undergraduates, we also offer a career development and planning course and a SPEA Success Seminar to help students improve academic performance.</p> <p>SPEA courses help students master the knowledge, skills, and abilities they need through exams, case studies, papers, presentations, problem-solving, projects, etc.</p>	<p>Student perceptions of PUL mastery through participation in the campus PUL assessment program.</p> <p>3. Recent graduate/alumni survey.</p> <p>1, 2, and 3. Program Reviews</p>	<p>individual internship opportunities.</p> <p>1b and 2. Internship supervisors continue to have high satisfaction with student interns (undergraduate and graduate), although the percent of students rated as excellent decreased compared to last year. When supervisors were asked to rate student interns using a scale of excellent, good, average, and poor, they rated over 90% of students as excellent or good for seven key indicators, and all supervisors rated their overall satisfaction with interns as good or excellent. Supervisors' ratings of excellence for interns were as follows: academic preparation (74.4%), learning ability (68.2%), dependability (70.5%), judgment (58.1%), quality of work (63.6%), overall satisfaction (67.4%), and overall performance (61.4%).</p> <p>1c. Based on the most</p>	<p>experiential requirements to increase the practicum (SPEA-H365) from 1 to 3 credit hours. This will provide students with additional opportunities to practice writing skills and focus on learning professional skills. b) Moved the internship from a requirement to an elective to address concerns from students and supervisors that the current 1-credit hour internship requirement is not sufficient to provide a meaningful experience. Students will be encouraged to take an internship elective of 2-3 credit hours to provide a richer and deeper experience. c) Raised the minimum GPA requirement for the Health Administration Certificate from 2.5 or higher to 2.75 and require two years of experience in healthcare with a letter of support from the applicant's supervisor. The purpose of this change is to help ensure the success of certificate students, who</p>

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				<p>recent campus survey, about 35% of graduates were in jobs directly related to their majors; and 29% were in jobs somewhat related to their majors. About 79% reported that their education at IUPUI prepared them very well or somewhat well for their current job and enhanced future job prospects.</p> <p>2. Overall, students are well-versed on the PULs, and preliminary findings of student mastery verify past concerns about writing skills and strength in mastery of other PULs. Faculty will evaluate these results as more data become available.</p> <p>3. Insufficient data.</p>	<p>have performed at a lower level than students in the major.</p> <p><u>3) B.S. Criminal Justice</u> – increased student emphasis on experiential learning and international experience in the criminal justice themed learning community.</p>