

# Program Review and Assessment Committee

Thursday, September 13, 2001

9:00-11:30 a.m. UC 115

Joyce Mac Kinnon, Convenor

Patti Holt, Recorder

## AGENDA –

1. Approval of May Minutes..... Ritchie
2. Welcome and Introductions ..... Ritchie
3. PRAC Grant Guidelines..... Banta
4. Approval of Guidelines for Review of Service Units..... Ritchie
5. Appointment of Subcommittees ..... Ritchie
6. Guidelines for NCA Self-Study on Teaching and Learning/Discussion of  
School Presentations ..... Banta
7. Nursing Program Assessment Presentation ..... Boland
8. Topics for Future Discussion—Input from Members..... Ritchie

## MINUTES -

Present: S. Baker, K. Black, D. Boland, K. Duckworth, L. Houser, B. Jackson, K. Johnson, D. Koerner, J. Kuczowski, J. Mac Kinnon, I. Queiro-Tajalli, R. Rigdon, E. Sener, R. Vertner, M. Wagner, G. Williams, C. Yokomoto, N. Young.

Guest: Sharon Vinten, School of Nursing; Patti Holt, Planning & Institutional Improvement

### **Agenda Item 1. Approval of Minutes of May 2001 Meeting (J. Mac Kinnon)**

Minutes approved.

### **Agenda Item 2. Welcome and Introductions (J. Mac Kinnon)**

### **Agenda Item 3. PRAC Grant Guidelines (J. Mac Kinnon)**

Joyce Mac Kinnon asked for comments on the guidelines. She reminded the attendees that PRAC offers grants up to \$2,000 per project.

David Koerner voiced his concern regarding bullet number 3 on page 1, “Anticipated findings and uses to be made of findings for program improvement.” There was some discussion that this point may be in a “gray” area and that the wording should be changed.

It was decided to change this point to read, “How will findings be used for program improvement?”

Marion Wagner asked about the two deadlines for submitting proposals, as she had understood there would be more than two deadlines. Joyce Mac Kinnon stated that it had been collectively decided that there would be two deadlines.

The guidelines were approved.

At this time, Joyce Mac Kinnon briefly discussed the document, “Process for Review of PRAC Proposals.” Motion approved to review proposals using this process.

**Agenda Item 4. Approval of Guidelines for Review of Service Units (K. Black)**

Karen Black reported on how this document was originally created. There have been several opportunities to use this document, including with the Career Center. It has been reported that it worked well. Student Government is using this document as well.

Several questions were raised regarding how units would be identified for scheduling. Karen Black responded that each academic unit has been scheduled routinely, and “not because we perceive a problem.” This keeps units from feeling they have been “singled out” for review. We hope to be able to schedule administrative units in the same way.

It was pointed out that in the document, “Guidelines for Program Review at IUPUI – for Service Units,” the word service had been substituted for support.

The guidelines were approved.

At this time, Joyce Mac Kinnon referred to the PRAC mission statement and its importance in conveying the role and purpose of this committee.

**Agenda Item 5. Appointment of Subcommittees (K. Black)**

The following individuals volunteered for subcommittees:

- 1) **Grant Review Subcommittee**
  - S. Baker
  - B. Jackson
  - M. Wagner
  
- 2) **Student E-Portfolio Subcommittee**
  - D. Koerner
  - L. Houser
  - D. Boland
  - S. Hamilton
  
- 3) **Annual School PRAC Reports Subcommittee**
  - K. Black
  - I. Queiro-Tajalli
  - R. Vertner
  - N. Young

**Agenda Item 6. Guidelines for NCA Self-Study on Teaching and Learning/Discussion of School Presentations (K. Black)**

Karen Black announced that a schedule was being passed around for sign-ups for each school’s presentation. She explained that copious notes would be taken at each presentation, which would in turn be used in developing the NCA self-study on teaching and learning. “An Approach to PRAC Reporting for 2001-02” guidelines are to be used in each presentation.

**Agenda Item 7. Nursing Program Assessment Presentation (D. Boland and S. Vinten)**

Donna Boland explained that this is a very complex package, which they continue to work on, and it is always evolving.

She began with Question 1 of “An Approach to PRAC Reporting for 2001-02” and explained that the School of Nursing publishes an Annual Report which contains many benchmarks that have been established to assess program quality. These benchmarks reflect the skills graduates should develop, with the goal of excellence in academic programming. She passed out diagrams, which indicated what they are trying to achieve as a school. The school’s curriculum is outcomes-focused and driven by competences. She discussed how the faculty worked “backwards” by first determining the desired competences, then moving to establish milestones or benchmarks within the curriculum. As students meet the benchmarks, they move toward achieving the desired program competences.

She further explained that as the campus was coming to agreement on the Principles of Undergraduate Learning, the School of Nursing faculty had already determined the learning competences for their students. The SoN faculty were pleased to discover that their outcomes complemented the new Principles. Faculty developed a matrix that in part looks like this:

PUL ↓	Program Competence	Teaching Strategies	Measurement	Findings	Decisions Made

Faculty determined that a primary focus is on “critical thinking,” and employers want people “who can hit the road running!”

The capstone experience answers the question, “What can Mary do?” This gives a great opportunity for assessment: Is the student ready to move out? Is the student ready to perform? Through this experience, students are able to see themselves grow. At this time, the capstone experience is the most valuable measure of student outcomes.

A clinically-oriented practice capstone was established in the BSN program. This course was developed to provide students the opportunity to “put it all together” in a learning environment that fostered reality, independence, and accountability. The capstone also was designed to provide faculty with the opportunity to assess the degree to which students were able to meet the stated outcomes and competences of the BSN program. The capstone design further shaped the context in which assessment of student learning would occur and who the evaluators would be. Assessment became a collaborative effort with three major players. The student was actively involved in the process along with the faculty member. The third player in this collaboration was the nurse “preceptor”. Preceptors are recognized nurse experts who have been

recommended for this role. These nurse experts understand both the role the student is expected to assume, the role of the learner, and the learning expectations of the program from which the student is about to graduate. Collaborative assessment appears to have enriched the process while increasing the importance and value for the student.

Donna observed that the students tend to be more critical of their performance than either the faculty member or preceptor. All three (the student, course faculty, and preceptor) complete a form that rates performance on a 5-point scale: 1-performed unsafely and unprofessionally; 2-performed under direction of preceptor (one-on-one direction); 3-performed with coaching from preceptor (some direction and much support); 4-accomplished with some preceptor support and minimal direction; and 5-accomplished task independently in an appropriate student role. In the clinical experience the program competences that are assessed are: Critical thinking, cultural competence; coordination of resources; political awareness; ethical and legal nursing practice; effective communication; competent care provider; professional role model; responsible care manager.

Student progress is also assessed within the program. For example, students who have earned a B- or less in H353 or H361 (5<sup>th</sup> and 6<sup>th</sup> semester courses) are asked to sign a “Progression Enhancement Agreement” in which the student agrees to work with a student mentor for the subsequent semester prior to its start; provides a study plan to course faculty for the next semester; revises and re-evaluates the study plan if course grades are C or less; meets with course faculty at least 3 times during the course to review achievement of course outcomes and study plan; attends Test Taking Strategies sessions; reviews each exam with faculty to analyze wrong responses, compares outcomes to study plan goals.

Other measures that the SoN faculty have used include:

*The California Critical Thinking Inventory-* They found that this was not sensitive enough to what they needed and didn’t measure what was being taught in the program. An additional critical problem with this test was that students did not take the test seriously.

*Research Utilization:* This complements the capstone experience and faculty are able to assess writing and critical thinking.

The school’s accrediting agency required the school to make clear distinctions between the ASN, BSN, and MSN. Faculty had to determine outcomes/differences for each program offered: Associate of Science in Nursing, Bachelor of Science in Nursing, Doctorate in Nursing. This requirement made the faculty not only look at individual program outcomes but also at differences in outcomes between programs. One outcome of this process is that as faculty get better about articulating the differences between programs, students are better equipped to determine in which program they are most interested.

Ken Duckworth asked whether this motivated students to continue on to higher education. Donna Boland responded that they have no hard data on this yet, but guidelines help students know where they want to be. Sharon Vinten mentioned that exposure to faculty and students in

clinical environments is working well in motivating students to advance in their programs. Students are returning to further education.

Donna Boland described briefly the assessment process using critical thinking as an example. The faculty first identified the performance indicators, then the performance measures. The measures had to be valid and measure the appropriate skill or knowledge, and finally it had to be determined that these measures were worth the time and energy that were used to collect and analyze the information. Lastly, the faculty benchmarks are established.

Karen Black asked, “Where is the outcome of the whole curriculum going?” Donna Boland stated they are using the capstone program to evaluate this. This common tool incorporates all outcomes of the program. They summarize ratings across students and across classes to derive a class average. The first data are just now coming out of the experience with the first program graduates. These results will establish benchmarks for the entire program. Faculty are constantly reviewing these data.

Irene Quierro-Tajalli asked how this refers to the IUPUI Principles of Undergraduate Learning and what process has been used to achieve this. Donna Boland stated that the faculty began a comprehensive program review in 1993. They began with looking at what employers needed and what was being projected as best practice. This took an entire year. They then looked at outcomes based on these data. Sharon Vinten stated that the Principles fit well into life anywhere. Donna Boland said the challenges are that some campuses require a general education core. She also spoke about the “cluster concept,” where students have the opportunity to take different courses that reflect IUPUI Principles of Undergraduate Learning themes.

Karen Black asked about the implications of the findings for the campus. Sharon Vinten suggested that one challenge for the campus is to ensure that students come to the major with a common set of competences upon which the major can build. The schools need to have assurance that students have a given level of competence before entering a program. The campus needs to undertake a comprehensive review of what students are learning before coming to the major to ensure that they are at an appropriate level and consistent with the Principles.

Ken Duckworth asked what the campus is doing to make students aware of this program. Donna Boland responded with recruitment, looking at the job market, and making sure the students are aware of what they need.

Joe Kuczkowski raised the implication of the campus looking closely at a basic general education core, where units could add on other courses they see as important, before students move into various programs.

#### **Agenda Item 8. Announcements (J. Mac Kinnon)**

Karen Black distributed brochures for the 2001 Assessment Institute in Indianapolis. One member from each school can attend the institute for free. She briefly explained there would be 75-minute workshops, 20-minute presentations, and educators coming from all around the country. Joseph Kuczkowski made the suggestion that the letters to the Deans offering a complimentary registration to the November Institute be copied to the Committee Members.

Karen Black was asked about the dates for **the North Central Association site visit**. The dates are: **November 18-20, 2002**.

Joe Kuczowski expressed interest in the self-studies that will be produced by service units as they conduct program reviews. He is interested in understanding how the units view the quality of their services and programs.

S. Baker and G. Williams are now Doctors!

S:\pholt\minutes of the program review and assessment committee.9-13-01

# Program Review and Assessment Committee

**Thursday, October 18<sup>th</sup>, 2001**

1:00-3:30 pm UC 1126

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

## AGENDA –

1. Approval of September Minutes .....Ritchie
2. Convening of Subcommittees .....Ritchie
3. Student E-portfolio Update .....Hamilton
4. Institutional Portfolio Update and Faculty Associates Matrix ..... Kahn
5. Report on a 2000 Grant Award .....Hamilton
6. Update on NCA Process ..... Banta
7. School of Medicine Program Assessment Presentation..... Smith
8. School of Allied Health Program Assessment Presentation .....Mac Kinnon
9. School of Engineering & Technology Program Assessment PresentationYokomoto

## MINUTES –

Present: D. Appleby, S. Avgoustis, T. Banta, K. Black, D. Boland, C. Dobbs, K. Duckworth, S. Hamilton, L. Houser, S. Kahn, J. Kuczkowski, J. Mac Kinnon, M. Phillabaum, P. Smith, R. Vertner, B. White, C. Yokomoto, N. Young.

Guests: T. Carey, E. Sener

### Agenda Item 1. Approval of September Minutes (Ritchie)

Minutes approved.

### Agenda Item 2. Convening of Subcommittees (Ritchie)

- o Three subcommittees are established: Grant Review, Student E-Portfolio, and Annual School PRAC Reports. Charlie Yokomoto was added to the Grant Review Subcommittee and Sam Milosevich to the Student E-Portfolio Subcommittee. Ingrid Ritchie will confirm membership on these committees and finalize the lists.
- o The Grant Review Committee is following revised guidelines for grant approval

- One proposal has been received so far from a faculty member in the Physical Therapy program, Terry Carey
- The first person on the members' list for each subcommittee is convener or chair

### **Agenda Item 3. Update on Student E-Portfolio (Hamilton)**

Sharon Hamilton explained that the student electronic portfolios will be based on the same template used for last year's pilot. This year, the initiative is moving from the pilot phase into implementation. Continuing pilots are underway in a number of learning community courses and in the fourth-year nursing program.

Three subcommittees of the main Undergraduate Student E-Port Committee have been formed and charged with producing deliverables; PRAC members are included in each of these subcommittees. A separate committee will address security concerns raised last year about access to students' work and identities on the Web. Dennis Cromwell of UITS is on that committee, along with Robert Orr.

For purposes of evaluating student e-portfolios, the Assessment Committee is seeking to define what students should know and be able to do in relation to each PUL at certain points in their undergraduate education, i.e., when they earn an associate's degree (or after two years). Once students enter their majors, progress will be assessed by the major department.

Drew Appleby questioned whether the committee should take into account what graduate programs value, not just employers, in defining levels of proficiency. Hamilton agreed that this should be considered.

Charlie Yokomoto asked whether the student portfolio and institutional portfolio would be folded into Ali Jafari's portfolio project. Hamilton explained that Jafari's group is developing the technology platform for the student e-ports in consortium with three other campuses. He is thus providing needed technology support for the student e-port, not defining content or skill levels. As these develop, the committees will keep IUPUI's interests at the forefront; the priority is to meet our own needs as an institution.

Hamilton expects that the portfolio will be in final form and fully implemented by around Fall 2003. It is difficult to say for sure, however, since this initiative has technological and political ramifications, as well as intellectual ones.

### **Agenda Item 4. Institutional Portfolio Update and Faculty Associates Matrix (Kahn)**

Susan Kahn introduced herself as new to the group. She is director of the Urban Universities Portfolio Project, a Pew Charitable Trusts grant initiative. The project was funded to develop electronic institutional portfolios to enhance accountability and experiment with a new approach to accreditation. The Office of Planning and Institutional Improvement is working to coordinate ongoing development of the portfolio with IUPUI's self-study for the North Central Association for our accreditation review in November 2002; in effect, the self-study will be incorporated into the portfolio itself. Developers of the portfolio/self-study will rely heavily on PRAC input, particularly the schools' oral reports, for evidence of ongoing assessment and improvement.

Kahn emphasized that our approach is innovative, but that regional accrediting associations have shown increasing interest in institutional portfolios. The Western Association of Schools and Colleges has mandated the use of institutional portfolios in place of traditional self-studies to show continuous efforts at improvement. North Central plans to experiment with electronic institutional portfolios as part of its Academic Quality Improvement Project. These portfolios look very different from the conventional paper self-studies.

Kahn noted that the results of the study done by the three faculty associates last year have been incorporated into the IUPUI portfolio in the form of an interactive matrix that matches schools with the PULs. She referred to the handouts, one which explains how to get to the matrix on the Web and the other an example of a matrix that shows the School of Liberal Arts paired with the principle of critical thinking. Currently, this matrix website is down, but please contact Susan if you have information to add for your school, especially on improvements initiated in response to assessment findings and on examples of good teaching, learning or assessment practices that might be incorporated into the portfolio. Good examples might include student work samples that demonstrate development and improvement over time. Materials that use video or other media to show real examples of teaching, learning or assessment would be especially useful in taking advantage of the electronic environment to make our activities more immediate, transparent and compelling to portfolio viewers.

#### **Agenda Item 5. Report on a 2000 Grant Award (S. Hamilton)**

Sharon Hamilton reported on two grant projects. The first project, funded by PRAC and using the Council of Writing Program Administrators' Consultant Evaluator Service, brought in two writing program administrators to look at three aspects of the writing programs on campus: the core classes, the Writing Center, and the Office of Campus Writing. Seven recommendations, listed on the handout that Hamilton distributed, were made as a result of this analysis. Hamilton worked closely on this project with Susanmarie Harrington, the Director of Writing, a program that works directly with students. Hamilton is the Director

of the Office of Campus Writing, which works with faculty. Hamilton's position has recently moved into the Office of Professional Development.

One of the most important results of this grant project is the recommendation that a vision and administrative structure for upper-division writing be developed and coordinated with efforts at the lower division. The English Department is working to implement this recommendation. Another recommendation, that Harrington's and Hamilton's titles be rethought and revised to clarify the differences between their programs, was not implemented.

Hamilton's second PRAC-support project is described in her second handout. The project, titled "Toward a Statement of Expectations for Senior Level Writing at IUPUI," has completed its first phase, which generated a draft statement of writing proficiencies for senior-level writing. Subsequent stages will involve more faculty members, beyond the eight included so far, in evaluating the draft's usefulness in serving the wide range of disciplinary expectations at IUPUI. Faculty teaching capstone courses will be consulted to help determine how students might be prepared by courses within the major to achieve the expectations. Ideally, the project will result in an agreed-upon campus-level statement of expectations for the writing proficiencies of graduating seniors and in evidence to support IUPUI's contention that its graduates can communicate effectively in writing.

In response to a question from Ritchie, Hamilton indicated that she would provide to PRAC a written report on the results of her grant work.

#### **Agenda Item 6. Update on NCA Process. (T. Banta)**

Trudy Banta referred to the handout, "An Approach to PRAC Reporting for 2001-02." This handout is intended as a guide on how to frame this year's school presentations to PRAC. Banta sent around the sign-up sheet for presentation dates and asked that schools please sign up to present their reports by the February meeting at the latest.

Banta explained that her staff will draft summaries of each school's presentation, have these reviewed by the school's PRAC representative, and then distribute them to the group. These reports will serve as key resources for the North Central self-study. We hope to have a draft self-study by next summer; the actual visits will take place November 18-20, 2002.

Banta then referred to a second handout, "What Does NCA Expect Us to Do in Assessment?" It is important to continue to bring information to this group about data generated by assessment efforts, and how improvements are made based

on the data. NCA wants to see evidence that assessment data are being used to make improvements.

Joseph Kuczkowski asked what to expect from the NCA visits, whether the team will visit faculty, and what faculty need to know in preparation. Banta answered that the team may talk to faculty. We will have some influence in deciding what the team does and who is on the team, but the team has not been constituted yet and discussions about the team agenda have not begun. The visit will most likely include a PRAC meeting; it will be important that the PRAC group help shape the visit.

Committee members noted that in reporting on student proficiencies, we should be focused on the skills that graduate and professional schools seek, as well as what employers want. Another concern was raised about measuring and evaluating independent research done by students. Banta suggested that we look at the final products and levels of proficiency reached in those projects.

Yokomoto commented that there seem to be several versions of the questions to be addressed in the school reports to PRAC and that, in preparing his report for today's meeting, he had responded to an earlier set; these focused on faculty attitudes toward assessment, strategies for and barriers to getting faculty involved, and changes made on the basis of assessment data. Kahn noted that the questions distributed today emphasize what students learn and how we know that, while the earlier set examine issues related to implementation and impact of assessment programs; ideally, the self-study should discuss both sets of issues.

### **Agenda Item 7. School of Medicine Program Assessment Presentation (P. Smith)**

Paula Smith began her presentation by discussing the Red Book, completed in 1996 following the Brown University model of competencies for medical school graduates. The Red Book contains nine competencies, with three levels of competence defined for each of the nine, and several pages of criteria, including skills and behaviors. She explained that defining and assessing competencies is relatively new for medical schools, but is especially crucial for us, since most of the state's physicians are graduates of IUSM. The nine competencies are listed in Smith's handout on her Power Point presentation, "The Indiana School of Medicine Curriculum."

Students are required to pass a variety of assessments of their achievement of the competencies in order to graduate and qualify for a residency program. One assessment methodology utilized is the Objective Structured Clinical Examination (OSCE). OSCEs are given at the beginning and end of the third year in the new

Indiana University School of Medicine Clinical Skills Education Center. The OSCEs place students in a series of simulated clinical situations, which are videotaped, and evaluate students on a list of clinical competencies. Smith noted that OSCEs have proven to be reliable and valid and that evidence suggests they lead to improvements in students' performance.

Other assessment approaches used by IUSM include "Triple Jump" exams aimed at evaluating students' problem-solving skills. In a Triple Jump exam, students are given a list of clinical situations they will face, provided adequate time to research and collect data, and then return to the classroom, where they are handed laboratory results and other new information. Based on the data they have, students are asked to make diagnoses. Emphasis is not on getting the "right" diagnosis, but rather on students' ability to identify the kinds of information they need, to make a reasoned diagnosis based on the information, and other elements of effective clinical problem-solving.

Changes made on the basis of assessment data include development of a Triple Jump Committee, the construction of the Clinical Skills Education Center, which is used by students at the eight satellite IUSM sites as well as by those based in Indianapolis. At one point, assessment data showed that one of the satellite sites fell well below the others on skills assessment; after learning this, that center implemented a successful effort to improve their assessment results. Surveys of IUSM graduates' residency directors one year after their graduation show that our graduates do very well in residency programs.

Smith reported that faculty have somewhat mixed reactions to assessment, but understand its importance. Strategies for getting faculty involved in assessment have included restructuring the Dean's office, establishing assessment committees, implementing the competency-based curriculum, and the most recent LCME reaccreditation visit. Challenges to assessment that the school has faced include competing faculty priorities, getting faculty to understand and embrace the competencies, and motivating faculty who teach classes of over 140 students to break out of the multiple choice mode of testing. The school is currently working to adjust its promotion standards so that faculty are rewarded for excellent teaching. Smith also presented a list of actions that could be taken at the school and campus levels to get faculty more involved.

### **Agenda Item 8. School of Allied Health Program Assessment Presentation (J. Mac Kinnon with T. Carey)**

Joyce Mac Kinnon distributed a packet that included a page from the *IUPUI Bulletin* on the Indiana University School of Allied Health's educational philosophy, vision, and mission, as well as a set of matrices summarizing school goals, competencies expected of both students and faculty, and related teaching

strategies, assessment approaches, results of assessments, and actions taken on the basis of assessment results. She brought with her a faculty member in Physical Therapy, Terry Carey.

SAHS has expanded the focus of its assessment to include incorporation of the School's five mission goals, as outlined in the IUPUI Bulletin and included in Mac Kinnon's handouts to PRAC. They have approached assessment as a school-wide effort, rather than compartmentalizing it by department and program. The SAHS Academic Affairs Council is the oversight body for school assessment efforts; benchmarks for the five major goals were created by an ad hoc representative committee. One approach used to collect data is an employer survey sent out one year after graduation; the survey has also yielded information about the skills employers are looking for. Alumni surveys have been less successful; alumni have been difficult to track past their first job after graduation and, after their first year out, are much less likely to respond. Mac Kinnon discussed the difficulty in collecting data from alumni further than one year out; any suggestions that PRAC has to increase the yield would be appreciated.

Mac Kinnon noted that SAHS faculty appreciate the feedback gathered through assessment and that work on assessment in recent years has shifted most faculty away from the idea that standardized tests provide sufficient measurement of student achievement. Faculty support for assessment has also been strengthened by specialized accreditors' focus on outcomes assessment.

### **Agenda Item 9. School of Engineering and Technology Program Assessment Presentation. (C. Yokomoto with E. Sener)**

Responding to the questions listed in Agenda Item 6, Yokomoto began by commenting on issues that need to be addressed when designing and implementing an assessment program. For example, the School of Engineering and Technology had to grapple with such questions as: Who should lead assessment efforts? Should all students be included in assessment or just a sample? Should assessment be summative or formative? What methods should be used? Should the methods be direct or indirect? How should performance be judged? Should each department follow the same procedure? Referring to his handout, "PRAC Presentation-Oct. 18, 2001," he presented a summary of departmental assessment strategies and discussed the difficulty of condensing all of the data from assessment to draw meaningful conclusions.

Assessment in the School of Engineering and Technology is overseen by a representative school-wide committee. Yokomoto suggested that release time be provided to the chair of this committee, since keeping assessment efforts

alive requires ongoing, persistent effort by the person in this position. The school has mapped IUPUI's PULs to ABET-defined outcomes and is trying to assess for both sets of outcomes.

The School of Engineering and Technology has found that one key to implementing assessment has been to find one committed faculty member in each department to spearhead efforts. The school has also tried to emphasize that assessment is a responsibility integral to the faculty role and represents good citizenship by faculty. Along with Erdogan Sener, a faculty member and chair of Construction Technology, Yokomoto explained that faculty resistance to assessment arises from unusually heavy (even for IUPUI) teaching loads and high expectations for research; in addition, engineers are trained to build assessment and improvement into all processes they design and many faculty in the school thus feel that a formal assessment program is an unnecessary add-on. Faculty also believe that the reward system does not recognize the importance of assessment. Part-time faculty seem to be less resistant than full-time faculty, perhaps because they are working in industry and can see the need for the skills measured by assessment more clearly.

Each department in the school can decide how to implement assessment within parameters set by the school assessment committee. While surveys of students, alumni, and employers are used extensively, the major strategy is to collect direct evidence of student achievement in all skill areas defined by the school. Yokomoto noted that, as a result of assessment, at least four departments have made substantive improvements in curriculum, student learning of both fundamental skills like critical thinking and understanding of cultural differences, and engineering/technology-specific skills, and assessment processes and methodologies themselves.

Finally, Yokomoto explained that he keeps a "Golden Book" that contains the annual assessment report, major memos, as well as all the assessment data. This has helped keep all relevant information organized and is sent to all faculty members in the school.

Adjourn: 3:30

**NEXT MEETING: November 9, 9:00-11:30, UL 1126**

## An Approach to PRAC Reporting for 2001-02

According to North Central Association guidelines for self-study, we must provide evidence of “assessment of appropriate student academic achievement in all programs, **documenting** proficiency in skills and competence essential for all college-educated adults and mastery of the level of knowledge appropriate to the degree granted.”

Many of our schools already address these matters in their annual assessment reports. For others, the context described in Items 1 and 3 below may be helpful. In any case, addressing Items 4 and 5 may help us move forward as a campus.

1. Suppose a parent or an employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?” What would you say? (For undergraduate programs, please include the Principles of Undergraduate Learning in your thinking.) (Note: See Columns 1 and 2 of the matrix we have been using for PRAC reports.)
2. How will Mary learn these things? (Note: See Column 3 of the matrix.)
3. At graduation, what **evidence**\* could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn? (Note: See Columns 4 and 5 of the matrix.)
4. Have you and colleagues in your **program** looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work? (Note: See Column 6 of the matrix.)
5. Are there additional implications of your findings for work at the **campus** level?

\* Evidence should include examples of student work, but might also include survey responses; evaluations by internship, clinical, or service learning supervisors; or focus group data.

**Assessment of the School of Allied Health Sciences Goal #1**

**May 2001(1999-2000 data)**

To build upon sound principles of general education by preparing students to communicate effectively, exhibit quantitative skills, think critically, integrate and apply knowledge, exhibit intellectual depth and breadth, be intellectually adaptive, appreciate social and cultural diversity, and apply ethical standards and values to professional practice.

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken/ Notes
Communication/ Quantitative Skills	Demonstrate effective writing skills	Required papers Case study presentations Practical exams	Grades on papers Feedback on presentations Ratings on clinical experiences / fieldwork Employer surveys	The School to have a 90% pass rate on students' final clinical experience/fieldwork	MET (99%) MET (9 students)	No action necessary No action necessary
	Communicate clearly and effectively to diverse populations	Clinical experiences/ fieldwork laboratories	Student presentations at professional meetings Student professional papers	The School to have at least one student group present or publish at the state or national level When appropriate, programs to meet accreditation standards for communication /quantitative skills	MET (100%) MET (100%)	No action necessary No action necessary
	Use information technology to facilitate communication		Student portfolios Accreditation self-studies Clinical educator surveys	All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys, if applicable		
	Quantitatively analyze data					
Critical Thinking	Recognize and define problems	Class discussions Article critiques Practical exams	Feedback on class participation Grades on critiques Ratings on clinical experiences/ fieldwork Student portfolios Accreditation self-studies	The School to have a 90% pass rate on the student's final clinical experience/ fieldwork When appropriate, programs to meet accreditation standards for critical thinking	MET (99%) MET (100%) MET (100%)	No action necessary No action necessary No action necessary
	Develop multiple hypotheses					
	Choose effective strategies/correct solutions					
	Critique professional literature					
	Analyze rationales for reliability and validity			All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on graduate surveys, if applicable		

<p>Integration / Application of Knowledge</p>	<p>Apply didactic knowledge to clinical/ practice settings</p>	<p>Clinical experiences / fieldwork Practical exams Summative exams</p>	<p>Accreditation results Ratings on clinical experiences/ fieldwork Student portfolios Capstone courses Employer surveys Licensure pass rates</p>	<p>All program certification / licensure pass rates to meet or exceed the national average All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys, if applicable When appropriate, programs to meet accreditation standards for integration/ application of knowledge</p>	<p><b>UNMET</b>  MET (100%)  MET (100%)</p>	<p>One program below national average; program director believes it might have been an aberrant year  No action necessary  No action necessary</p>
<p>Intellectual Depth, Breadth and Adaptiveness</p>	<p>Apply prior knowledge experience to new situations  Demonstrate flexibility in clinical / practice settings</p>	<p>Clinical experiences / fieldwork Summative exams</p>	<p>Ratings on clinical experiences/ fieldwork Accreditation self-studies Student job placement Student portfolios Capstone courses Employer surveys</p>	<p>The School to have a 90% pass rate on the student's final clinical experience/ fieldwork All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys, if applicable. When appropriate, programs to meet accreditation standards for intellectual depth, breadth, and adaptiveness</p>	<p>MET (99%)  MET (100%)  MET (100%)</p>	<p>No action necessary  No action necessary  No action necessary</p>

<p>Society and Culture</p>	<p>Take cultural differences into consideration in the clinical / practice setting</p> <p>Participate in activities which affect social or professional policies</p>	<p>Course work on cultural differences</p> <p>Class discussions on policy issues</p> <p>Accreditation self-studies</p> <p>Clinical experiences</p> <p>Practical exams</p> <p>Fieldwork</p>	<p>Ratings on clinical experiences/ fieldwork</p> <p>Graduate surveys</p>	<p>The School to have a 90% pass rate on the student's final clinical experience/ fieldwork</p> <p>All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on graduate surveys, if applicable.</p> <p>When appropriate, programs to meet accreditation standards for society and culture</p>	<p>MET (99%)</p> <p>MET (100%)</p> <p>MET (100%)</p>	<p>No action necessary</p> <p>No action necessary</p> <p>No action necessary</p>
<p>Values and Ethics</p>	<p>Adhere to the ethical standards of the profession</p> <p>Adhere to the legal standards of the jurisdiction of practice</p> <p>Incorporate ethical decision-making into practice</p> <p>Demonstrate academic honesty</p>	<p>Class discussions</p> <p>Case studies</p> <p>Accreditation self-studies</p> <p>Clinical experiences</p> <p>Practical exams</p> <p>Fieldwork</p>	<p>Ratings on clinical experiences/ fieldwork</p> <p>Employer surveys</p> <p>Review of incidences of academic dishonesty</p>	<p>The School to have a 90% pass rate on the student's final clinical experience/ fieldwork</p> <p>All incidences of academic dishonesty to be appropriately handled.</p> <p>When appropriate, programs to meet accreditation standards for values and ethics</p> <p>All programs to receive a summative rating equal to or greater than 3 (5 pt scale) on employer surveys</p>	<p>MET (99%)</p> <p>MET (100%)</p> <p>MET (100%)</p> <p>MET (100%)</p>	<p>No action necessary</p> <p>No action necessary</p> <p>No action necessary</p> <p>No action necessary</p>

**Assessment of the School of Allied Health Sciences Goal #2**

**May 2001 (1999-2000 data)**

To provide undergraduate and graduate degree programs that offer education related to the provision and management of health services by various health professionals.

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
To provide undergraduate and graduate degree programs in allied health sciences	Complete certificate/degree programs Obtain necessary credentials to practice	Capstone projects papers, summative exams, portfolios, Clinical/fieldwork experiences	Successful completion of certificate/degree licensure/certification pass rates Employment rate	The School to have a 90% graduation rate The School to have a 90% pass rate on students' final clinical experience/ fieldwork All program certification/ licensure pass rates to meet or exceed the national average Within one year of graduation, 85% of graduates who choose to work in their chosen disciplines are employed  Class capacity met for all capped programs	MET (95.5%) MET (99%)  UNMET  MET (100%)  UNMET	No action necessary   One program below national average as noted in Goal #1   Two programs did not meet class capacity; will continue benchmark and class capacities as currently configured and re-visit next year
To prepare allied health science students to participate in the management of health services at time of graduation	Complete program management component/course	Required papers, case studies, presentations Clinical/fieldwork experiences Web-based instruction Article critiques Formative and summative exams	Successful completion of program management component/course Graduate/alumni surveys Capstone projects	Programs to have a 90% pass rate on program management component/course Five years post graduation, 5% of the graduates are in supervisory positions	MET (100%)  ?	No action necessary  These data are not routinely collected; will drop this benchmark although encourage programs to obtain data where feasible



**Assessment of the School of Allied Health Sciences Goal #4**

**May 2001 (1999-2000 data)**

To provide continuing education for allied health practitioners wishing to further their career development.

Goal/ Principle	School Competencies (Students will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
To provide continuing education for credentialed practitioners	Participate in life long learning provided by the SAHS Participate in activities to further career development	Provide programs that meet the requirements and approval of professional organizations for continuing education as well as meet the needs of practitioners in a dynamic health care environment Mentor the practice of life- long learning	Number of participants Participant evaluations Number of continuing education programs offered	SAHS will provide at least 1 for profit continuing education program annually SAHS faculty will provide at least 60 external professional lectures annually Participant evaluation of continuing education offerings to be equal to or greater than 3 (5pt scale)	MET (2) MET (187) MET (100%)	The SAHS Academic Affairs Committee decided to have only one subgoal under Goal #4 to read: To provide continuing education for credentialed practitioners. All benchmarks were met under subgoal. No action needed.



**Assessment of the School of Allied Health Sciences Goal #5**

**May 2001 (1999-2000 data)**

To foster the development of life-long habits for scholarship and service among faculty and students.

Goal/ Principle	School Competencies (Students/Faculty will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
To provide the SAHS faculty the opportunity to participate in scholarly activity	Present continuing education activities Present academic instruction informed by current research Participate in scholarly activity Participate in patient education	The School to provide opportunity for participation in patient, professional, classroom clinical, and laboratory education. The School to provide opportunity for participation in scholarly activity The School to provide mentoring.	Faculty reports Performance indicator reports	At least 90% of tenured/tenure track faculty will participate in scholarly activity as defined in goal#3 Measurements	<b>UNMET</b> (88%; 23/26)	Response requested from those programs that reported tenure/tenure track faculty not involved in scholarly activity
To provide students the opportunity to participate in scholarly activity	Participate in scholarly activity with SAHS faculty	Student exposure to/ participation in/ collaboration with SAHS faculty in scholarly activity	Experiences that support student scholarly activity Graduate/alumni surveys Collaborative research projects, publications/ presentations	At least 80%(changed to 70% for 2000-01) of SAHS students in their final year of study will be involved in scholarly activity At least 5% of the SAHS graduates will be engaged in scholarly activity 5 years post graduation The School to have at least one student group /individual present or publish at the state or national level	<b>UNMET</b> (71%)  ? MET (9 stu- dents)	Decision was made to change level of benchmark and revisit when OT has moved to the MOT degree.  Information not currently collected; benchmark will be eliminated

Goal/ Principle	School Competencies (Students/Faculty will:)	Teaching Strategies	Measurements	Benchmarks	Met / Unmet	Actions Taken
To encourage life long habits of service among the SAHS faculty	Participate in service activity at the University, professional and community levels	Seek/accept membership on committees Seek/accept leadership roles	Faculty reports Performance indicator reports	At least 90% of all SAHS faculty will participate in service and leadership activities	MET (99%)	No action needed.
To develop life long habits of service among students	Participate in service activity at the University, professional and community levels	Seek/accept membership on committees Seek/accept leadership roles	Reports of service among professional students Graduate/alumni surveys	At least 10% of professional students will participate in service and leadership activities At least 5% of SAHS alumni will participate in service and leadership activities	MET (53%)  ?	No action needed.  Information not currently collected; will eliminate as goal but encourage programs to collect this data as part of alumni surveys.

This document in its entirety was approved by the SAHS faculty at their April 14, 2000 meeting; revised by the SAHS Academic Affairs Committee 10/01 with input from affected programs.

# The Indiana University School of Medicine Curriculum

# What will Mary Smith know and be able to do by the time she graduates?

- Basic Science Knowledge Base
- Clinical Skills
- Assume Responsibility for Patient Care
- Be Prepared to Continue Medical Education

# Competencies

- 1. Effective Communication**
- 2. Basic Clinical Skills**
- 3. Using Science to Guide Diagnosis, Management, and Prevention**
- 4. Lifelong Learning**
- 5. Self-Awareness, Self-Care, and Personal Growth**
- 6. The Social & Community Contexts of Health Care**
- 7. Moral Reasoning & Ethical Judgment**
- 8. Problem Solving**
- 9. Professionalism & Role Recognition**

# How will Mary learn these things?

- Lectures
- Lab Experiences
- Service Learning
- Clinical Practice
- Small Group Work
  - ICM Groups
  - PBL Groups

# At graduation, what evidence exists to demonstrate her knowledge and abilities?

- Triple Jump Exam
- Discipline Exams
- Competency Tracking
- Objective Structured Clinical Exams at beginning and end of 3<sup>rd</sup> year
- USMLE Shelf exams
- USMLE Steps 1 and 2

# Have changes been made on the basis of assessment data?

- Triple Jump Committee
- Clinical Skills Assessment Center
- Regression Analyses
  - Statewide Exams
  - USMLE Steps
  - Triple Jump
  - PGY-1

# How have faculty reacted to the need to spend time on assessment?

- Mixed, but it's importance is clear.

# What has been successful in drawing faculty in on assessment?

- Restructuring Dean's Office
- Establishing Assessment Committees
- Implementation of Competency-Based Curriculum
- LCME



Bloomington

Evansville

Fort Wayne

Indianapolis

Lafayette

Muncie

Northwest

South Bend

Terre Haute

# What are the difficulties faced in engaging faculty?

- Competing Priorities
- Understanding/Embracing Competencies
- Breaking out of the “multiple choice” mode

Are there any actions that have been or could be taken in your school to encourage more faculty to become involved?

- Faculty Development Retreat
- Involvement in Assessment/Competency Committees
- OSCE Case Development/Assessment
- Mandating Statewide Curricular Exams

Are there activities that could be undertaken at the campus level that would help engage faculty?

- Faculty Development Experiences
- Access to Experts in Performance-Based Assessment
- Collaborating with Medical Education Research

Have faculty looked collectively at Mary's work to see what, in general, she knows and can do?

- OSCE Tapes
- Dean's Letters

Are there implications of  
IUSM's findings for work at the  
campus level?

# Program Review and Assessment Committee

**Friday, November 9, 2001**

9:00-11:00 a.m. UL 1126

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

## AGENDA –

1. Approval of October Minutes .....Ritchie
2. Report from Grant Proposal Subcommittee ..... Jackson
3. School of Informatics Presentation..... Milosevich
4. Issues Related to Outlining the NCA Self-Study ..... Ritchie and Banta
5. Committee Reports .....Ritchie

## MINUTES –

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, J. Bjork, K. Black, R. Crumrin, C. Guba, S. Heiliger, L. Houser, K. Johnson, S. Kahn, D. Koerner, J. McDonald, S. Milosevich, M. Phillabaum, M. Plummer, I. Queiro-Tajalli, A. Olson, I. Ritchie, K. Rome, E. Sener, R. Vertner, R. White, C. Yokomoto, N. Young

### **Agenda Item 1. Approval of October minutes (I. Ritchie)**

- o The minutes were approved.
- o Three new members of the group were introduced: Martel Plummer, Associate Dean, Herron School of Art; Robin Crumrin, Director of the Digital Initiative at University Library; and Andrew Olson, who is replacing Robert Rigdon as the School of Science representative.

### **Agenda Item 2. Report from Grant Proposal Subcommittee (T. Banta)**

T. Banta gave the grant proposal report in the absence of the members of the subcommittee. She reported that the proposer, Terry Carey, was asked to consult with several people on campus to determine whether already-existing models would be useful for matching courses with learning outcomes, as her proposed database would do. Carey was invited to resubmit her proposal, incorporating any information she gathers from these consultations into her plans for the proposed project.

### **Agenda Item 3. School of Informatics Presentation. (S. Milosevich)**

- o Delayed to later in meeting.

#### **Agenda Item 4. Issues Related to Outlining the NCA Self-Study (I. Ritchie and T. Banta)**

Banta directed the group's attention to the handout on Planning for Learning and Assessment. She explained that the questions PRAC members have been asked to address in their school presentations this year map to (or restate) the questions they already address in their annual written reports; they are not new questions. For the PRAC presentations this year, we are going to focus on columns 5 and 6 of this handout, using these questions as a springboard for the NCA special emphasis self-study. The self-study will also discuss the campus's resources, needs, and challenges related to assessment. Banta added that we need volunteers to do presentations at the December meeting.

I. Ritchie suggested that the group discuss the question about the implications for work at the campus level, since people seem to be struggling most with that one.

To address this question, Banta turned the group's attention to both the yellow handout, *Goals and Strategies for Excellence in Teaching and Learning*, and the purple handout, *Preliminary Outline of NCA Special Emphasis Self-Study on Teaching and Learning*.

The *Goals* handout was excerpted from the "Excellence in Teaching and Learning" section of IUPUI's draft strategic plan. The special emphasis self-study on "Excellence in Teaching and Learning" will focus on two of the four goals identified in that section of the draft plan: Goal II, "Support and enhance effective teaching," and Goal III, "Improve student learning and persistence."

The Preliminary Outline of the self-study is organized around these two goals and the indicators of accomplishment for those goals. Banta asked the group for their suggestions on the organization of the outline, on information that might be included, and on examples and evidence that might be cited or included in the portfolio/self-study. The group's ideas are incorporated into the revised draft of the outline attached to these minutes.

In response to questions from the group. S. Kahn and K. Black explained that other information about the campus, for example on research and scholarship, will be included in the self-study, as required by NCA to respond to their General Institutional Requirements and Criteria for Accreditation. PRAC's focus, however, is on our special emphasis self-study on Excellence in Teaching and Learning, one of two special emphasis self-studies that IUPUI is developing for this accreditation cycle. The other special emphasis self-study, on "Excellence in Civic Engagement," is being developed by the Civic Engagement Task Force under the leadership of Bob Bringle. The oversight group for the entire self-

study is the Future Group, which includes deans and representatives of the Staff and Faculty Councils.

In the course of commenting on the outline, group members debated what and whom to include under “diversity” or “inclusiveness.” D. Appleby asked whether inclusiveness is demographic or curricular. R. White suggested that diversity includes openness to a variety of ideas and perspectives. R. Vertner cautioned against watering down the meaning of diversity by defining it too broadly; sticking with the federal government’s definition would be wise. W. Agbor-Baiyee said that groups remain under-represented, both demographically and in the curriculum. K. Johnson suggested that diversity of ideas be a theme throughout the self-study; it might be emphasized, for example in the section on “Coherence of the Curriculum.” The section on inclusiveness, however, should focus on under-represented groups.

### **Agenda Item 3. School of Informatics Presentation (S. Milosevich)**

Kahn asked that everyone who gives a presentation e-mail any handouts and electronic presentation materials to [skahn@iupui.edu](mailto:skahn@iupui.edu) and [sheilige@iupui.edu](mailto:sheilige@iupui.edu) for inclusion in the back-up materials to the NCA self-study.

S. Milosevich’s presentation focused on the new School of Informatics, which recently organized an Assessment Committee. He explained that Informatics is the application of information technology to other disciplines and thus is intrinsically interdisciplinary. He noted that as a new school, with a one-man faculty (most courses are taught by faculty based in or shared with other schools), Informatics faces challenges in designing and implementing assessment of student learning. In addition, the school must continue to develop innovative programs quickly in a tight fiscal environment. Fiscal accountability will be a key consideration as the school works to manage and accelerate the development of innovative programs and approaches in a complex, multi-disciplinary environment.

Currently, the School of Informatics Assessment Committee is clarifying and aligning three main areas, strategic intent, strategic capabilities, and operational plans, as the first step toward developing a curriculum that is both efficient and effective. For example, the curriculum should be designed so that students can get through it as quickly as possible (efficiency), but should also ensure that they have the opportunity to learn what they will need to know in the future (effectiveness). Implementing needed innovation in an accountable way will require that faculty work collaboratively. Important goals will be to develop high-performing graduates able to discover new principles, develop new approaches, and deliver needed progress in this new and expanding field.

## **Agenda Item 5. Committee Reports. (I. Ritchie)**

- Ritchie noted that there is nothing at this point to report; the committees will be meeting shortly.

### **Moore Symposium**

Banta announced that the Moore Symposium will be on March 1, 2002 and referred the group to the handout, *2002 Edward C. Moore Symposium on Teaching Excellence*. Richard Turner and Joyce Lucke in the Office for Professional Development are the coordinators for this event.

PRAC members added the following suggestions for sessions that might be included in the Symposium:

- Changes in faculty roles emerging from new pedagogies (W. Agbor-Baiyee)
- Effects on teaching of interdisciplinary collaboration among faculty teaching blocked courses in the teaching education curriculum (L. Houser)
- Effect of learning communities and Gateway initiatives on teaching/faculty roles (I. Ritchie)

(Above three might be a single panel)

- In addition to a panel of current students, have a panel of graduates, perhaps with some going on to be faculty members, commenting on how their undergraduate experience (and learning) at IUPUI influenced them (K. Johnson). Include students who have taken capstone and integrator courses (R. Vertner)
- Models of excellent teaching/defining excellent teaching (C. Yokomoto); this might be a keynote address (T. Banta)
- Panel of award-winning teachers on what they think makes them excellent teachers (R. Vertner)
- Learning styles (S. Milosevich)

Next time: Plan to hear from sub-committees

**Next meeting: Thursday, December 13, 9:00-11:30 a.m., UC 115**

# Learning and Assessment School of Informatics

*Managing Planned Innovation  
and Return on Investment*

Sam A. Falk Milosevich, Ph.D.

[sam@iupui.edu](mailto:sam@iupui.edu)

9 Nov 2001

# Contents/Agenda

- ◆ Why?
- ◆ What?
- ◆ Who?
- ◆ How?
- ◆ Summary
- ◆ Next Steps
- ◆ Discussion

# Why?

- ◆ Fiscal Accountability
- ◆ Innovation Acceleration

# *Fiscal Accountability*

When you can measure what you are speaking about and express it in numbers, you know something about it.

—*Lord William Thomson Kelvin (1824-1907)*

# *Innovation Acceleration*

It must be remembered that there is nothing more difficult to plan, more doubtful of success nor more dangerous to manage than the creation of a new system.

For the initiator has the enmity of all who profit by the preservation of the old institution and merely lukewarm defenders in those who would gain by the new one.

—*Niccolo Machiavelli*

# *Innovation Acceleration*

The system will always be defended  
by those countless people  
who have enough intellect to defend  
but not quite enough to innovate

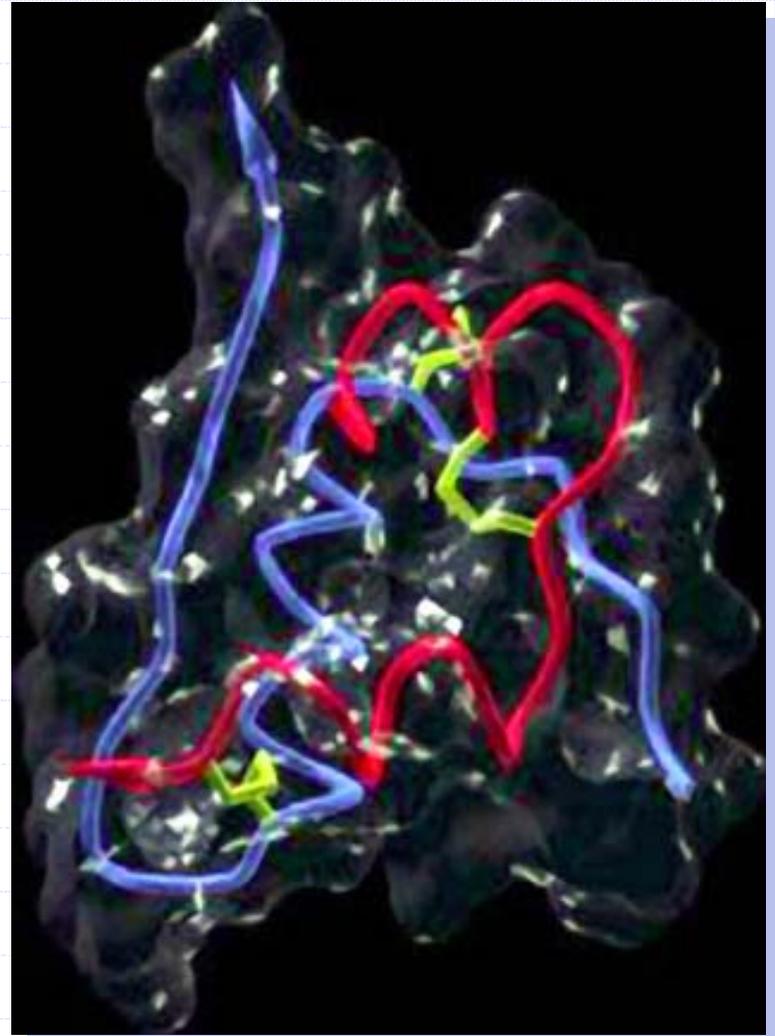
....

Politically, change forced by a crisis is  
much more acceptable because  
it is obvious that something must be done –  
and surviving a crisis is achievement enough.

—*Edward deBono*

# What?

- ◆ Efficiency (ratio)
  - Faster, Cheaper
  - Producer measures
  - Objective; linear
- ◆ Effectiveness (not)
  - Better Quality
  - Consumer measures
  - Subjective; leveraged
- ◆ Cost, Benefit
  - Ratio? Difference!



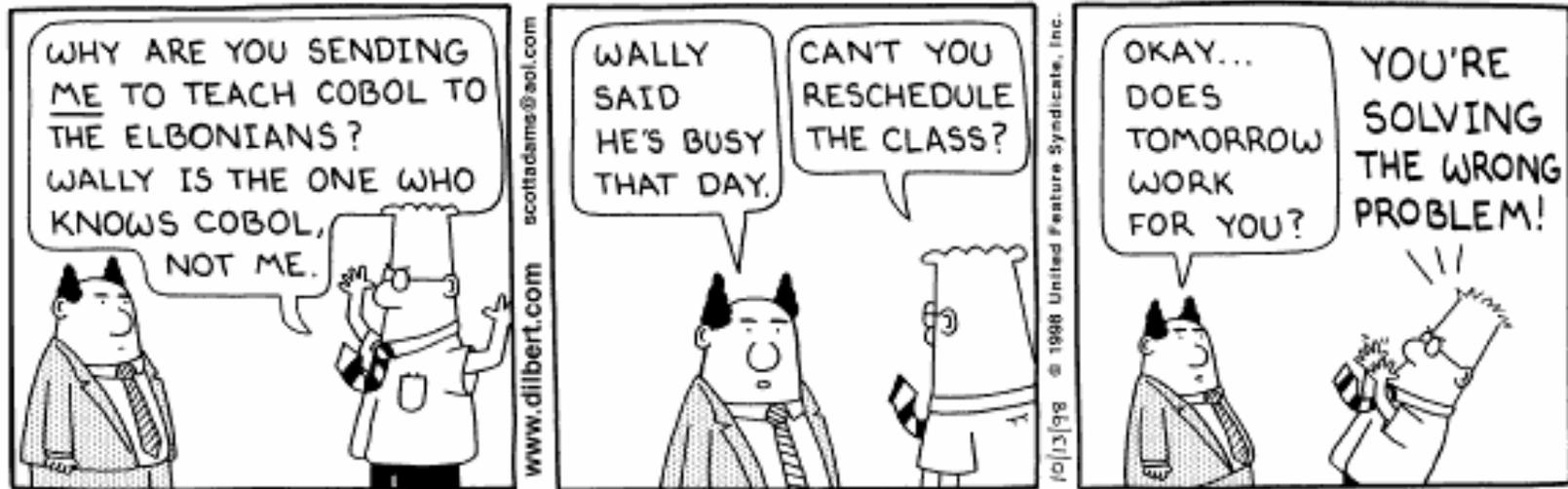
# *Efficiency, Effectiveness*

- ◆ Path and Pace of Progress Changes
  - People Capability: Key yet Complex/Chaotic
  - Process Capacity: Necessary, not Sufficient
- ◆ Intrinsically Interdisciplinary Context
  - application of information technology to problems in other disciplines
  - systematic interdisciplinary study of the scientific, technical, artistic, and social aspects of computerization

# *Collaborative Approach*

- ◆ Effective People *(design)*
- ◆ Efficient Process *(delivery)*
- ◆ Valuable Progress *(decision)*
  - exactly approximate vs. approximately exact
- ◆ Viable Policy *(deployment)*
  - standard concepts in custom contexts
  - local cost-benefit vs. cost:benefit; item vs. total

# *What problem are we solving?*



Copyright © 1998 United Feature Syndicate, Inc.  
Redistribution in whole or in part prohibited

# Who?

- ◆ Strategic Planning (iterative, systemic)
  - Mission
  - Curriculum
  - Technology
- ◆ Operationalization (don't skip this!)
  - Critical capabilities, Org. architecture, etc.
- ◆ Tactical Operations
  - Where the rubber meets the road

# How?

◆ People: "Time-Cost to **Decision/Insight**"

deBono

- 
- 
- 

◆ Process: "Time-Cost to **Data/Result**"

Amdahl

- 
- 
- 

==>

# *Data, Decisions*

Informatics is the systematic study of scientific, technical, aesthetic, and organizational aspects of computerization, especially **how relevant data are managed and informed decisions are made**, usually with reference to a specific applied discipline (for example, Chemical Informatics).

—*Working definition for Informatics 101 & 501*

==> Assessment is an example of Informatics.

# Summary

- ◆ Effective People
  - time-cost to decision/insight
- ◆ Efficient Process
  - time-cost to data/result
- ◆ Valuable Progress
  - recognition and reward
- ◆ Viable Policy
  - routine and replication

# Next Steps

- ◆ Peripheral Vision

- ◆ Current Focus

# *Informatics*

- ◆ Discover new principles:  
Inform our understanding  
of the world
- ◆ Develop new approaches:  
Transform our abilities in  
the world
- ◆ Deliver needed progress:  
Perform with the best in  
the world

**Informatics**

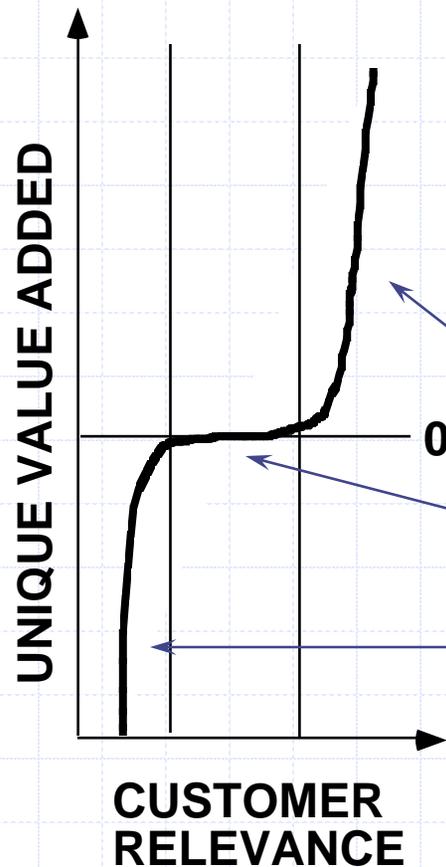
*Inform*  
Transform  
*Perform!*



<http://www.informatics.iupui.edu>



# *Add Unique Value to Compete in the Knowledge-Value Revolution*



**MASS CUSTOMIZATION:**

- standardize the concept
- customize the context

**EFFICIENCY** is a ratio;  
**EFFECTIVENESS** is not.

DO IT BETTER,  
DO IT DIFFERENTLY,  
OR STOP DOING IT.

*Customers:*  
*students, employers, gov't/payors, ...*

# Discussion

◆ Your insights

◆ Thank you for your time and attention.

## **Program Review and Assessment Committee**

**Thursday, December 13, 2001**

9:00-11:30 a.m. UC 115

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

### **AGENDA –**

1. Approval of November Minutes .....Ritchie
2. Assessing the PULs in the Student Electronic Portfolio .....Hamilton, Appleby
3. NCA Self-Study Outline and Plan..... Banta, Kahn, Black
4. Report from Subcommittee on Annual Reports..... Black
5. Report from Subcommittee on Grant Reports..... Jackson
6. Election of Officers for 2002 ..... Banta
7. Additional Details on Assessment in Engineering & Technology .....Yokomoto

### **MINUTES –**

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, J. Bjork, K. Black, D. Boland, C. Dobbs, K. Duckworth, C. Guba, S. Hamilton, S. Heiliger, B. Jackson, K. Johnson, S. Kahn, J. Kuczkowski, J. Mac Kinnon, J. McDonald, H. Mzumara, A. Olson, R. Osgood, M. Phillabaum, M. Plummer, I. Queiro-Tajalli, I. Ritchie, D. Schuetz, E. Sener, R. Vertner, R. White, G. Williams, C. Yokomoto

Guests: Hasan Akay, Mechanical Engineering  
Cliff Goodwin, Organizational Leadership and Supervision

#### **Agenda Item 1. Approval of October minutes (I. Ritchie)**

- o Minutes approved

#### **Agenda Item 2. Assessing the PULs in the Student Electronic Portfolio (S. Hamilton, D. Appleby)**

##### Hamilton Presentation

S. Hamilton, chair of the campus-wide committee that is developing the IUPUI Student ePortfolio, and D. Appleby, chair of the subcommittee charged with defining the contents of the ePortfolio, presented an update on the status of the ePortfolio initiative. Hamilton explained that the campus-wide committee has divided into three subcommittees, one working on assessment issues (chaired by Hamilton), one on content issues (chaired by Appleby), and one on security

issues (chaired by N. Byrer). Her report today focused on the work of the Assessment Subcommittee, while Appleby's report focused on the Contents Subcommittee. (The attached PowerPoint presentation, updated to reflect suggestions in the PRAC discussion, provides additional details.)

The Assessment Subcommittee has been discussing approaches to identifying levels of achievement in the PULs, in order to help departments, schools, and the campus use the student portfolios to assess and demonstrate learning of the PULs in more meaningful and systematic ways. The subcommittee's current scheme defines "competence" in the PULs as what all IUPUI graduates should know and be able to do, regardless of major, and "proficiency" as more advanced achievement in the PULs related to a student's specific major field. For example, some majors and professions may require more highly developed skills in quantitative and information literacy, while other majors and professions may call for especially strong skills in other domains. "Competence" under this scheme will be defined according to rubrics created by the campus community as a whole; rubrics for evaluating "proficiency" will be determined by the major program, school, and/or profession. Beyond "competence" and "proficiency," some students may achieve "exemplary" development in one or more PULs, in cases where skills go far beyond expectations or where students have made very strong contributions to the university or the community related to one or more specific PULs.

The student ePortfolios will include examples of student work that demonstrate achievement in the various PULs, as well as student reflection on whether, how, and in what ways a given example illustrates achievement in a particular PUL. Students should be engaged, through the portfolios, with self-assessment of their learning of the PULs from the outset of their education at IUPUI, ideally starting in their first-year learning community courses and progressing through their major fields and senior capstone experiences. Faculty evaluation of the student work examples will be included in the portfolios, along with the examples themselves. In addition, the technical platform for the portfolios, which is being developed by A. Jafari and his group, will be integrated with student records, including transcripts, from the Office of the Registrar. Students will have the ability to determine who has access to the various types of information included in their portfolios.

Hamilton noted that several committees have already done some preliminary work on rubrics for PUL 1. The Assessment Subcommittee hopes that rubrics for "competence" in all six PULs can be completed during the spring semester and that departments will develop rubrics for "proficiency" during the fall semester. Hamilton concluded with a discussion of issues that will need to be addressed to make all this possible. For example, how should faculty governance be involved? What are the best approaches to involving University

College and Learning Community faculty? What will be required in terms of faculty development, technology development, and PRAC leadership?

Committee members had a number of questions and comments. C. Yokomoto suggested that we begin with a pilot involving several departments, rather than aiming for full-scale implementation in the next year. Hamilton noted that the portfolios are already being piloted by Organizational Leadership and Supervision and Anthropology. I. Ritchie was concerned about the importance of the Learning Communities to the plan, since not all students take learning community courses; B. Jackson responded that currently about 85 percent of entering students participate in Learning Communities and University College faculty aim to increase this percentage to as close to 100 percent of new students as possible. She added that the Assessment Subcommittee's ideas fit the template for learning community courses.

A. Olson commented that the term "proficiency" may imply mastery of a narrow set of technical skills and suggested that another term might be more useful. W. Agbor-Baiyee asked whether students would have separate transcripts for "competence"/"proficiency" and grades. Hamilton explained that grades will be linked to assessment of "competence" and "proficiency" in several ways. In Gateway courses, students will be given several common assignments designated as demonstrations of achievement in specific PULs to be included in the ePortfolio, along with the grade and faculty comments on the assignment. The portfolios will be integrated with official transcripts in such a way that viewers (i.e., those viewers given access to this information by the student) will be able to see students' work examples, along with grades, and rubrics and faculty comments that explain the grade. The combination of the ePortfolios with the official transcripts will provide a rich source of information to advisors, potential employers, graduate programs, and other viewers.

J. Kuczkowski noted that some schools and departments have already defined levels of achievement in the PULs that may not fit the proposed scheme and that the issue of transfer students will need to be addressed. He also commented that the early version of the portfolio was technologically unwieldy for the "Windows on Science" course, one of the Gateway courses; for full implementation to be feasible, the portfolio needs to be more user-friendly and will require training for both students and faculty.

### Appleby Presentation

Referring to the previous discussion, Appleby suggested that instead of differentiating "competence" and "proficiency," we might use the concepts of "introductory," "intermediate," and "advanced" levels of competence to define and assess student achievement of the PULs.

Appleby distributed a handout that uses the attached matrix to define portfolio contents by PUL and student year (i.e., freshman, sophomore, junior, senior). The matrix also takes into account the types and purposes of assessment of portfolio contents at earlier and later stages of baccalaureate education, as well as the differences in how the portfolios will be used by internal and external audiences/viewers. Generally, internal viewers, such as faculty and advisors, will use the portfolios for formative assessment aimed at helping students improve and further develop the broad skills and abilities defined by the PULs. By the senior year, the portfolios are likely to be viewed by external audiences, such as potential employers and graduate program faculty, who will be interested in summative, discipline-specific information about student academic achievement. The Contents Subcommittee is working to develop examples of portfolio content for each box in the matrix.

To ensure that the ePortfolios include work examples and assessments relevant to the interests of various viewers, the Contents Subcommittee has met with staff from the Career Center, with faculty teaching in graduate programs, and with a former student. Appleby reported that the former student commented that if we want students to feel that they own their portfolios, they shouldn't be compelled to include specific assignments. This issue will need to be dealt with at some point. Hamilton added that she has held five meetings with student focus groups, who were very interested in the ePortfolios as a vehicle for allowing them to see the kinds of work that students in different majors do. The portfolios could potentially be helpful to students in choosing a major and in understanding the types and levels of work expected by the major department/program.

Agbor-Baiyee asked whether students might confuse the portfolio with their personal home pages and emphasized that we will need to ensure that students understand the academic purposes of the ePortfolios. Hamilton replied that the technical infrastructure and design features will make the ePortfolios obviously identifiable; students will have the ability to link their ePortfolios to their personal home pages, but these will be clearly external to the portfolios.

Kuczkowski asked whether IRB issues had been addressed. Hamilton replied that she had taken the pilot version of the ePortfolio to the IRB last year and will meet with this group again as the portfolio design and content are refined. She expects that the IRB will determine that the ePortfolios have exempt status; we will develop a simple way for students to give permission for information and work to be extracted from their individual ePortfolios for various purposes (such as inclusion in IUPUI's electronic institutional portfolio).

### **Agenda Item 3. NCA Self-Study Outline and Plan (Banta, Kahn, and Black)**

T. Banta passed out a revised version of the NCA Teaching and Learning Special Emphasis Self-Study outline that incorporates comments from the last PRAC meeting.

S. Kahn briefly reviewed the revisions. She noted that, at the last meeting, PRAC discussed the possibility of listing "Best Practices" as a separate goal under "Excellence in Teaching and Learning," but that the NCA Steering Committee decided against that. In response to a question from Ritchie, Kahn added that the Steering Committee wanted to avoid the appearance of segregating "Best Practices" from other goals related to teaching and learning and planned instead to weave discussion of Best Practices throughout the other teaching and learning goals.

### **Agenda Item 4. Report from Subcommittee on Annual Reports. (K. Black and S. Baker)**

K. Black and S. Baker reported that the subcommittee has completed a review of the annual school PRAC reports aimed at identifying overall strengths and weaknesses of our approach to annual reporting. Group members divided up to review the various schools' reports and found a number of inconsistencies among them: for example, some schools submitted a new report each year, while others submitted additions or updates to reports from prior years. Some schools developed a school-wide report, while other schools compiled separate reports from each department. Integration of the PULs into school and department assessment processes was uneven. In addition, not all schools have reported.

In general, schools subject to specialized accreditation tended to have stronger assessment procedures. The weakest areas of the reports tended to be the sections discussing improvements made as a result of assessment findings. This may be due in part to ambiguous wording of the question on improvements, which asks "what improvements \*might\* be made" as a result of assessment findings. Some schools responded with information on improvements actually implemented, others with plans not yet implemented, and others with speculation on possible improvements.

Ritchie asked whether schools were interpreting the categories in the report in consistent ways. Black replied that those schools that used the matrix seemed to interpret the categories more uniformly in their narratives than those that didn't use the matrix. Baker added that the reports had many gaps; for example, some schools focused on only one degree program.

### **Agenda Item 5. Report from Subcommittee on Grant Reports (B. Jackson)**

No action to report.

### **Agenda Item 6. Election of Officers for 2002 (T. Banta)**

Banta passed out ballots with the following nominations:

Ingrid Ritchie for Chair

Joyce Mac Kinnon for Vice Chair

Both were elected by acclamation.

### **Agenda Item 7. Additional Details on Assessment in Engineering and Technology (C. Yokomoto, H. Akay, C. Goodwin)**

#### Yokomoto Report

This presentation was a follow-up to Yokomoto's presentation at the October meeting. Yokomoto introduced his colleagues, H. Akay, Chair of the Department of Mechanical Engineering and C. Goodwin, Chair of the Department of Organizational Leadership and Supervision, then briefly summarized his earlier presentation. He noted that no two departments in the school use the same assessment strategies, especially in the area of "soft" outcomes—outcomes related to ethics, for example. Approaches to these outcomes tend to be related to specialized accreditation requirements. These variations make it difficult to aggregate school-wide assessment findings in meaningful ways; thus, each department decides for itself whether its students are meeting desired performance levels.

Currently, the school is piloting assessment of graduate programs, with slightly different rubrics for students in thesis and non-thesis tracks. Faculty also are working on a prototype of a database that stores student papers electronically, by course, then allows papers to be called up according to specific PULs or ABET outcomes. The school is also developing standardized forms for various aspects of assessment.

#### Akay Presentation

Akay began by noting that Mechanical Engineering implemented a systematic assessment process about eighteen months ago. Course outcomes are surveyed every semester for all courses. In senior capstone courses,

students are evaluated by a jury, so that more than one faculty member is involved in making judgments about outcomes. Responding to a question from Ritchie, Akay explained that the department tries to minimize demands on faculty time by centralizing as many aspects of assessment as possible—for example, processing of survey results—and by using already available information. Kuczkowski asked about numbers of students and majors; Akay replied that the department offers one degree program with three subspecialties for approximately 200 students. Agbor-Baiyee remarked that the strong assessment culture in Engineering and Technology may be unique to IUPUI; Hasan commented that ABET requirements are making such a culture typical for schools accredited by ABET.

### Goodwin Presentation

Goodwin provided an overview of Engineering and Technology degree programs, which require 124 hours and can be divided into three parts: General Education, introduction to Science and Technology, and the major. In OLS, the major includes three sub-parts: leadership, supervision, and an area of specialization. Three years ago, the department undertook a self-examination and found that many of its members' assumptions about teaching and learning were unverified. For example, with 18-20 associate faculty and only four full-time faculty members in the department, syllabi varied tremendously among different sections of the same course, were inconsistent about stating course objectives, and were not always tied to program objectives. Examination of the entire program revealed both overlaps and gaps among courses.

The department has been working to make the program more consistent and cohesive, using approaches derived from TQM. Assessment is now on every department meeting agenda. These efforts have led to better collaboration and teamwork across the department and greater agreement about learning goals. Faculty are developing a two-semester capstone and are working on a standardized test for graduating seniors. These efforts have not stifled creativity, as some department members feared, in part because faculty choose their own materials, assignments, and approaches to the commonly agreed-upon core learning objectives. One problem the department has found is that it's very difficult to communicate to students what makes a paper "A" work, "B" work, and so on; rubrics have been helpful here, including standardized rubrics tied to the PULs for major assignments. In response to a question from J. McDonald, Goodwin added that the department also uses standardized course evaluations.

Appleby asked whether academic freedom had come up as an issue. Goodwin responded that this had not been a major concern, perhaps because most OLS faculty are part-time and because faculty choose their own materials, assignments, and teaching approaches to help students achieve commonly

agreed upon learning outcomes. Faculty see the value of collaborating to create a coherent learning experience for students.

Agbor-Baiyee asked how "success" in applying TQM is defined. Goodwin cited increased collaboration among faculty on issues of assessment and improvement and the sense of self-sustaining motivation to continue assessment as evidence for the success of the TQM approach. He added that OLS takes a descriptive rather than an evaluative approach to assessment, which is also consistent with TQM principles. Agbor-Baiyee also asked whether there might be some academic value in overlap among courses. Goodwin replied that there is, but it's important for the department to be intentional about overlap and to be aware of what overlaps exist in the curriculum and where. A valuable aspect of the OLS approach is that students now have a better understanding of what's expected of them and are thus better equipped to meet these expectations. Finally, he noted that two E & T faculty members, E. Fernandez and D. Williamson, are developing a prototype for an assessment database, the "Course Information System."

PowerPoint presentations from all three presenters of this session are attached.

NEXT TIME: Since the January agenda includes four presentations, presenters are asked to limit their time to 35 minutes apiece. Banta also announced that the group welcomes updates, additions, and more information to supplement past presentations.

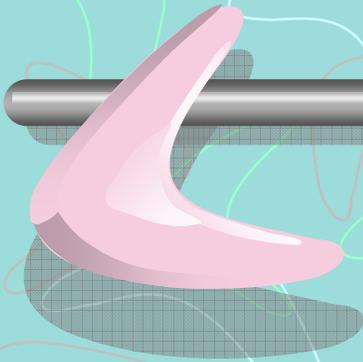
**NEXT MEETING: JANUARY 10<sup>TH</sup>, 2002**  
**9:00-11:30 a.m.**  
**UL1126**

# Eportfolio Content Matrix

General Formative PUL- Specific		<b>Core Communication &amp; Quantitative Skills</b>	<b>Critical Thinking</b>	<b>Integration &amp; Application of Knowledge</b>	<b>Intellectual Depth, Breadth, &amp; Adaptiveness</b>	<b>Understanding Society &amp; Culture</b>	<b>Values &amp; Ethics</b>	Internal Audience: <i>Advisors, Faculty, Students, NCA, Institutional Review</i>
↓		<b>Freshman</b>	English Composition paper					
		<b>Sophomore</b>	Paper from intro class in major					
		<b>Junior</b>	Paper from advanced class in major					
↓		<b>Senior</b>	Paper from capstone class					External Audience: <i>Employers, Graduate Schools, Potential Students, Community</i>
↓								

**Student development focus utilizing reflection in learning  
Encompasses the personal, professional, & academic aspects of the student's life**

# IUPUI Student ePortfolio



Presentation to PRAC

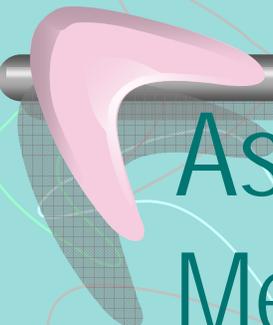
December 13, 2001

Sharon J. Hamilton



# Sub-Committees

- Contents Sub-Committee: Drew Appleby, Chair
- Security Issues Sub-Committee: Nathan Byrer, Chair
- Assessment Sub-Committee: Sharon Hamilton, Chair



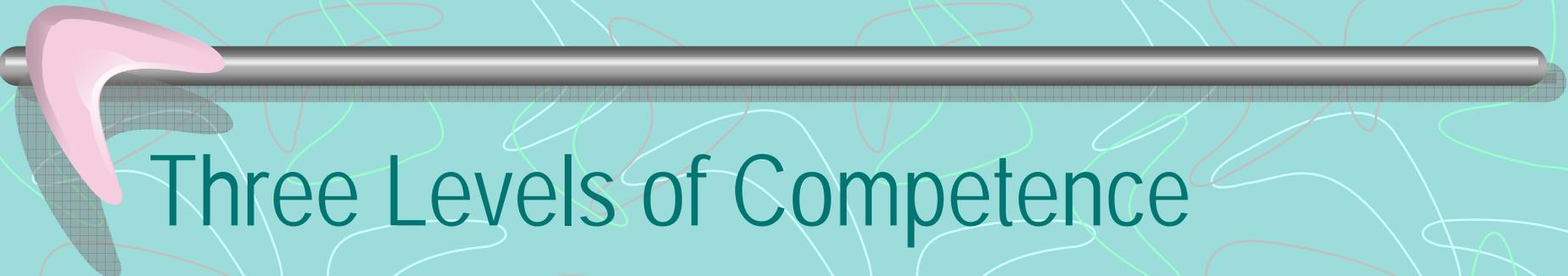
# Assessment Sub-Committee Members

- Donna Boland
- Vic Borden
- Charlie Feldhaus
- Linda Houser
- Susan Kahn
- David Koerner
- Samuel Milosevich
- Howard Mzumara
- Bob Rigdon
- Gayle Williams



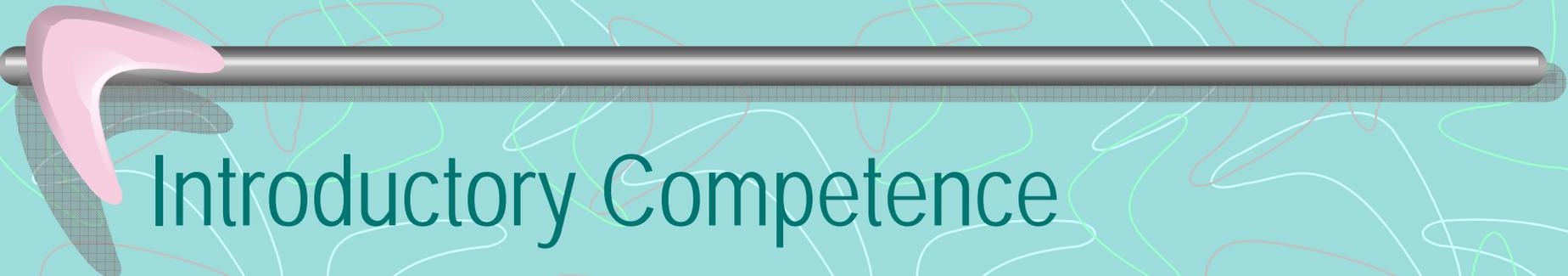
# Goals and Challenges

- Demonstrate improvement in learning (in relation to the PULs)
- Demonstrate achievement in learning (in relation to the PULs and major or profession)
- Keep it time effective for faculty
- Keep it easy to manage for students



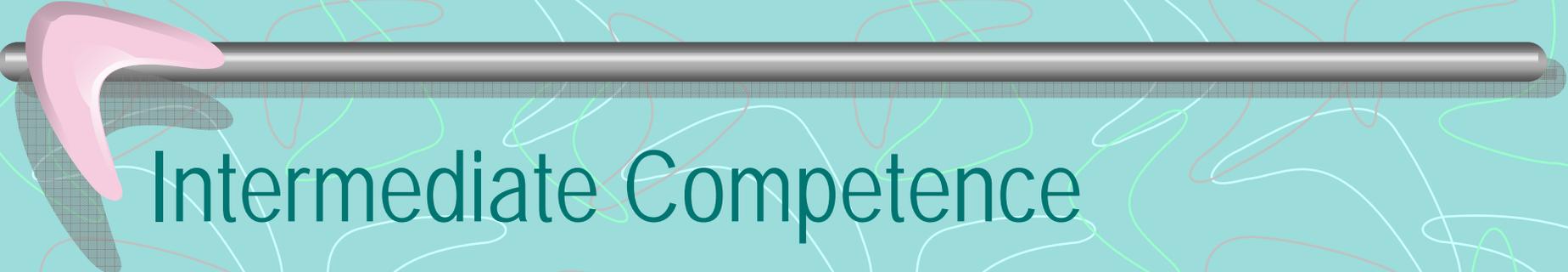
# Three Levels of Competence

- **Introductory:** What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 26 credit hours;
- **Intermediate:** What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 56 credit hours
- **Advanced:** What all baccalaureate students at IUPUI should know and be able to do in relation to PULs in their major or profession or academic program.



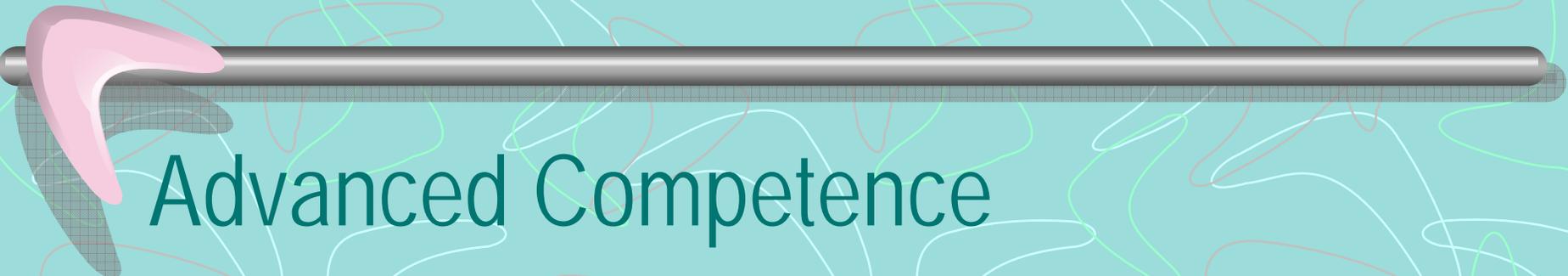
# Introductory Competence

- What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 26 credit hours;
- To be determined at the campus level and delineated by multi-disciplinary, multi-level teams.
- Faculty grade to determine degree or gradation of introductory competence
- Technology infrastructure to enable campus-level information-gathering or overall assessment of introductory competence.



# Intermediate Competence

- What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 56 credit hours;
- To be determined at the campus level and delineated by multi-disciplinary, multi-level teams.
- Faculty grade to determine degree or gradation of introductory competence
- Technology infrastructure to enable campus-level information-gathering or overall assessment of intermediate competence.



# Advanced Competence

- What all baccalaureate students at IUPUI should know and be able to do in relation to PULs in their major or profession or academic program.
- To be determined at the School, Department, or Programmatic Level
- Faculty grade will indicate level of achievement
- Technology infrastructure will enable campus-wide information collection and assessment



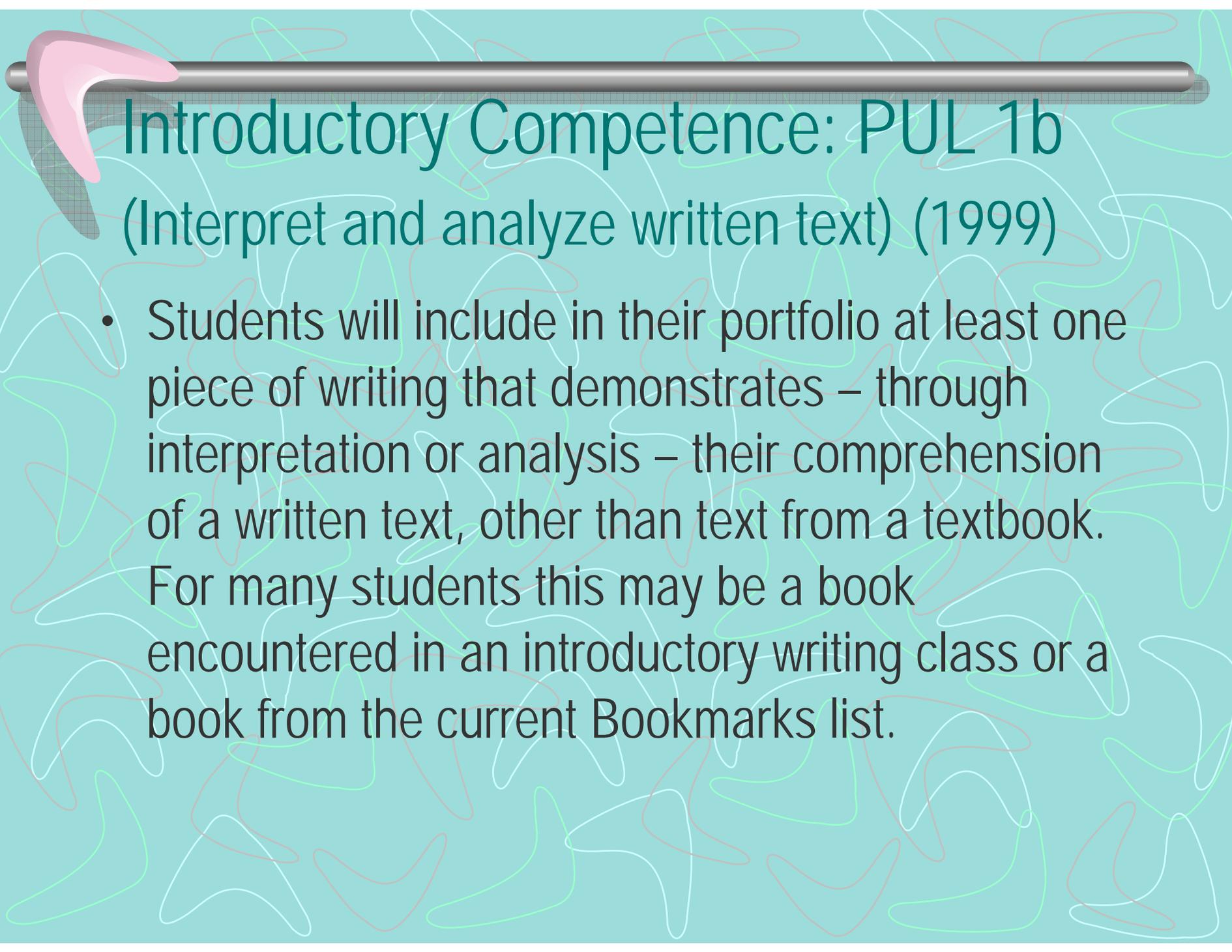
# Exemplary Achievement

- Student learning achievement that goes above and/or beyond the levels of competence
- Academic: Honors; national exams or awards
- Certifications
- Practica, clinical work, service learning, volunteerism, community work
- Student governance; student athletics; co-curricular activities



## Introductory Competence: PUL 1a: (Written Communication) (1999)

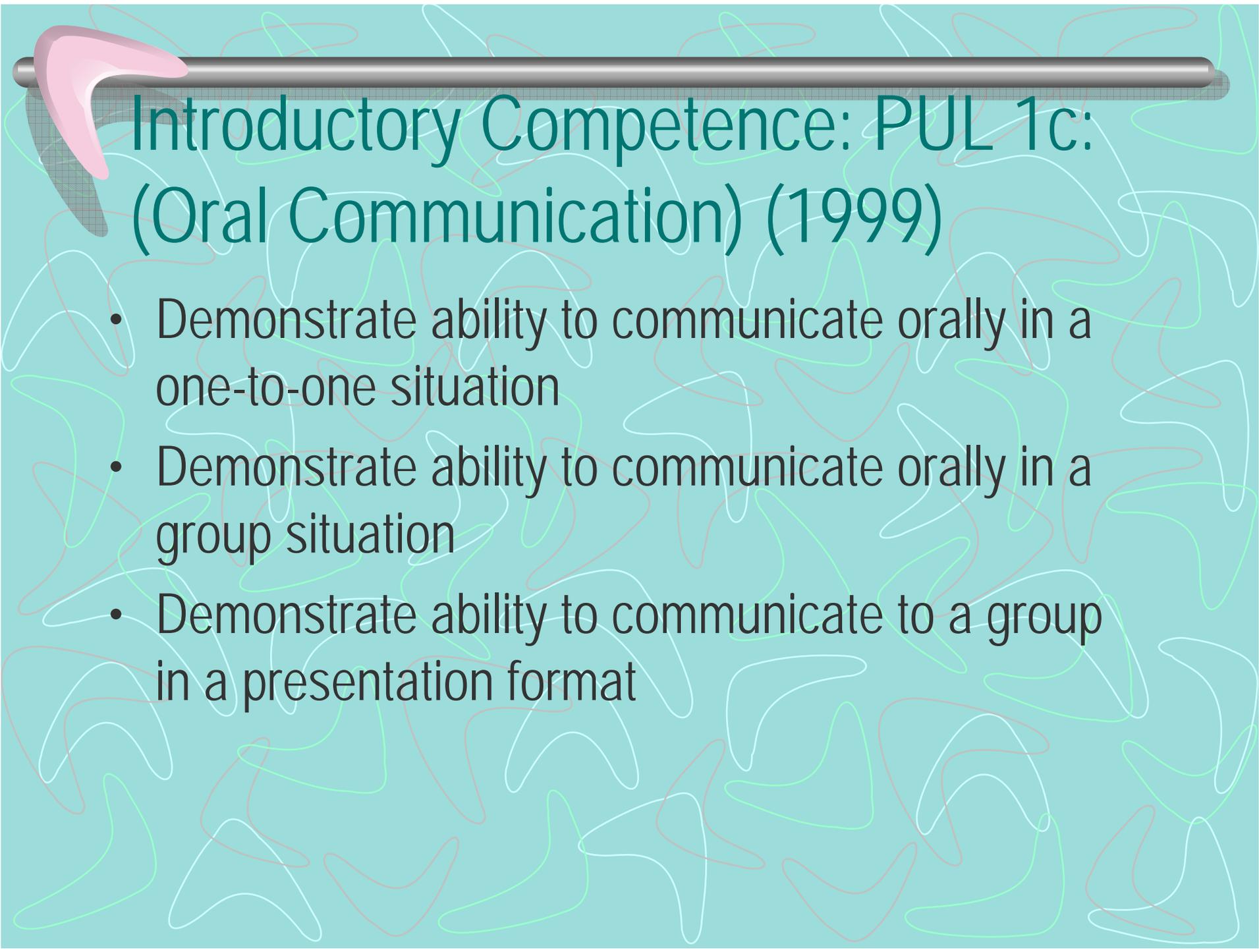
- Demonstrate understanding of the **rhetorical context** (respond to needs of different audiences, different kinds of writing, different purposes for writing)
- Use writing for inquiry, learning, thinking, and communication
- Develop a repertoire of writing processes
- Demonstrate knowledge of writing conventions



# Introductory Competence: PUL 1b

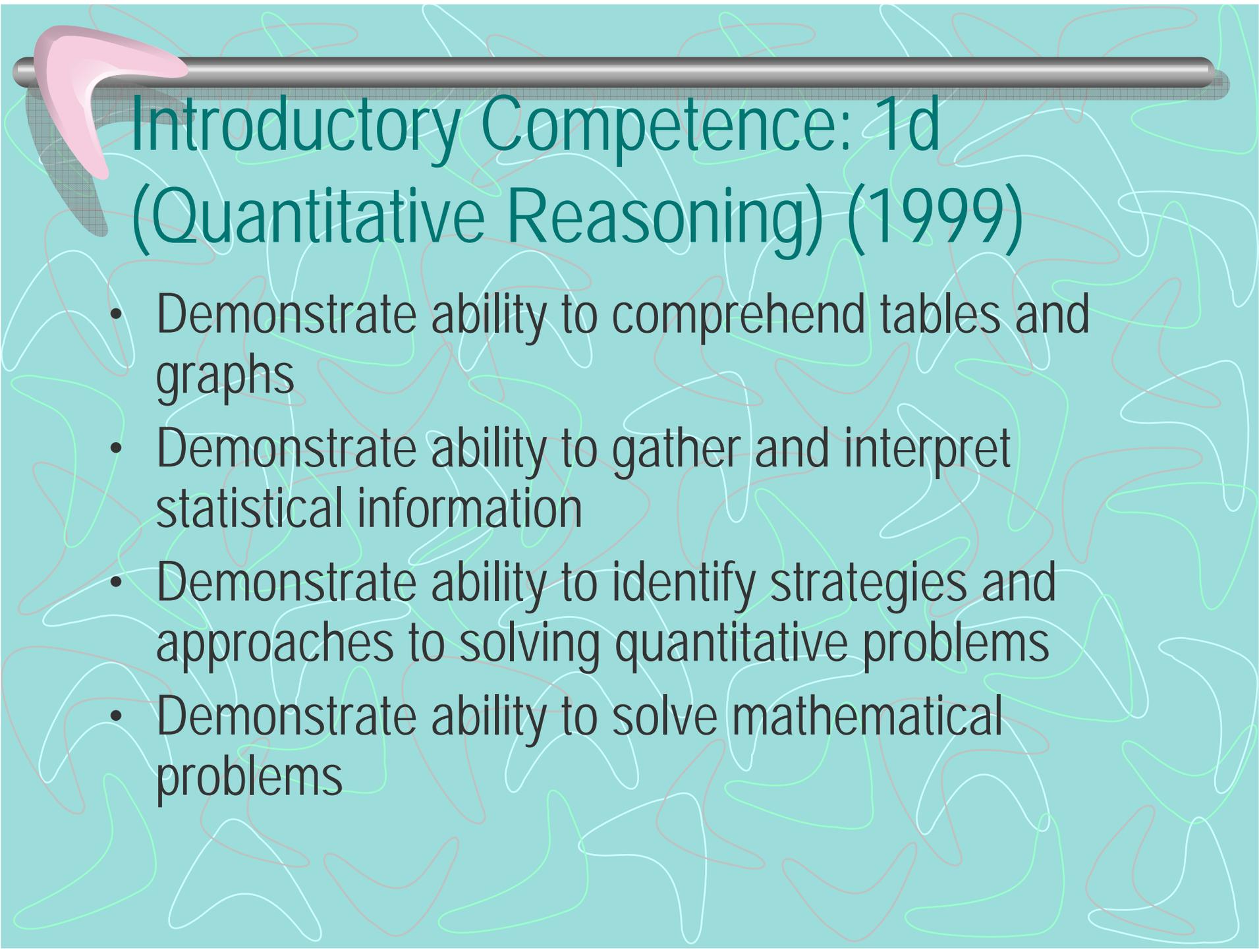
(Interpret and analyze written text) (1999)

- Students will include in their portfolio at least one piece of writing that demonstrates – through interpretation or analysis – their comprehension of a written text, other than text from a textbook. For many students this may be a book encountered in an introductory writing class or a book from the current Bookmarks list.



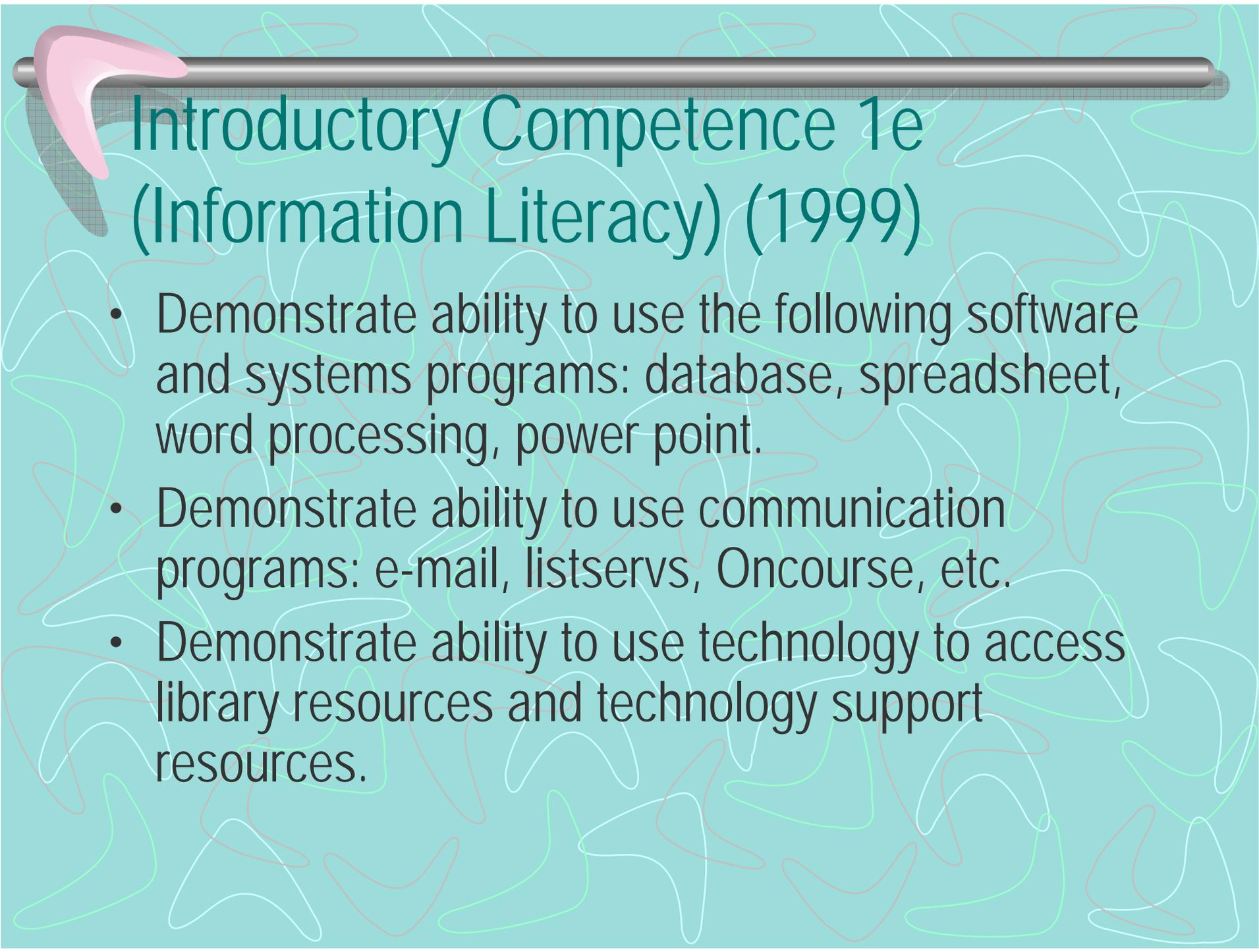
## Introductory Competence: PUL 1c: (Oral Communication) (1999)

- Demonstrate ability to communicate orally in a one-to-one situation
- Demonstrate ability to communicate orally in a group situation
- Demonstrate ability to communicate to a group in a presentation format



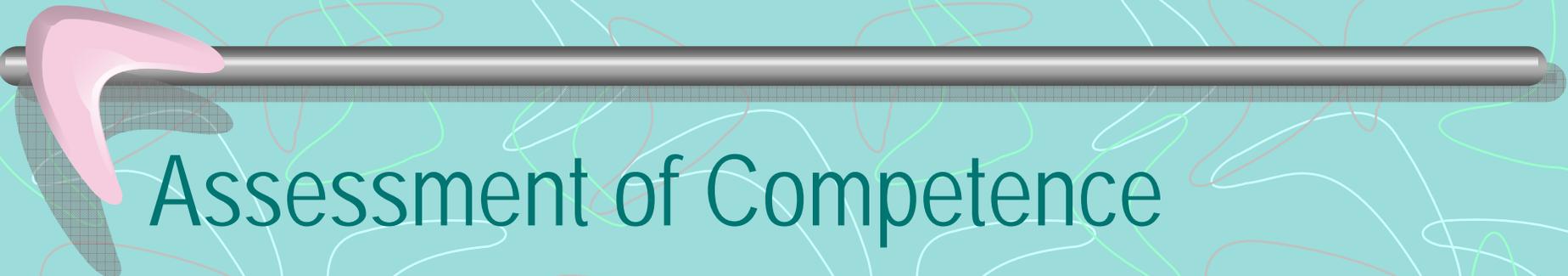
# Introductory Competence: 1d (Quantitative Reasoning) (1999)

- Demonstrate ability to comprehend tables and graphs
- Demonstrate ability to gather and interpret statistical information
- Demonstrate ability to identify strategies and approaches to solving quantitative problems
- Demonstrate ability to solve mathematical problems



# Introductory Competence 1e (Information Literacy) (1999)

- Demonstrate ability to use the following software and systems programs: database, spreadsheet, word processing, power point.
- Demonstrate ability to use communication programs: e-mail, listservs, Oncourse, etc.
- Demonstrate ability to use technology to access library resources and technology support resources.



# Assessment of Competence

- All student evidence of competence will already have been graded by the instructor.
- In some cases, faculty may use tracking and rubrics or videotape to present evaluation
- Students will write reflective analyses of their learning achievements
- Assessment at the campus level will be supported by technology infrastructure



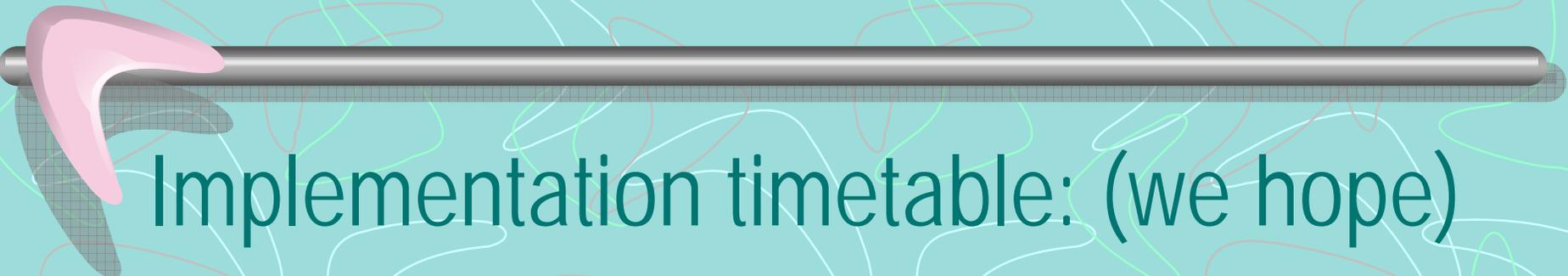
# Implementation (student perspective)

- Students write a preliminary view of the PULs during their learning community experience
- Students demonstrate introductory competence in PULs within their first 26 hours if possible.
- Student demonstrate intermediate competence in PULs within their first 56 hours if possible.
- Students demonstrate advanced competence in all PULs before graduation.
- Students write a reflective overview of PULs during their capstone experience



## Implementation: Faculty Perspective

- Need to define expectations for introductory and intermediate competence at the campus level
- Need to determine which courses and which assignments within those courses would effectively demonstrate introductory and intermediate competence
- Need to define advanced competence at department level
- Need to determine which courses and assignments would effectively demonstrate advanced competence
- Need to provide opportunity during learning community for first view and opportunity during capstone for overview of learning in the PULs



## Implementation timetable: (we hope)

- January: Determine whether we need/want levels or gradations at campus level in relation to competence
- February: full day campus workshop to define and determine introductory and intermediate competence (leadership by PRAC) OR set up committees for each PUL
- Fall semester: departments define and determine advanced competence (could be done this spring??)
- Begin the ePortfolio with entering freshman by fall 2002???



# Implications and issues

- Involvement of faculty governance
- Involvement of University College and Learning Community faculty
- Faculty development organization and leadership for defining levels of competence
- PRAC leadership
- Technology

# OUTCOMES ASSESSMENT IN THE PURDUE SCHOOL OF ENGINEERING AND TECHNOLOGY

*Presented to the IUPUI Program and Assessment Committee, Dec. 13, 2001*

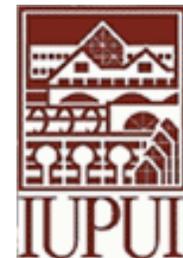
**Charlie Yokomoto**

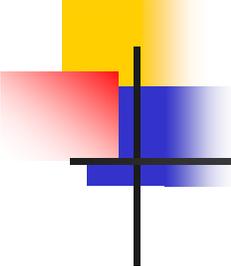
**E&T Assessment Committee Chair and Director of Assessment**

**Professor of Electrical and Computer Engineering**

**Department of Electrical and Computer Engineering**

**Indiana University-Purdue University Indianapolis**

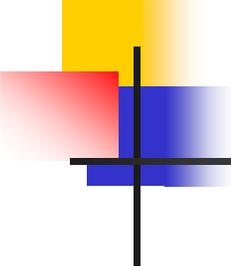




# Contents

---

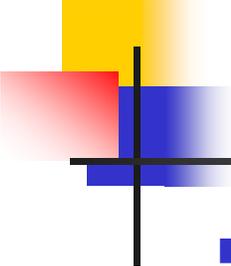
- School-side process
- Assessment methods common to all departments
- Departmental strategies
- Assessment of non-technical outcomes
- Assessment of writing and speaking
- Some findings (by department)
- Using a survey of continuing students satisfaction
- Looking at retention rates and graduation rates from IMIR data



# Contents

---

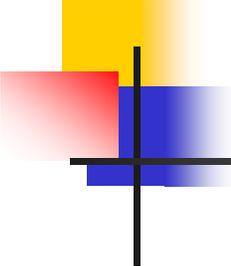
- Improvements planned or implemented
- Graduate assessment
- Current projects in assessment
- Scholarship of assessment
- Current assessment problems confronting the school
- Difficulties in engaging faculty
- What has helped to get faculty involved?
- What would encourage more faculty to become involved?
- How can the university help?



## School-Wide Process

---

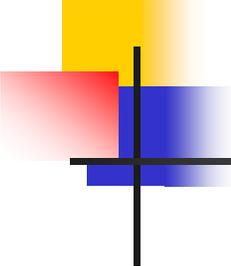
- Assessment committee with members from all departments, TCM, and the dean's office
- Monthly meetings since Fall, 1996, when Dean Yurtseven took office
- Faculty member chairs the committee
- Eight departments and a technical writing program (TCM) follow a common, general assessment process.



## School-Wide Process

---

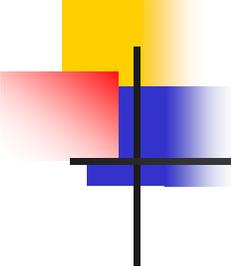
- Departments have tailored the general process to their cultures.
- ECE, ME, EET, MET, and CNT assessment is ABET/EAC based, with professional accreditation outcomes mapped to the PULs.
- CPT is not professionally accredited but has chosen to follow an assessment process used by EET, MET, and CNT..
- OLS assessment is PUL based.



## Assessment Methods Common to All Departments

---

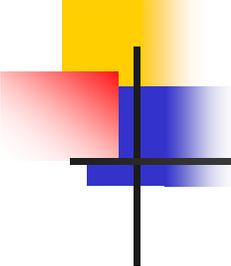
- Retention rates, graduation rates, and number of degrees conferred
- Writing and speaking (developed by Marj Hovde)
- Alumni satisfaction
- Employer satisfaction
- Continuing students satisfaction
- Industry advisory group feedback



# Department Strategies

---

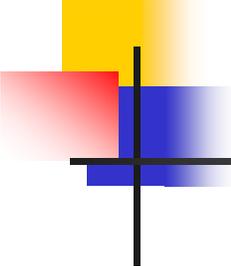
- Computer Technology
  - **A core set of courses has been identified to assess student learning in the major.**



# Department Strategies

---

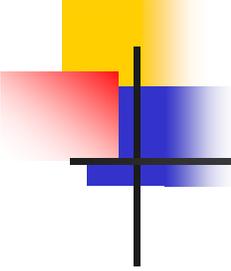
- Construction Technology
  - **All courses will be assessed.**



# Department Strategies

---

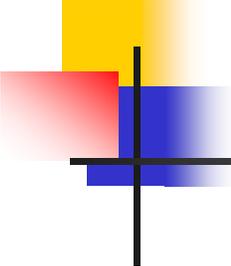
- **Electrical and Computer Engineering**
  - **A core set of courses has been identified to assess student learning in the major.**
  - **Strong dependence on our capstone design course**
  - **Feedback from parents of students.**
  - **ECE may assess student confidence in their ability to demonstrate the learning outcomes in each course.**



# Department Strategies

---

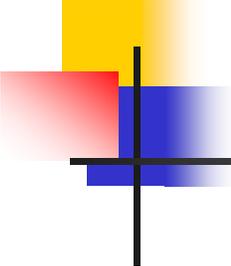
- Electrical Engineering Technology
  - Use collaborative groups in the microprocessor course at the AS level and appropriate courses at the BS level to assess teamwork through peer evaluation of teamwork
  - Use project reports to evaluate problem solving and mastery of the discipline
  - Use assessment of problem solving to assess creativity.



# Department Strategies

---

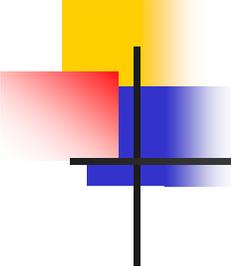
- **Mechanical Engineering**
  - **Core set of courses selected for assessment**
  - **Ethics, society and culture, contemporary issues, and working in teams will be assessed in a required ethics course team taught with the ECE Department.**
  - **Student will be asked to report their confidence in their ability to demonstrate the learning outcomes in each course.**
  - **Exit interviews**
  - **Feedback from parents of students**



# Department Strategies

---

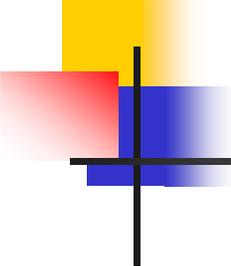
- Mechanical Engineering Technology
  - Comprehensive exam in some programs
  - Portfolio in other programs



# Department Strategies

---

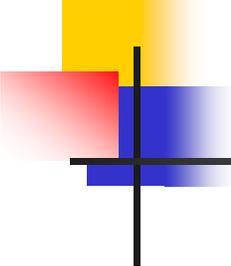
- **Organizational Leadership and Supervision**
  - **Core set of courses**
  - **Includes the senior capstone project**



## Assessment of Non-Technical Outcomes

---

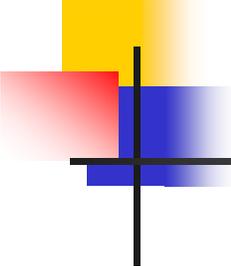
- In ABET circles, “soft outcomes” refer to any outcomes that are directly related to technical topics, writing, speaking, and teamwork. This includes ethics, global impact, cultures, and contemporary issues.
- CPT, ECE, ME, and OLS have required courses in ethics that include the soft outcomes.
- MET and EET have developed units on the soft outcomes in their design project courses.



## Assessment of Writing and Speaking

---

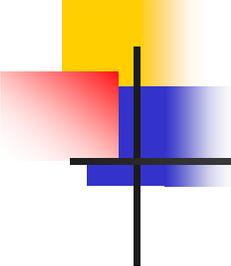
- The School has decided to assess speaking and writing in the context of the workplace.
- Marj Hovde (TCM) has developed a process for training faculty in the assessment of workplace writing and speaking.
- She received an IUPUI assessment grant to develop her program
- She received a School summer grant to train her first two teams
- She has since completed the training of faculty teams in each of the school's seven departments.



## Some Findings in Computer Technology

---

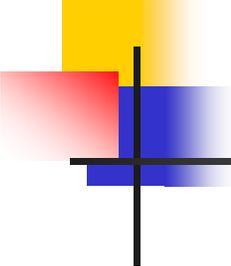
- Students met desired levels of performance in:
  - **Communicating effectively**
  - **Functioning effectively in teams (related to civility)**
- Students did not meet desired levels of performance in:
  - **Identifying, analyzing, and solving technical problem (linked to problem solving)**
  - **Appropriate Mastery of knowledge, techniques, skills, and modern tools of their discipline (related to depth of knowledge)**



## Some Findings in Construction Technology

---

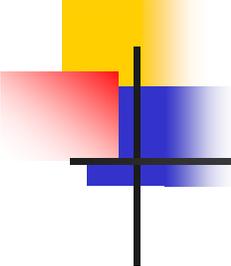
- Students met desired levels of performance in:
  - Solving technical problems
  - Communicating effectively
  - Mastering the discipline
  - Quality, timeliness, and continuous improvement
  - Applying creativity
  - Improving processes
  - Understanding ethical and professional responsibilities
- Students did not meet desired levels of performance in:
  - Identifying, analyzing, and solving technical problem (linked to problem solving)
  - Appropriate mastery of knowledge, techniques, skills, and modern tools of their discipline (related to depth of knowledge)



## Some Findings in Electrical and Computer Engineering

---

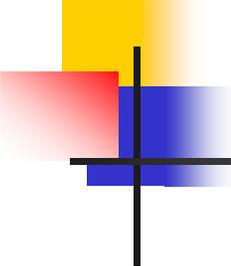
- Students met desired levels of performance in:
  - Library and Internet research
  - Application of design and engineering principles
  - Writing a technical report
  - Oral presentation in a technical course
  - Discussing elements of workplace ethics
  - Applying principles of ethics and models of right/wrong
  - Resolving ethical dilemmas
  - Solving problems involving basic principles



## Some Findings in Electrical and Computer Engineering

---

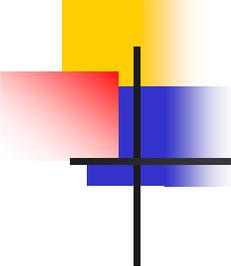
- Students did not meet desired levels of performance in:
  - Analysis and interpretation of data
  - Creativity
  - Writing conclusions in a technical paper or for a technical presentation
  - Using visuals in a technical paper
  - Citing sources in a technical paper
  - Solving challenging problems



## Findings in Mechanical Engineering

---

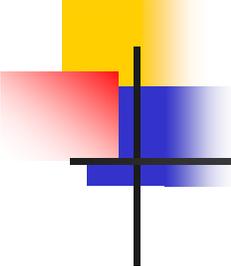
- Presented by Hasan Akay next



## Findings From Organizational Leadership and Supervision

---

- Presented by Cliff Goodwin following Hasan Akay's presentation



## Example of Using a Survey of Continuing Students Satisfaction (ECE)

---

- Students are satisfied with the following:
  - Quality of advising and textbooks
  - Access to advisors
- Students enjoy:
  - Courses with hands-on experiences and design projects
  - Courses that include computer exercises
  - Courses that give students an idea of what engineers do on the job
- The department plans to investigate student dissatisfaction with:
  - Laboratory (computer) equipment
  - Hours of availability of laboratory facilities outside the formal laboratory period.
  - Opportunities to interact with faculty
  - Opportunities to interact with other students

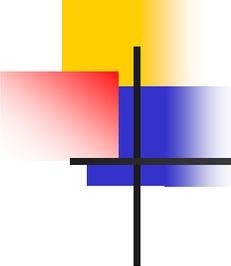
# What Has ECE Found About Retention and Graduation Rates?

## ■ Retention

- ECE retention rates from 1995 to 1999 (low 78.1%, high 84.6%) are generally at or above retention rates for the School and the campus
- One datum on concern is the retention of first year students in 1999 (49% compared with 67% to 79%)

## ■ Graduation rates

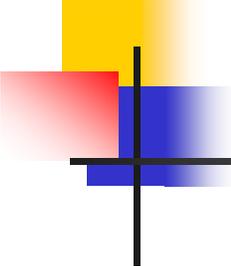
- Generally speaking, graduation rates seem to be quite reasonable.
- True beginners graduate at lower six-year and eight-year (under 20%) rates than transfers (34% to 44%)



## Improvements Planned or Implemented--CPT

---

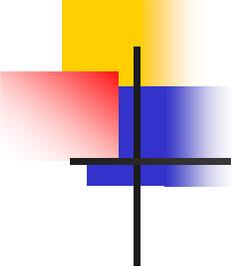
- Course overlaps have been eliminated
- More hand-on experiences put into networking course
- Pre-requisites organized more logically
- More advisors available
- Advising manual produced
- Course descriptions on Web have been revised
- Increased emphasis on basics (CPT 115/116)
- Continuity of learning enhanced by bridging courses



## Improvements Planned or Implemented--CNT

---

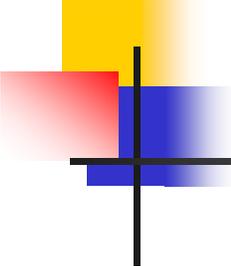
- Develop scoring rubrics for used in multi-section courses
- Reduce degree of subjectivity in assessment process
- Expand use of surveys to assess student self-reported learning w.r.t. course outcomes
- Increase involvement of associate (part-time) faculty
- Include more group projects throughout curriculum



## Improvements Planned or Implemented--ECE

---

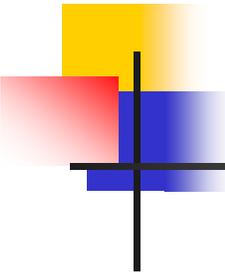
- Consider two-semester capstone to improve workmanship
- Redesign course scheduling to front-load information
- More experiences in critical thinking in the ethics course
- More emphasis on global impact of engineering
- Use peer tutoring in technical writing and presentations
- Teach general processes of problem solving
- Spend \$20,000 to improve computer systems
- Hire work-study student to keep ECE laboratories open 10 hours in the evening
- Find ways to improve graduation rates of direct admits by improving retention in the freshman year



## Improvements Planned or Implemented--ME

---

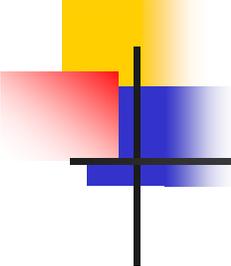
- Work on improvements in probability and statistics, design of thermal systems, global and societal impact, contemporary issues, and lifelong learning
- Work to reduce deficiencies in student self reports of confidence in learning of course outcomes
- Improve lab and computing facilities, advising, course scheduling, career planning
- Require students to see advisor at least once a year
- Add sections to capstone course on safety, environmental and societal impact.
- Include more modern engineering tools in courses



## Improvements Planned or Implemented--OLS

---

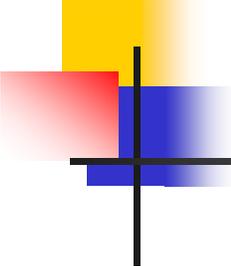
- Write behavioral objectives in all courses taught by full-time faculty and half of all courses taught by part-time faculty
- Create standardized objectives for courses with multiple sections
- Identify knowledge, skills, and abilities (KSA) desired of all OLS graduates
- Identify courses where the KSA are taught
- Develop scoring rubric for at least one learning activity in all required courses



## Graduate Assessment in ECE and ME

---

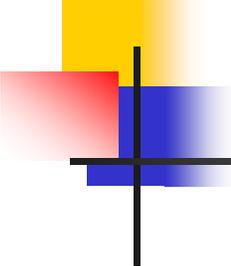
- Based on “Assessment of Student Learning in Graduate Programs” by Patricia D. Murphy, distributed at a PRAC meeting.
- Focuses on the assessment of Masters theses and project courses.
- Scoring rubrics are being tested for the scoring of theses and project report presentations.



## Current School-Sponsored Projects in Assessment

---

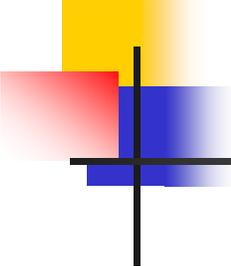
- Training manual for associate (part-time) faculty, Laura Lucas
- EAST: Electronic Assessment and Storage Tool, Eugenia Fernandez and David Williamson
- Course Information System, Eugenia Fernandez and David Williamson
- Assessment of writing and speaking, Marj Hovde
- Web interface for uploading assessment data, Charlie Yokomoto and Hasan Akay



## Scholarship of Assessment 2000-2001

---

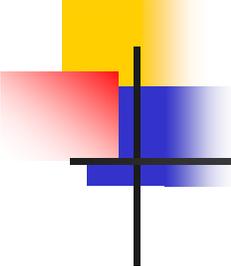
- “Measurable Outcomes: What Are They and How Do We Write Them?” Assessment Institute, Nov. 7, 2000, Yokomoto.
- “Assessing Your Measurable Outcomes—Decisions and Options,” Rose-Hulman Assessment Symposium IV, April 2001, Yokomoto.
- “Redesigning and Assessing the ECE Capstone Design Course For EC2000,” ASEE Annual Conference, June 2001, Rizkalla and Yokomoto
- “EAST: Developing an Electronic Assessment and Storage Tool,” 13<sup>th</sup> Intl. Conf. On Assessing Quality in Higher Ed., July 2001, Edward, Fernandez, Milionis, and Williamson.
- “Outcomes Assessment in E&T,” presentation to Universiti Tenaga Nasional, Malaysia, July 2001, Yurtseven.



## Scholarship of Assessment 2001-2002

---

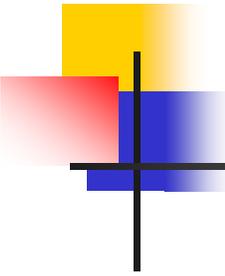
- "Designing Communication Assessment in a School of Engineering and Technology: Enhancing Faculty Development and Gaining Usable Results," Assessment Institute, Nov. 2001, Hovde.
- "Developing your Assessment Process—Questions, Options, and Decisions," Assessment Institute, Nov. 2001, Yokomoto.
- "Documenting Progress on Assessment," Assessment Institute, Nov. 2001, Appleby and Akay.



# Current Assessment Problems Confronting the School

---

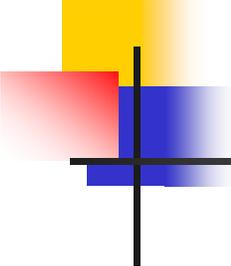
- Handling large amounts of assessment data
- Reducing the large amounts of data to a more meaningful form
- Making the process more efficient
- Making the process self-sustaining



## What Are the Difficulties You Face in Engaging Faculty?

---

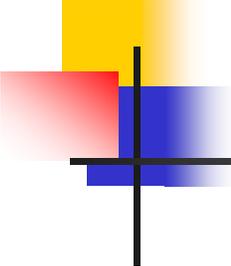
- Research emphasis, demands, and financial rewards, particularly in the engineering programs.
- Heavy teaching loads, particularly in technology programs.
- Questions of necessity, especially if we have gone through professional accreditation and internal review.



## What Has Been Successful in Getting Faculty Involved?

---

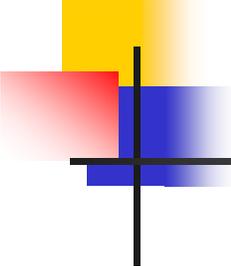
- Persistence from the chair of the school assessment committee
- Attitudes of a few leaders
- Credit toward P/T for technology faculty for scholarship component
- Continual vocal and financial support from the dean
- Participation from the dean's office



## What Actions Would Encourage More Faculty to Become Involved?

---

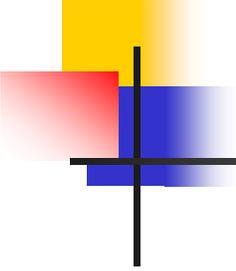
- For faculty typical of our culture, faculty become involved when they see assessment as a duty and responsibility.
- A few faculty have found assessment interesting and/or personally rewarding



## What Can the Campus Do to Help Engage Faculty?

---

- Larger faculty assessment grants
- Pragmatic workshops, not pie in the sky workshops
- More time at PRAC meetings for conversations of typical hurdles and ways to overcome them



---

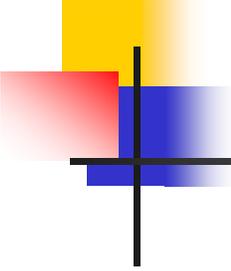
Next—Hasan Akay, followed by Cliff Goodwin

# Findings and Changes Based on Program Assessment

*Presented to the IUPUI Program and Assessment Committee, Dec. 13, 2001*

**Hasan U. Akay**  
**Professor and Chair**  
**Department of Mechanical Engineering**  
**Indiana University-Purdue University Indianapolis**

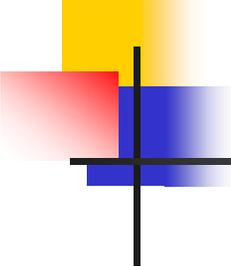




## Assessment Tools Defined

---

- Mission and vision statements
- Program constituencies
- Program objectives
- Program outcomes (based on ABET a-k)
- Course learning outcomes
- Key courses for direct assessment



## Assessment Tools Established

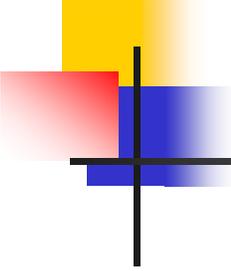
---

- Industrial advisory board
- Mapping of course outcomes to program outcomes
- Linking ABET outcomes to PULs
- Student satisfaction survey
- Course outcome surveys in all courses (indirect assessment)
- Exit survey for program outcomes
- Employer and alumni surveys
- Documentation on the web

## Deficiencies Found

*“Based on surveys of two semesters”*

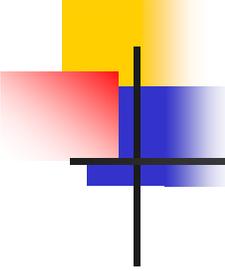
- $\approx$  23% of outcomes out of 220 were not met adequately (based on a threshold score of 3.75 out of 5.0)
- Advising perceived to be inadequate
- Experimental labs perceived to be inadequate
- Found weak on:
  - Thermal design
  - Multidisciplinary applications
  - Statistics, probability and data analysis



## Deficiencies Found (Cont'd)

*“Based on surveys of two semesters”*

- Also weak on soft ABET outcomes h and j:
  - h) Understand the impact of engineering solutions in a global and societal context
  - j) Demonstrate the knowledge of contemporary issues



## Changes Implemented

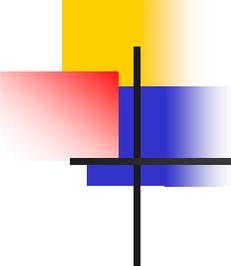
### *“Based on Student Satisfaction Surveys”*

- Lab equipment upgraded
- A new advising system established
- Standard lab report format and rubrics developed
- Standard design report format and rubrics developed

## Changes Implemented (Cont'd)

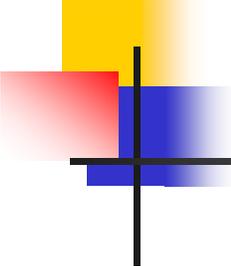
### *“Based on Outcomes Surveys”*

- Introduced modern computer software in design courses
- In capstone design course:
  - Students are required to comment on environmental, safety, and societal impact of the design in their reports
  - Added a seminar component with speakers from industry to advocate professionalism
  - Awards for best design and best poster are established
  - A jury evaluation process is adopted



## Changes to be Implemented *“Based on Outcomes Surveys”*

- A new thermal design course
  - to complement the capstone design for multidisciplinary applications
- A new statistics and data analysis course
- Restrict part of general education electives in the program (18 credits)
  - To address the weakness in soft ABET outcomes (h and j):

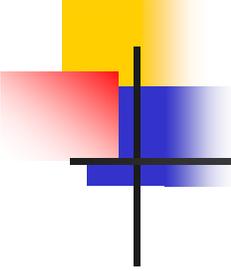


## Future Steps

### *“Based on Assessment”*

---

- Assess the selected key courses more directly
- Form a student advisory board
  - For more feedback
- Establish some objective testing methods – (*under consideration*):
  - Prerequisite tests
  - Competency exams
  - Exit exams
  - Mandatory FE Exams

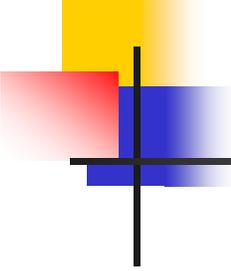


## Future Steps (Cont'd)

*“Based on assessment”*

- Establish an interactive web-based assessment management software for:
  - Interactive surveys
  - Documenting and retrieving data
  - Interactive entering of pertinent data
  - Analysis of data

*Requires institutional support or a professional system*

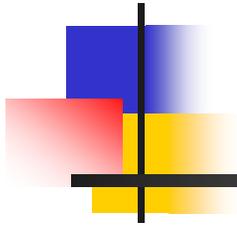


## What Did We Gain?

---

- A systematic approach for evaluating and detecting the strengths and weaknesses of the program
- Systematic feedback approach to make changes
- More attention given to specific outcomes in the courses
- Continuity among the changing instructors of the same course

# **Important Improvements in Organizational Leadership and Supervision Due to Assessment**

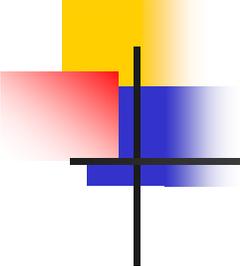


**Clifford Goodwin**

**Associate Professor and Chair**

**Department of Organizational Leadership and Supervision**

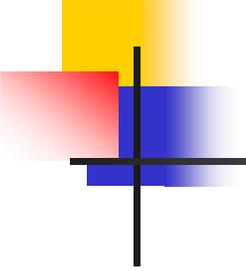
**Indiana University-Purdue University Indianapolis**



# Standardized Syllabi

---

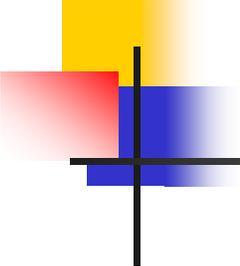
- **Contents: GLO's & SLO's (performance based-observable & measurable)**
- **IUPUI's Principles of Undergraduate Learning**
- **Specific grading criteria (rubric) for "major" assignments**



# Redesigned Cap-Stone Experience

---

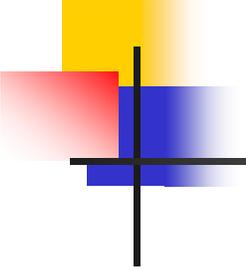
- **Summative assessment of student learning will be done in OLS 410 & 490.**



# Learning Matrix

---

- **ID gaps and overlaps in curriculum and make corrections**



# Spirit of Continuous Improvement

---

- **We have questioned assumptions about courses and curriculum**
- **Improved teamwork and interpersonal relationships**
- **We have successfully applied TQM principles within our department**

# **Program Review and Assessment Committee**

**Thursday, January 10, 2002**

9:00-11:30 a.m. UL 1126

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

## **AGENDA –**

1. Approval of December Minutes
2. Kelley School of Business Presentation
3. School of Education Presentation
4. School of Dentistry Presentation
5. Performance Indicators Committee

## **MINUTES –**

Present: D. Appleby, S. Avgoustis, S. Baker, T. Banta, J. Bjork, K. Black, D. Boland, P. Boruff-Jones, K. Duckworth, C. Guba, S. Hamilton, S. Heiliger, L. Houser, B. Jackson, K. Johnson, S. Kahn, J. Kuczkowski, R. Lehnen, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, A. Olson, R. Osgood, M. Phillabaum, M. Plummer, I. Ritchie, K. Rome, E. Sener, R. Vertner, R. White, G. Williams, C. Yokomoto, N. Young

Guests: Rob Neal, School of Business

### **Approval of December minutes (I. Ritchie)**

- o Minutes approved

T. Banta distributed a brochure on assessment developed by Laura Lucas, School of Engineering and Technology, with support from a PRAC grant. E. Sener commented that the brochure is intended to help engage part-time faculty in assessment; it summarizes assessment practices and suggests practical approaches tailored to the part-time faculty member's time constraints.

Banta offered to work with Sener to distribute additional copies to interested schools and departments.

### **Kelley School of Business Presentation (R. Vertner)**

*Handouts: Overall Assessment Goals; presentation outline*

R. Vertner introduced R. Neal, in attendance to represent the Kelley School of Business (KSB-I) Assessment Committee. That committee also includes Melinda Phillabaum, Doug Herrema, and Jane Lambert.

Vertner reviewed the history of assessment in the Kelley School of Business, noting that the assessment committee began its work about five years ago. Since approval of the PULs in 1998, several faculty have incorporated the PULs into their syllabi and discuss them explicitly in their classes, while several have made course and curriculum changes as a result of their own informal assessments. The school participated in the pilot of the undergraduate student portfolio and of the ETS Major Field Achievement Test in Business to track how KSB-I students compare nationally on functional knowledge of business skills. The school's assessment committee wants to go beyond comparing its students against standards set by others, however, and has committed itself to setting its own explicit goals for undergraduate student achievement.

Today's presentation was structured into three parts: discussion of the school's goals for assessment, description of a recent review of the accounting curriculum by one faculty member, and consideration of these questions: What has the school learned from its assessment efforts? What has been changed as a result? What can be done to encourage more faculty involvement in assessment?

#### School of Business Assessment Goals

1. Identify desired student learning outcomes
2. Use nationally-normed tests to compare students' knowledge of functional business skills against other institutions
3. Implement student electronic portfolios
4. Improve feedback from current students, alumni, and employers through better use of data from campus surveys and development of school-specific surveys

The school assessment committee is working on each of the above goals. Work on identifying desired student learning outcomes began with a school-wide syllabus analysis, which showed that faculty members were frequently teaching different content and identifying different outcomes for the same courses. These results have been distributed to faculty. Next steps include reaching agreement on specific course outcomes, and assessment approaches for the various departments in KSB-I.

The first attempt to use the ETS tests was helpful, but results were poor. The assessment committee has contacted more than 20 other schools of business to determine whether the ETS test is generally considered relevant to key learning outcomes for business graduates. The school is still in the process of deciding whether to continue using the test; for Spring 2002, faculty members will review the exam questions and agree on a set of supplemental questions to add.

The student electronic portfolio was piloted in one class last semester; following the pilot, faculty decided to delay full implementation until issues such as security and access are resolved. Vertner noted that the portfolio was helpful for storing student work and focusing attention on improvements in writing skills. Once technical issues are resolved, the portfolio has potential to be useful for assessing student progress during their undergraduate careers and for presentation to prospective employers. The portfolio will be even more helpful if faculty occasionally give assignments explicitly intended for inclusion in the portfolio.

Finally, the school will make greater use of IMIR survey data and will supplement these data with its own student, alumni, and employer surveys. The marketing faculty is currently developing a telephone survey of employers' perceptions of KSB-I graduates.

### Accounting Example

A member of the Department of Accounting has conducted an analysis of the expectations of faculty teaching upper-level courses to determine what students should already have learned before entering these courses. This effort included analysis of statistical data on student performance and changes over time, examination of part-time faculty members' involvement in assessing course effectiveness, and review of the effectiveness of overall course management for multi-section courses. As a result of this effort, the content of lower-level courses has been revised to incorporate more emphasis on foundational skills. Results to date show that more students are earning A grades, despite higher standards, and that use of computer technology is helping students learn more material in greater depth. Vertner expressed the hope that this accomplishment can be duplicated by other departments.

### What the School has Learned

While KSB-I got a late start on assessment, it has learned valuable lessons from efforts so far. Good students seem to benefit most from assessment efforts and resulting changes; so far, results have been less apparent for fair or poor students. A second lesson is that students need incentives to participate in "external" assessments like the ETS test. Among other things, they need to be convinced that they will benefit from participating in an assessment effort that is not directly tied to coursework and grades. Test results have little credibility when taken only by "volunteer" students, who are not necessarily motivated to prepare for the test, and consequently earn lower scores. Administering the test, however, raised important issues among faculty about its use: whether or not its use should be continued; who the school's peer institutions are (i.e., to whom should the school's students be compared?); and relevance of the test questions to the faculty's desired outcomes for the curriculum.

### Changes Resulting from Assessment

- The school has re-affirmed its commitment to using technology to enhance teaching and learning.
- Part-time faculty have been given more assistance with grading of exams and greater compensation for using computer technology, among other improvements to support these faculty. This is particularly true in accounting.
- Changes have been made to some courses and curricula; some courses have been deleted, based on industry feedback.

### Encouraging More Faculty Involvement in Assessment

- More concentrated effort to disseminate effective examples of assessment is needed .
- More efforts must be made to promote and explain assessment activities to faculty and students.
- Faculty need to identify in-class and homework assignments that are or can be designed to support assessment goals. Assessment need not be conducted as a separate exercise outside the framework of the curriculum.

### Questions

S. Milosevich asked whether the Accounting faculty member's work had been widely shared. Vertner responded that the information had not been shared well.

S. Avgoustis asked whether the faculty member who conducted the curriculum study had the power to influence course content. Vertner noted that, in this case, the Accounting faculty member is in the position of course coordinator. Students had complained that courses were unfair since they were all taught differently.

K. Duckworth asked how desired learning outcomes could be communicated to students in ways that are clear and encourage student buy-in. Neal said that it is still too early to answer that question. He suggested that the focus be on saleable outcomes like quality improvement. If faculty understand and appreciate quality improvement and are thus engaged themselves, they will have an easier time convincing students.

H. Mzumara asked whether assessment efforts had led to narrowing of the curriculum or grade inflation. Vertner replied that the school is at too early a stage to determine that.

Banta observed that working with course coordinators on assessment is an effective way to launch improvement efforts, especially for courses with multiple sections.

## **School of Education Presentation (L. Houser, R. Osgood)**

Handouts: *Figure 1 UAS Schematic, Block I Rubric Assessment Form, Block II Performance Task, Five-Year Summative Program Evaluation Plan*

Osgood began with a PowerPoint presentation summarizing what the School of Education has learned from assessment, what has changed as a result, and what remains to be done.

### Curriculum

The school has incorporated both the Principles of Teacher Education (culled from national and Indiana standards for teachers P-12) and IUPUI Principles of Undergraduate Learning, which are well-aligned with one another, into all school curricula. The program is divided into four “blocks,” each emphasizing acquisition and increasing mastery of defined skills and practices. For each block, the school has developed performance standards and rubrics, which form the basis for assessing individual students’ progress and for evaluating the program as a whole. Because the school is coming up for accreditation and because the state requires program evaluation, current efforts are focused on developing a student database that interfaces with the registrar student database so that students’ progress through the program can be tracked.

J. Kuczkowski asked whether the school has guidelines for dismissing a student from the program. Houser answered that they do not dismiss students after Block I, but do advise each student about how he or she might improve. If performance continues to be unsatisfactory at the end of Block II, students may be dismissed. The database provides evidence of student performance that can be drawn upon if a dismissal is challenged.

The Teacher Education Program has changed dramatically since 1994. Up until that point, students had little opportunity for fieldwork experience and classes could be taken in any sequence. The current organization of the program into deliberately sequenced learning blocks has a coherent developmental design that allows students to build knowledge and skills systematically, with fieldwork incorporated throughout, so that learning is always grounded in real-world experience. Since these changes were introduced, the number of students dismissed on the basis of poor fieldwork has dropped significantly. Earlier experience in the field allows students in the program to experience the realities of the classroom from the start; those students who may be less well-suited for teaching need not wait until their final year to discover this, while students who complete the program have acquired substantial classroom experience.

### Assessment

Assessment of student performance begins with evaluation for admission. New students register for Block I courses; at the end of Block I, students are assessed for the second time. Faculty teaching the Block I courses complete a Block One Rubric Assessment Form for each student in order to determine whether the student has successfully completed the requirements for moving on to Block II. Assessments for Block II and subsequent blocks are based on performance tasks. For example, students are asked to demonstrate that they can engage a learner in a two-way conversation that allows them to assess the learner's grasp of a mathematical concept.

The School of Education at IUPUI still needs to involve all stakeholders in assessment and train them. Most other IU campuses, including Bloomington, continue to use a traditional model for teacher education. The IUPUI-Columbus campus program is aligned with the IUPUI model.

For NCATE accreditation this fall, the school implemented a five-year summative evaluation plan, collecting data on student performance over three years, identifying concerns and making recommendations to the Teacher Education Faculty, the School of Education and Council on Teacher Education, and the School's Policy Council in turn.

### Questions

Karen Johnson asked about how content area faculty are involved in assessment of content knowledge. Houser explained that students take the PRAXIS test and that faculty from content areas help assess student portfolios.

I. Ritchie suggested that development of a database could be an area where the campus could assist. C. Yokomoto commented that this approach would be preferable to buying commercial current database products that are not customized to a campus's specific focuses.

### **School of Dentistry Presentation (J. McDonald, C. Guba, N. Young)**

Handouts: *Indiana University School of Dentistry Program Assessment Presentation, IUPUI PRAC Committee Report-Dental Hygiene Program, Course Competencies*

### Curriculum

J. McDonald explained that the IU School of Dentistry (IUSD) implemented its current curriculum in 1997; up until then, the curriculum followed the traditional structure, with two years of conventional coursework followed by two years of clinical experiences for D.D.S. degrees. The first two years of the new curriculum are organized around problem-based learning, small-group learning,

preclinical laboratory experiences, and community-based service learning; it emphasizes critical thinking; ethical behavior; lifelong learning; integration of basic, behavioral and clinical sciences; and clinical skills. The May 2001 graduating class was the first to go through the new curriculum in its entirety.

According to the IUSD mission statement, IUSD educational programs aim to provide the structure and means for students to acquire and apply the necessary knowledge, skills, and professional behaviors to become highly competent, ethical, and socially responsible practitioners of general dentistry, dental hygiene, and assisting. Effective implementation of a new program intended to realize those aims required a new focus on assessment, faculty development, and community engagement.

### Assessment

C. Guba noted that students undergo a variety of assessments to demonstrate the outcomes defined in the new curriculum, including: discipline exams, Triple Jump Exams, the Watson-Glaser Critical Thinking Appraisal Test, Competency Tracking Exams, Dental National Boards, a Journal Portfolio of Service-Learning Activities, Objective Structured Clinical Exams (OSCEs), DIT-Defining Issues Test, Outcomes of Care Profile, Senior Clinical Mock Boards, State Dental Board Exams, and exit and alumni surveys. IUSD also surveys employers of recent graduates. The assessment findings are available at [www.planning.iupui.edu/prac/2000-2001reports](http://www.planning.iupui.edu/prac/2000-2001reports).

Assessment findings have led to a number of changes at IUSD:

- To support faculty development and assessment, the school has established an Office of Dental Education and an Office of Clinical Assessment.
- Input to the Curriculum Management Program by Student Task Forces has resulted in numerous curricular changes.
- A Director for the Division of Community Dentistry was appointed to develop service-related activities and opportunities for students to engage in outreach and civic engagement. For these activities, students receive tuition and time release.

### What has IUSD Learned from Assessment?

Guba presented a list of lessons learned: assessment data helps identify trends, strengths, weaknesses, and gaps within the programs; it provides evidence to inform change; it allows for tailoring faculty development programs to specific needs; it enables identification and recognition of faculty who support and enhance student learning and success.

### What Still Needs to be Done?

- Hire and/or identify newly-hired faculty interested in assessment
- Identify funding for faculty development in assessment
- emphasis on assessment
- Continue ongoing revision of the promotion and tenure guidelines to clarify the importance of faculty participation in assessment
- Focus faculty development and assessment efforts on faculty who understand the importance of assessment, rather than attempting to “convert” uninterested faculty

### Dental Hygiene

N. Young presented the IUSD Dental Hygiene program, which offers an Associate’s degree and a Bachelor’s degree. The latter program is very small, with only a few participants; the school is currently reconsidering its viability. Both programs are now based on competencies. The program will submit its assessment plan to PRAC very soon.

### Questions

Yokomoto asked whether all students take the same courses. Young responded that they do and that the sequence is also prescribed.

I. Ritchie thanked the presenters for their assessment efforts and for sharing the information.

### **Performance Indicators Committee (T. Banta)**

Banta announced that she and V. Borden are developing performance indicators for teaching and learning and are seeking volunteers from PRAC. This effort should involve no more than one meeting and will produce a draft for PRAC consideration.

Volunteers:

- Drew Appleby
- Sharon Hamilton
- Karen Johnson
- Susan Kahn
- Sam Milosevich
- Martel Plummer
- Bob White

Banta also announced that Terry Carey has resubmitted her PRAC grant. Yokomoto added that the committee has yet reviewed it.

Banta asked that anyone with concerns about the NCA Self-Study Plan to please e-mail her about them.

S. Kahn asked that all PowerPoint presentations and handouts used in presentations be e-mailed to her at: [skahn@iupui.edu](mailto:skahn@iupui.edu).

**NEXT MEETING: February 14<sup>th</sup>, 2002  
9:00 am-11:30 am**

## DEPARTMENTAL RESOURCES

The Department of Construction Technology has a diverse group of full and associate (part-time) faculty who teach cooperatively. Sharing of assignments and ideas by faculty across sections is encouraged and supported. The following list can be used to contact full-time faculty according to teaching expertise. Each semester, faculty for specific courses can be found by contacting the Dept. Secretary.

For assessment, data collection, or student learning concerns, contact the assessment committee member or department chairman.

For all email use *name* @iupui.edu

### CNT Department Chairman

**Erdogan Sener, 274-8720: *esener***

### CNT Department Secretary

**Diane Patton, 274-2413: *dilpatto***

### Architectural Technology- ART

**Ron Botner, 278-8611: *rlbotner***

**Laura Lucas, 274-8708: *lalucas***

### Civil Engineering Technology-CET

**Brian Kinsey, 274-0823: *bskinsey***

### Interior Design- INTR

**Carol Brown, 278-4975: *caabrown***

**Liz Coles, 274-1938: *ecoles***

### Construction Technology- CNT

**Daphne Cyr, 274-8909: *dcyr***

**Chul Kim, 274-5541: *cskim***

### Assessment Committee Member

**Laura Lucas, 274-8708: *lalucas***

Departmental web page is

[www.engr.iupui.edu/cnt/](http://www.engr.iupui.edu/cnt/)

Oncourse & individual course pages and information can be found at

<http://oncourse.iu.edu>

## CONTENTS

Inside front cover

Appendix A- ABET a-k Learning Objectives

Inside back cover

Appendix P- PUL Learning Objectives

Pg.

### 1. Introduction:

- Why and how to use this guide

### 2. Implementation Outline

- Prior to start of classes- expectations
- Wk 1 & 2 - explaining
- Wk 3 - 14 - including in coursework
- Wk 15 & 16 - documenting activities
- Summarizing - improvements

### 3. Overview of the Assessment Process

- The role of the Dept., faculty and students
- Teach, Practice, Test and Improve
- Collecting Samples, Refining Measurement
- Incorporating Improvements and Feedback

### 5. Checklist (centerfold)

- Copy and turn in for each course taught

### 7. FAQ? What is Assessment ?

- What is ABET and why are we doing this?
- What are PULs and how do they affect me?
- How do the University, School, Department & Assessment Committee help me in the classroom ?
- Classroom instructors role...?
- Doesn't this add work...?

### 9. LEARNING OBJECTIVES (Appendix L)

- CNT (ABET) & INTR (PUL)

### 10. LEARNING OBJECTIVES (Appendix L)

- CET (ABET) & ART (ABET)-

### 11. DEPARTMENT RESOURCES

- Faculty names & contact numbers
- Staff names & contact numbers

Supplemental Information available from the Department:

- Departmental Annual Assessment Report
- Courses and Assessment Activities per Program
- Dept. Efforts per ABET a-k and Measurable Outcomes
- ABET/PUL cross reference Matrix

## INTRODUCTION

### Why are the associate faculty involved?

As an instructor for the Department of Construction Technology (CNT) your participation in assessment activities is of great value and is needed for the department to maintain its accreditation. In fact, you, the classroom instructor, are the most important part of this process to improve student learning because you have the most impact on the students as you spend time with them in the classrooms.

Assessment is a methodology and process that documents the teaching you are already doing and provides the department, the school and eventually the University with data that will lead to and quantify improvements in student learning. Associate (Part-time) instructors teach some of our most important courses, and our departmental assessment efforts would be incomplete and inconclusive without your involvement!

This guide will clearly explain what your role is in the overall Assessment Process and provide simple instructions to lead you through the activities you will be doing as you teach.

### How to use this quick reference guide:

With this handbook you can acquaint yourself with the overall aspects of assessment at IUPUI or just concentrate on your specific responsibilities for your specific courses.

The **Implementation Schedule** will help you determine what to do as the semester progresses, depending upon where you are in the semester. Along with the checklist, it will allow you to find clarifications of each step of the implementation process.

The **Appendix** will provide the additional information needed to easily complete your activities. Appendix L- Learning Objectives for each course matches up the course you will teach to expectations of and indication of the data you will be collecting. Further explanation of Accreditation Criteria are listed on the inside front (Appendix A- ABET) and back (Appendix P- PULs) covers.

The **Supplemental Reports** provide in-depth information in tracking the progress of all courses and the progress of the department in terms of meeting the departmental goals for appropriate learning of all the accreditation criteria. They are available from the Department.

## APPENDIX L

### CET (ABET) LEARNING OBJECTIVES

CET 104	c) Improve Process f) Solve tech problems g) Communicate Effectively k) Qual, Timeliness, Imprmnt
CET 160	a) Mastery of Discipline c) Improve Process f) Solve tech problems k) Qual, Timeliness, Imprmnt
CET 231	a) Mastery of Discipline c) Improve Process g) Communicate Effectively
CET 260	f) Solve tech problems g) Communicate Effectively k) Qual, Timeliness, Imprmnt
CET 267	c) Improve Process d) Apply Creativity f) Solve tech problems g) Communicate Effectively k) Qual, Timeliness, Imprmnt
CET 312	c) Improve Process f) Solve tech problems g) Communicate Effectively
CET 350	f) Solve tech problems k) Qual, Timeliness, Imprmnt
CET 452	c) Improve Process f) Solve tech problems

### ART (ABET ) LEARNING OBJECTIVES

ART 117	f) Solve tech problems g) Communicate Effectively
ART 120	a) Mastery of Discipline k) Qual, Timeliness, Imprmnt
ART 155	d) Apply Creativity l) Responsibilities k) Qual, Timeliness, Imprmnt
ART 165	a) Mastery of Discipline e) Team member g) Communicate Effectively k) Qual, Timeliness, Imprmnt
ART 210	g) Communicate Effectively l) Responsibilities j) Be Cognizant
ART 222	a) Mastery of Discipline d) Apply Creativity e) Team member
ART 284	a) Mastery of Discipline b) Apply knowledge f) Solve tech problems
ART 285	a) Mastery of Discipline

**FAQ's:****WHAT IS ASSESSMENT ?****1. What is ABET and why are we doing this?**

The Department of Construction Technology as part of the Purdue School of Engineering and Technology is accredited by the Accreditation Board for Engineering and Technology (ABET). They set certain standards and expectations that we must meet to get and maintain our accredited status. Accreditation is the assurance to students, parents and taxpayers that our professional school, and our degrees meet standards of quality. Thus, we as a department and as a school must do what it takes to satisfy the ABET criteria. (see Appendix A inside front cover)

**2. What are PULs and how do they affect me?**

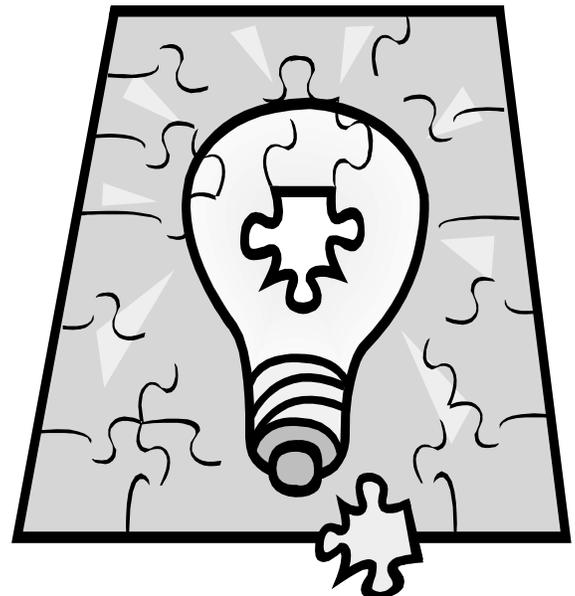
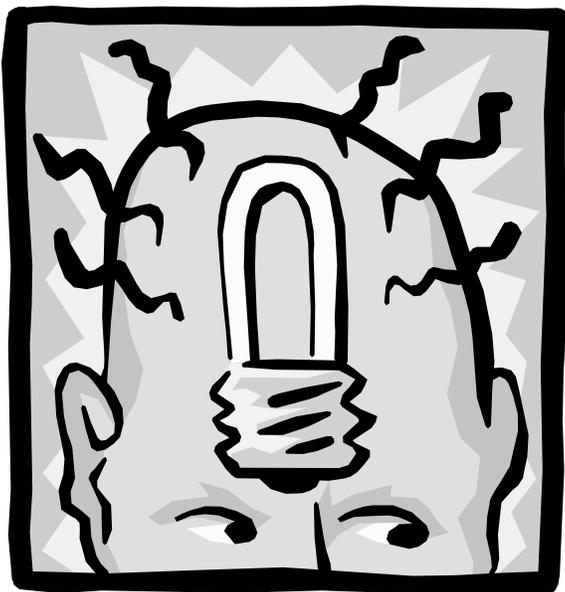
The university as a whole is accredited by the North Central Association of Colleges and Schools., IUPUI has adopted performance criteria called Principles of Undergraduate Learning (PULs). By meeting ABET criteria a-k, we can meet the PULs since they are very compatible and interchangeable. See supplemental reports for complete cross listing matrix. (see Appendix P inside back cover)

**Collecting Data, Samples and Refining Measurement Activities**

is a cooperative effort between the faculty and the department. As data is collected for each course, (and gathered to document the overall effort), the ideas from faculty for improvements in each course should result in refinement of measurement activities for all courses. As a baseline, this department measured course grades, then as a refinement measure we have begun to identify specific work for assessment activity so as to better pinpoint and target improvements to instructional objectives and scoring rubrics.

**Developing and Incorporating Improvements in the classroom**

is the ultimate goal of collecting data from student work and the part most crucial to improving student learning. Improving student learning is a continual looping process of incorporating feedback for the faculty and the department. Perhaps another work item would better indicate the student learning for the chosen objective, or maybe this work item would better measure a different objective. The department and instructor will work together for the continual improvement of process and work products to improve student learning.



## ASSESSMENT MADE SIMPLE

### CNT (ABET) LEARNING OBJECTIVES

CNT 105	g) h) j)	Communicate Effectively Pursue Lifelong Learning Be Cognizant
CNT 280	a) f)	Mastery of Discipline Solve tech problems
CNT 302	k)	Qual, Timeliness, Imprmnt
CNT 330	a) e) f) k)	Mastery of Discipline Team member Solve tech problems Qual, Timeliness, Imprmnt
CNT 341	f) k)	Solve tech problems Qual, Timeliness, Imprmnt
CNT 342	b) g) k)	Apply knowledge Communicate Effectively Qual, Timeliness, Imprmnt
CNT 347	g)	Communicate Effectively
CNT 390	g)	Communicate Effectively
CNT 447	a) e) h) l)	Mastery of Discipline Team member Pursue Lifelong Learning Responsibilities
CNT 470	a) e) f)	Mastery of Discipline Team member Solve tech problems
CNT 494	a) b) f) g)	Mastery of Discipline Apply knowledge Solve tech problems Communicate Effectively

### INTR (PUL) LEARNING OBJECTIVES

INTR 103	1a,c,e	Communication
INTR 124	1a, 2a	Communication Critical thinking
INTR 125	1a	Communication
INTR 151	1b,e	Communication
INTR 202	1a,d,e	Communication
INTR 204	1b 2e	Communication Critical thinking
INTR 224	1c 2e 4c	Communication Critical thinking Intellectual depth
INTR 225	1c 2c 4c	Communication Critical thinking Intellectual depth
INTR 226	1c 2a,c 4c	Communication Critical thinking Intellectual depth
INTR 228	2a 3 4a,b,c 5 6	Critical thinking integration Intellectual depth society ethics
INTR 252	1b,d,e 2d	Communication Critical thinking
INTR 253	1a,b	Communication

## A BEGINNER'S GUIDE

### IMPLEMENTATION SCHEDULE

#### for the classroom instructor

#### Review and Understand Assessment Expectations

Prior to starting classes-

- Handbook distributed to PT faculty
- Determine ABET learning objectives each class is responsible for and include on syllabus
- Review and understand ABET objectives
- Determine work item/s to use to measure the objective
- Review checklist (see pg 5 & 6)

#### Include Assessment Concepts into Coursework

Weeks 1 & 2 .

- Discuss with students the ABET objectives a-k as listed on syllabus
- Explain assessment process to students

Weeks 3-14

- Develop Instructional Objectives for CNT courses and work item/s to be assessed
- Assign and collect work items and data for each objective
- Revise and improve student learning based on data collected

#### Document Assessment Activities

Weeks 15 & 16

- Record data collected on checklist pg 5&6 (to be turned in with final grades)
- Save instructional materials that demonstrate assessment activities
- Save work items that demonstrate assessment activities

#### Improvements to Student Learning

Entire course

- Develop improvement strategies based on assessment information

## Appendix A Learning Objectives

### ABET CRITERIA

- a) Demonstrate an appropriate **mastery** of the knowledge, techniques, skills and modern tools of their discipline
- b) **Apply current knowledge** and adapt to emerging applications in mathematics, science, engineering and technology
- c) **Conduct, analyze and interpret experiments** and apply experimental results to improve processes
- d) **Apply creativity** in the design of system, components or processes appropriate to program objectives
- e) Function effectively on **teams**
- f) Identify, analyze and **solve technical problems**
- g) **Communicate effectively**
- h) Recognize the need for and possess the ability to pursue **lifelong learning**
- i) Understand professional, ethical and **societal responsibilities**
- j) Recognize contemporary professional, **societal and global issues** and be aware of and respect diversity
- k) Have a commitment to **quality, timeliness** and continuous **improvement**

See Supplemental Information for more details about TAC-ABET Criteria

## Appendix P Learning Objectives

### PUL CRITERIA

1. **Core Communications and Quantitative Skills.** The ability of student to write, read, speak, and listen; perform quantitative analysis; and use information resources and technology.
2. **Critical Thinking.** The ability to analyze complex issues and make informed decisions from multiple perspectives.
3. **Integration and Application of Knowledge.** The ability to use information and concepts from studies in multiple disciplines in their intellectual , professional and community lives.
4. **Intellectual Depth, Breath and Adaptiveness.** The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.
5. **Understanding Society and Culture.** The ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.
7. **Ethics and Values.** The ability of students to make judgments with respect to individual conduct, citizenship and aesthetics

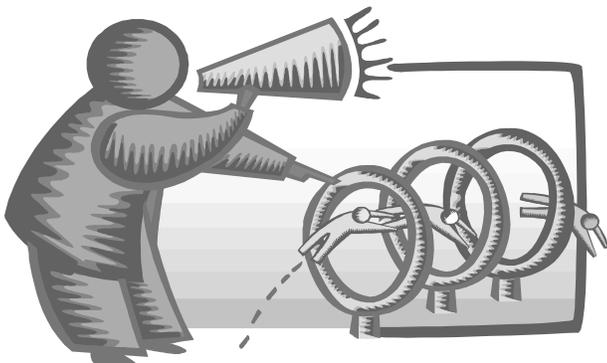
See supplemental Information for more details about PUL Criteria

## OVERVIEW : ASSESSMENT PROCESS

The role of the Department, faculty and students is to work together to understand the process of assessment and participate in the goal of documenting any improvements in student learning. The Construction Technology Department's role is to establish the methodology of assessment and to provide the necessary guidance to all faculty towards each course meeting the PUL and ABET goals for improving student learning. The faculty gather the data from scored (graded or otherwise evaluated) work from their courses and incorporate any improvements (generated from this data) into their courses. The students participate by providing the work or survey data that is assessed.

**Teach, Practice, Test and Improve-** This process underscores the basic assessment axiom that the instruction process is essential to improving student learning. Students learn best by completing this cycle and having the opportunity to use faculty feedback to improve their understanding of the knowledge and skills they are learning. Assessment data should come from subject matter that is adequately taught, practiced with faculty input, tested as to retention and then evaluated with feedback given so misunderstandings are not repeated.

Clear and useful instructional objectives and evaluative feedback are as important as telling the students what they are learning and why they need to learn it. Students are expected to learn from the evaluation (i.e. scoring) of their work, and be able to apply what they learned (either in this course, the next course or in work-related situations).



### 3.How do the University, the School and my department help me do assessment in my classroom ?

Overall goals, objectives and assessment strategies and methodologies are discussed and worked out in committees at these various levels. Clarifications of issues and strategies that are working for other schools and departments are discussed and shared. Many of the conceptual strategies and methodologies are developed at these levels so that the assessment work in the classroom can focus on student learning.

### 4.What is the classroom instructor's role in the assessment process?

It is the job of the classroom instructor to make sure that the ABET a-k learning objectives attributed to that course are appropriately taught and learned by the students and, if not, to refine instruction to increase student learning of those objectives. In order to document this learning the instructor collects data from scored work and saves teaching materials and student work which will be collected from all instructors at the end of the semester.

### 5.Doesn't this add more work to an already busy instructor?

You are already improving student learning with every class you teach. This assessment process will serve to document your good teaching in a way that ABET accepts. You are already providing well thought out instructions for your assignments and giving grades to evaluate student work. The only additional documentation consists of turning in scores (on the checklist pages 5& 6) from specific work items (scoring that you would have already done as part of your grading process) in addition to the final grades. Also with this emphasis on improving student learning, there will be increased discussions and thus dispersal of best practices, tips, and innovative ideas between full time and associate faculty.

# CONSTRUCTION TECHNOLOGY ASSESSMENT CHECKLIST

complete this page for each course taught, turn in with final grade roster

Check box

**IDENTIFY ALL ABET AND PUL LEARNING OBJECTIVES** on syllabus-  
(Refer to list Appendix L- handbook pages 9 & 10 ; and cross reference matrix )  
attach syllabus and write in **the** ABET letter or PUL number being assessed

write in here

**INCLUDE SPECIFIC COURSE OBJECTIVES** listed on syllabus  
Write in how many you listed

write in here

**INDICATE WORK ITEM USED TO ASSESS STUDENT WORK**  
circle work item that best measures the ABET/PUL learning objective listed above

Computer assignment	CA	Lab Report	LR	Research Paper	RP
Final Exam(Compre)	FX	Oral Presentations	OP	Service Learning	SL
Group Semester Project	GPJ	Portfolio	P	Text/essay Homework	TH
Indiv. Semester Project	IPJ	Project Board	PJB	Text/Essay Quiz	TQ
Internship Report	IR	Prob. Solving or Drawing Homework	PSH	Text/Essay Exam	TX
Journal	J	Problem Solving or Drafting Quiz	PSQ		
Lab Group	LG	Problem Solving or Drafting Exam	PSX		

**INDICATE TEACHING METHOD USED for this work item**  
Indicate by Circling: Lab, Lecture, Collaborative, Service Learning or ?

write in here

**PROVIDE INSTRUCTIONAL OBJECTIVES** for the work item  
Attach copy of teaching materials used to prepare students for this work item

**PROVIDE SCORING/EVALUATION CRITERIA**  
Attach copy of the scoring rubric/criteria used to score the work item

**PROVIDE STUDENT EXAMPLE WORK PRODUCTS**  
Attach 3 examples of scored work items (evaluation included); include poor, fair and good

**CALCULATE WORK ITEM DATA** using the following formula DATA =  
( no. of. students evaluated as above ave. to the total no. of students in class) \_\_\_\_\_ of \_\_\_\_\_  
above ave. total

**CALCULATE COURSE GRADE DATA** using the following formula DATA=  
( no. of students evaluated as above ave. to the total no. of students in class) \_\_\_\_\_ of \_\_\_\_\_  
above ave total

**IMPROVEMENTS FOR NEXT TIME YOU TEACH THIS COURSE**  
Generate comments/ ideas (write here or on the back) Or attach revisions

\_\_\_\_\_ semester as taught by \_\_\_\_\_ Course name and # \_\_\_\_\_





**Can you answer  
these questions  
about your  
courses?**

1. "What will Student Smith know and be able to do by the end of your course?"
2. "How will Student Smith learn these things?"
3. "After completing your course, what evidence could you and Student Smith provide the parent or the employer to demonstrate that Student Smith knows and can do the things you told them she would learn?"
4. "Have you and your colleagues looked collectively at the work of Student Smith and the entire class to see what, in general, they know and can do? And if so what do your findings imply about your teaching?"
5. "Are there additional implications of your findings for assessment at the departmental level?"

**A Beginner's  
Guide for  
Associate  
Faculty in the  
Department  
of  
Construction  
Technology**

**A  
S  
S  
E  
S  
S  
M  
E  
N  
T**



**MADE  
SIMPLE**



**PRAC Presentation**  
**I.U. Kelley School of Business**  
**January 9, 2002**

1. Introductions and assessment background:

- a. Current committee
- b. Committee's origin: 4 – 5 years
- c. Other pertinent historical items:
  - PULs included w/course syllabus, discussed by a few faculty
  - Eport pilot project
  - ETS Business Skills test
  - Several faculty have changed, added, or eliminated courses as a result of their own 'informal' assessment of their course' effectiveness. Also based on student and corporate feedback, industry trade journals, certification requirements, etc.)

2. Assessment Goals Agreement – April 2001

- a. Goals & outcomes – most faculty have been given a summarized list of discipline-specific goals stated in their syllabus to update. Then they will identify how they will measure these outcomes for their programs first, and later for their respective courses.
- b. Nationally-normed tests- 1<sup>st</sup> effort was instructive but with poor results. We've emailed 20+ other business schools and will incorporate their responses in our recommendations to the UGPC. Our faculty will be asked to review questions for the 2002 exam, and we will most likely add supplemental questions for this spring's test.
- c. Student electronic portfolios - minimally effective for storing and focusing attention on improvements in writing skills, but has much greater potential. Project put on hold due to changing textbooks in one class, and pending resolutions to security, access, and other utilization issues.
- d. Greater survey use- plan on greater use of the IMIR survey data, and will supplement several going to our alumni, employers and students with targeted questions. We plan to survey employers of our students by phone this spring, under the guidance of our marketing faculty.

3. Excellent Accounting Faculty sample:

- As part of a group, this faculty member:
- Analyzed the learning needs of upper level courses. Changed the content and challenge of lower level courses to better meet these needs.

- Gathers statistical data on student performance: scores, means, and changes over time
- Involves part-time faculty in analyzing/surveying the effectiveness of courses and his effectiveness in the management of the courses.

Because of these changes, they can now boast of:

- Higher number of students getting A's than ever before.
- Through the use of new computer technology, students are learning more material and in more depth than ever before.
- The standards for getting A's have been raised, and still many students are meeting the challenge!

#### 4. Focused summary of our efforts: **What have we learned from doing assessment?**

- Still too early to tell what we've learned. Late & slow start.
- Good students do better; average or poor students seem to not improve as significantly
- Cant significantly affect student motivation levels to excel (ETS & accounting)
- ETS testing requires a lot of planning. Difficult to do w/any credibility on a 'volunteer' basis. Generated some GREAT discussions about:
  1. Should we use this test?
  2. To whom should our school be compared?
  3. Are the test questions relevant to what we feel should be taught?
  4. Should we add different, more relevant or discipline-specific questions?
- Pilot ETS test experience also told us our students may not be motivated enough to volunteer and prepare for a major test, and be expected to do well. They need considerable 'prodding'!! Learning from other schools was certainly necessary!

#### **What have you changed as a result of your assessment?**

- Re-affirmed our commitment to using technology
- Made improvements in the treatment and support of part-time faculty relative to grading exams, compensation for various things and use of computer technology
- Several courses and programs have been reviewed or changed

#### **What needs to be done to encourage more faculty and student involvement in assessment?** At KSB,

- Faculty and students need to be given more and clearer examples of how and where assessment programs are "making a difference".
- There needs to be a LOT more promotion and explanation of assessment-related activities, in and out of class.
- Faculty need to point out classroom and/or homework activity that support assessment goals.

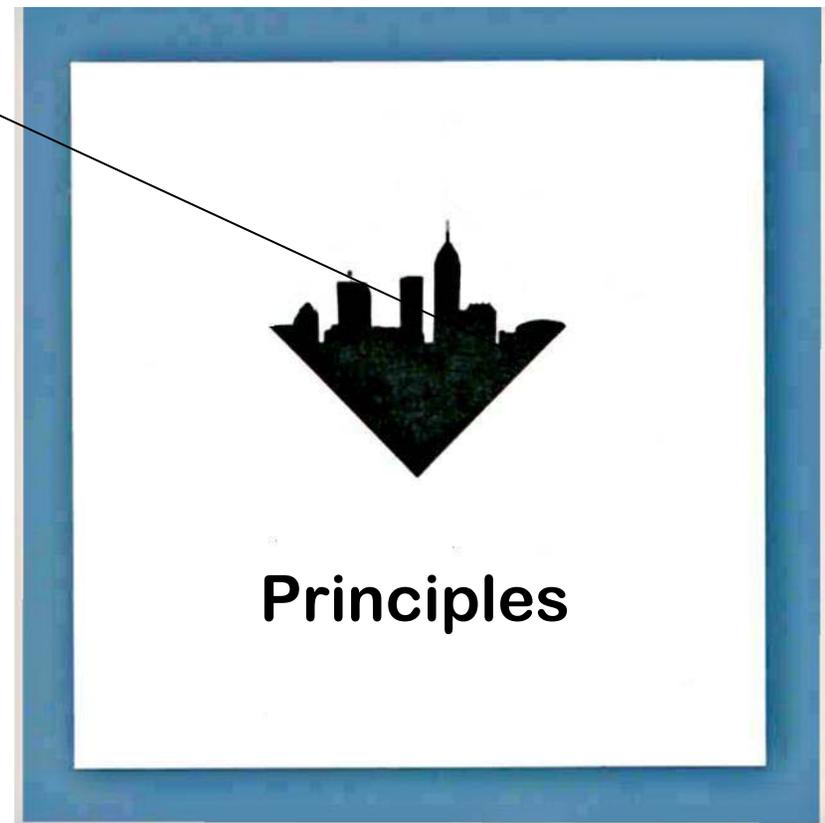
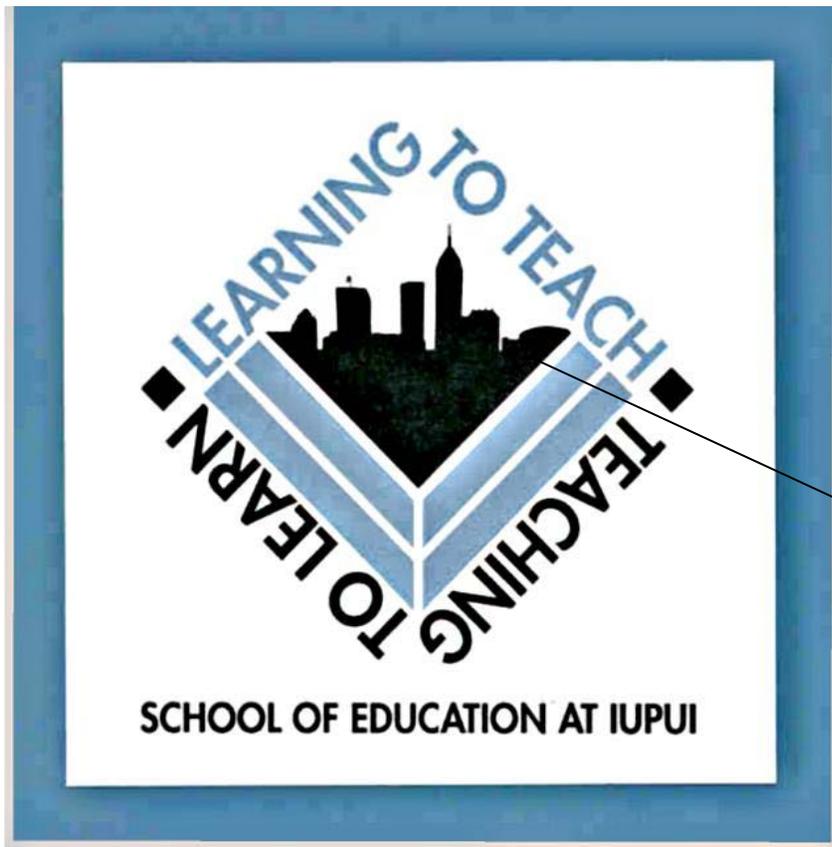
**I.U. Kelley School of Business – Indianapolis**  
**Overall Assessment Goals**  
**As of April 2001**

The assessment committee came to the conclusion that unless the school sets explicit goals for undergraduate student achievement and for the curriculum, and measures results against them, assessment will amount to no more than comparing ourselves against standards set by others. Therefore, the committee proposes the following objectives for undergraduate KSB-I assessment for faculty approval:

1. **Identification of goals and student learning outcomes** – our faculty should commit to establishing objectives and measurable learning outcomes for students, for the curriculum as a whole, and for each major. Guidelines will be provided. These goals will evolve over time, but it seems reasonable that an initial plan could be pulled together by the middle of the fall 2001 semester for each major.
2. **Nationally-normed tests** - KSB-I will use the ETS Major Field Achievement Test in Business. For what it's worth, these tests will tell us how we compare nationally in teaching functional knowledge of business skills.
3. **Student Electronic Portfolios** – These are collections of work samples that illustrate technical business proficiency and communication skills, showing how students have progressed during their undergraduate careers. They may be good review material for prospective employers. To make these meaningful, the faculty should begin to give occasional assignments that students can add to their cumulative electronic portfolios.
4. **Improved feedback via surveys** – to better gauge employers' satisfaction with our students and with our graduates, we will begin better use of current campus surveys, both general and focused, to identify employers' perceived strengths and weaknesses of our school. Additional surveys will be designed and implemented over time as we assess our gaps in 'feedback knowledge'.



SCHOOL OF EDUCATION AT IUPUI



**IPSB  
Content  
Standards**

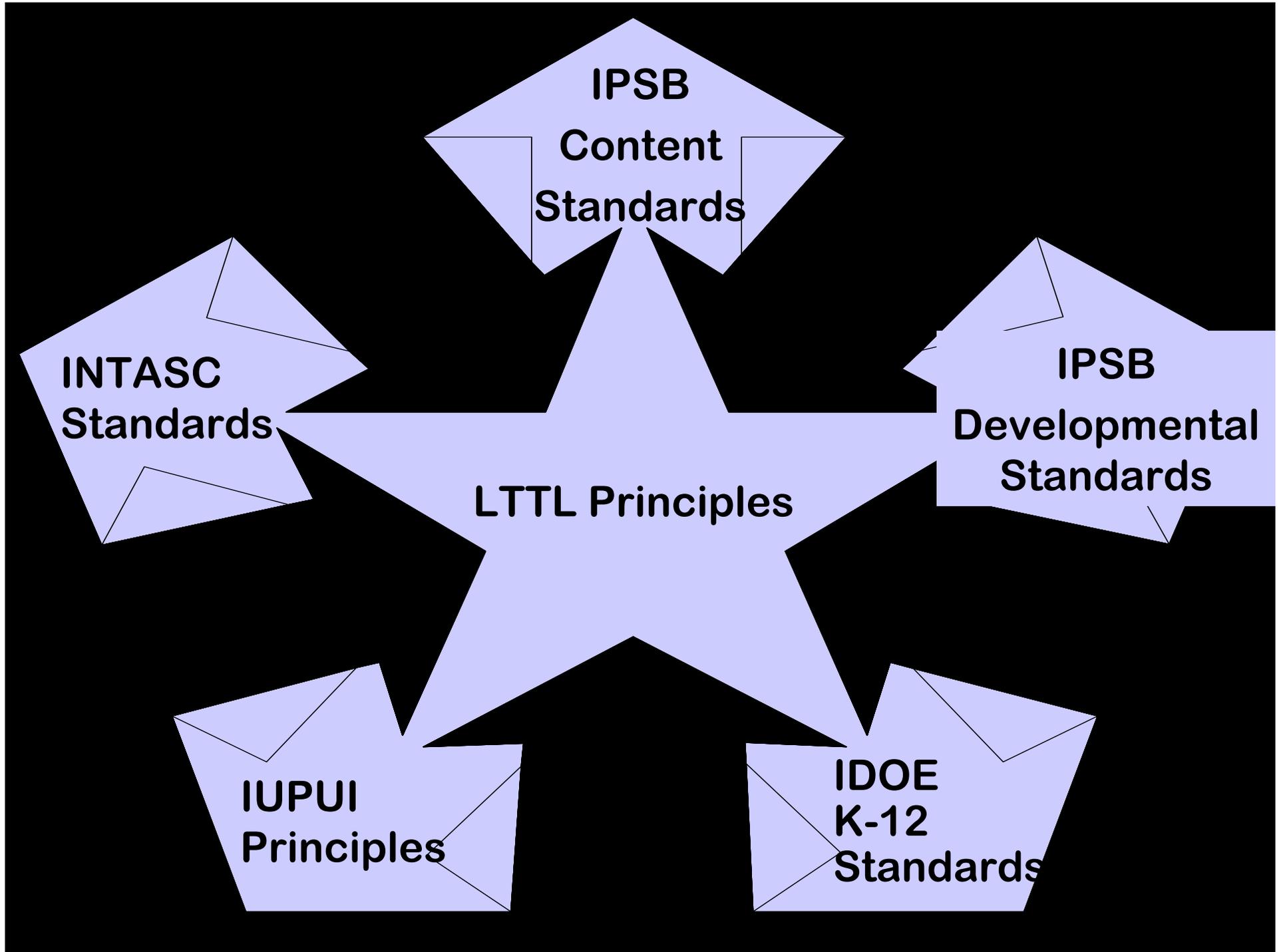
**IPSB  
Developmental  
Standards**

**INTASC  
Standards**

**LTTL Principles**

**IUPUI  
Principles**

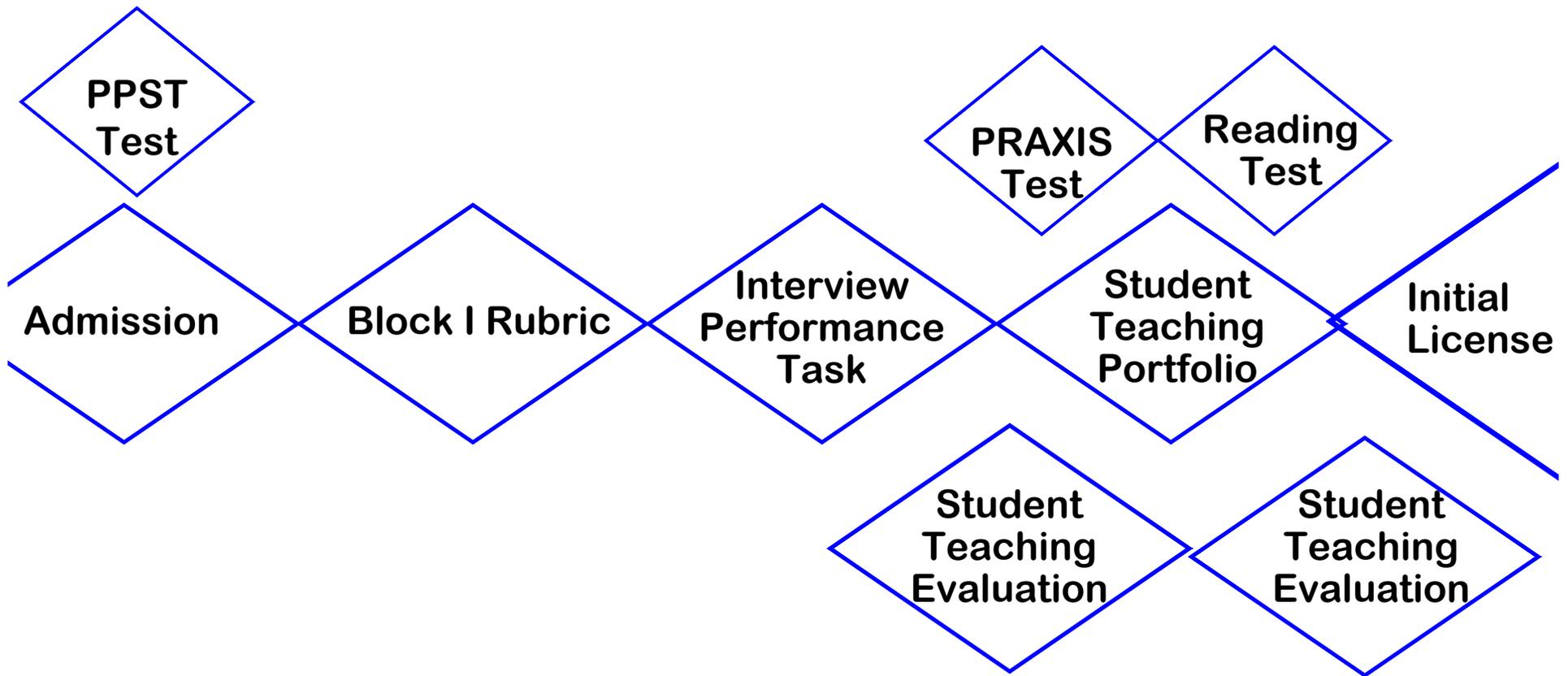
**IDOE  
K-12  
Standards**



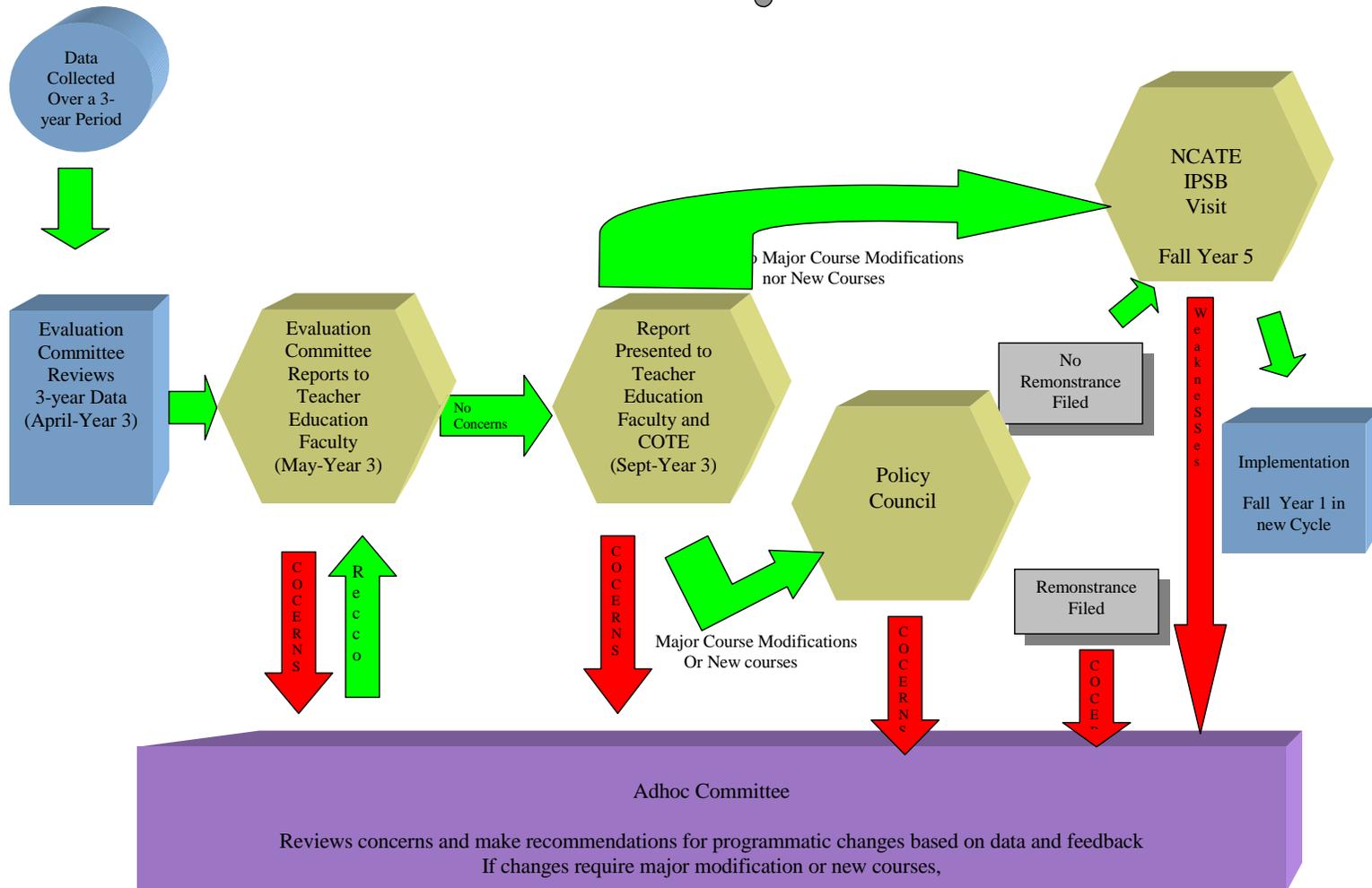
## LTTL Principles

- 1: Conceptual Understanding of Core Knowledge**
- 2: Reflective Practice**
- 3: Teaching for Understanding**
- 4: Passion for Learning**
- 5: Understanding School in Context of Society and Culture**
- 6: Professionalism**

# Student Assessment System



# Five-Year Summative Program Evaluation Plan



# DEMO VERSION!!

## Main Menu

Current Assessment Term - 001



### Block I Assessment Prototype

#### Block I Assessment

- Selection By Individual Student
- Selection By Program

#### Employee

- View / Edit An Employee
- New Employee

#### Student Information

- View / Edit A Student
- New Student

#### Reports

- Overall Block I Assessment Summary (Negative Indicators Only)
- Individual Block I Assessment Summary (Negative Indicators Only)
- List of Students With Negative Indicators

Allen, Shannon

Close

Student Information Semester Courses Course History Assessment Summary Comments

<b>Student ID</b>	<input type="text" value="313028046"/>	<b>Birth Date</b>	<input type="text"/>	<b>Student Type</b>	<input type="text"/>				
<b>Last Name</b>	<input type="text" value="Allen"/>	<b>Sex</b>	<input type="text" value="F"/>	<b>Student Status</b>	<input type="text"/>				
<b>First / Middle</b>	<input type="text" value="Shannon"/>	<b>Citizenship</b>	<input type="text"/>	<b>Program Type</b>	<input type="text"/>				
<b>Email</b>	<input type="text" value="sharalle@iupui.edu"/>	<b>Ethnic</b>	<input type="text"/>	<b>Start Term</b>	<input type="text" value="001"/>				
				<b>GPA History</b>	<table border="1"> <thead> <tr> <th>Term</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Term	GPA		
Term	GPA								

Rae's Program Categorization:

Current Address

Curr Add

Street

City

State

Zip

Phone

Permanent Address

Perm Add

Street

City

State

Zip

Phone

Active Status

Status

Date

Comment

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

**Allen, Shannon**

Assessment Summary    Knowledge and Habits of Mind    Written and Oral Communication

Interaction with Teachers and Students    Disposition and Professional Behavior

Positive Indicator		Negative Indicator	
1	Establishes good rapport with teachers and students.	<input type="radio"/>	Shows little aptitude for building rapport with teachers and students.
2	Comes to field placement experiences prepared with plans and resources.	<input checked="" type="radio"/>	Comes to field placement experiences unprepared.
3	Takes the initiative to ask questions and help where needed in the classroom or school.	<input checked="" type="radio"/>	Takes little initiative to become involved in the classroom or school.
4	Demonstrates enthusiasm for teaching and seeks success for all students.	<input checked="" type="radio"/>	Very tentative about teaching and easily frustrated by students.

**Comments:** This is Interaction with Teachers and Students comments.

Form View    FLTR    NUM

**Student Assessment Database - DEMO VERSION - [Block I Assessment]**

File About

**Allen, Shannon**

Assessment Summary    Knowledge and Habits of Mind    Written and Oral Communication

Interaction with Teachers and Students    Disposition and Professional Behavior

	Positive Indicator		Negative Indicator	
1	Focuses on the positive.	<input checked="" type="radio"/>	Complains. Blames problems on others.	<input type="radio"/>
2	Makes adjustments as necessary.	<input checked="" type="radio"/>	Struggles with interruptions and changes.	<input type="radio"/>
3	Works well with different personalities and cultural backgrounds.	<input checked="" type="radio"/>	Occasionally displays negative attitude, bias and/or prejudice.	<input type="radio"/>
4	Appreciates multiple perspectives.	<input checked="" type="radio"/>	Prioritizes personal perspective.	<input type="radio"/>
5	Willing to give and receive help.	<input checked="" type="radio"/>	Not attuned to the needs of others or open to constructive feedback.	<input type="radio"/>
6	Commits to being in class. Takes responsibility for making up work.	<input checked="" type="radio"/>	Misses 3 or more days worth of classes. Makes little effort to make-up work.	<input type="radio"/>
7	Commits to being on time.	<input checked="" type="radio"/>	Not consistent about being on time.	<input type="radio"/>
8	Meets deadlines.	<input checked="" type="radio"/>	Turns in late assignments.	<input type="radio"/>
9	Has good organization.	<input checked="" type="radio"/>	Lacks effective organization.	<input type="radio"/>
10	Neatly, appropriately dressed.	<input checked="" type="radio"/>	Grooming or dress is often inappropriate.	<input type="radio"/>

**Comments:**

Form View    FLTR    NUM

Close

View Student

Student Assessment Database - DEMO VERSION - [Block I Assessment]

File About

**Allen, Shannon**

Assessment Summary    Knowledge and Habits of Mind    Written and Oral Communication

Interaction with Teachers and Students    Disposition and Professional Behavior

Positive Indicator		Negative Indicator	
1	Establishes good rapport with teachers and students.	<input type="radio"/>	Shows little aptitude for building rapport with teachers and students.
2	Comes to field placement experiences prepared with plans and resources.	<input checked="" type="radio"/>	Comes to field placement experiences unprepared.
3	Takes the initiative to ask questions and help where needed in the classroom or school.	<input checked="" type="radio"/>	Takes little initiative to become involved in the classroom or school.
4	Demonstrates enthusiasm for teaching and seeks success for all students.	<input checked="" type="radio"/>	Very tentative about teaching and easily frustrated by students.

**Comments:** This is Interaction with Teachers and Students comments.

Form View    FLTR    NUM

**Student Assessment Database - DEMO VERSION - [Block I Assessment]**

File About

**Allen, Shannon**

**Interaction with Teachers and Students**      **Disposition and Professional Behavior**

**Assessment Summary**      **Knowledge and Habits of Mind**      **Written and Oral Communication**

**Overall Rating**  
 Yes   No   Conditional  
     

**Term** 001      **Evaluators** Adamson, Susan  
 Berghoff, Beth  
 Hart, Stuart  
 Sebecki, Sally

**Date** 11/24/2000      **Counseling Faculty** Sebecki, Sally

**Overall Summary**  
 These are overall summary notes for this student. We think the student is no doing as good a job as could be expected.

**Counseling Notes/Plan**  
 These are counseling notes for this student. We need to add a number of comments to see how this will print out on the report, however, I have nothing else to say, thus I'll repeat this: These

Assessment Category	Negative Indicators	Comments
Knowledge and Habits of Mind:	1; 4; 5; 7	This is Knowledge and Habits of Mind comments.
Written and Oral Communication:	1	This is Written and Oral Communication comments.
Interaction with Teachers and Students:	1	This is Interaction with Teachers and Students comments.
Disposition and Professional Behavior:	None	This is Disposition and Professional Behavior comments.

Form View      FLTR      NUM

Student Assessment Database - DEMO VERSION - [rptIndividualBlockAssessmentSummary : Report]

File About

100% Close

## Block I Individual Assessment Category Negative Indicator Summary

# Kathryn Backe

**Student ID:** 309949178  
**Term:**  
**Assessment Date:**  
**Overall Summary:**  
**Counseling Notes:**  
**Counseling Faculty:**

### Knowledge and Habits of Mind

**Summary:**

**Negative Indicator Breakdown**

Indicator No.	Negative Rating	Negative Indicator Description
1		Demonstrates some gaps or misconceptions about central concepts and content of the block.
2		Lacks essential prerequisite knowledge.
3		Avoids or lacks development as a critical thinker. Shows little depth in reflections.
4		Frequently inattentive or overly self-centered in class.
5		Disrespectful of peers or instructors.
6		Careless about assignments and preparation for class.
7		Misjudges personal strengths or weaknesses when self-assessing.

Page: 1

You opened this from the Block I Assessment screen. Close to return to the Block I Assessment screen.

NUM

## Block I Assessment Category Negative Indicator Summary

Monday, January 22, 2001

### Knowledge and Habits of Mind

6 Student(s) With Negative Indicators

Student	Negative Indicator Number(s)	Counseling Faculty
1_Blowowski, Joseph	2; 3; 4; 5; 6; 7	Adamson, Susan
Allen, Shannon	1; 4; 5; 7	Sebecki, Sally
Barkdull, Alisa	1; 5	Houser, Linda
Birch, Thomas	1	Somers, John
Davis, Daniel	2	Berghoff, Beth
Mitchell, Michael	1	Berghoff, Beth

### Negative Indicator Breakdown

Indicator No.	Student Total	Negative Indicator Description
1	4	Demonstrates some gaps or misconceptions about central concepts and content of the block.
2	2	Lacks essential prerequisite knowledge.
3	1	Avoids or lacks development as a critical thinker. Shows little depth in reflections.
4	2	Frequently inattentive or overly self-centered in class.
5	3	Disrespectful of peers or instructors.
6	1	Careless about assignments and preparation for class.

### Negative Indicator Student List

Term: 001

Monday, January 22, 2001

Student	Knowledge Negative Indicators	Written Negative Indicators	Interaction Negative Indicators	Disposition Negative Indicators
1_Blowowski, Joseph	2; 3; 4; 5; 6; 7	None	4	3; 4; 5; 6; 7; 8; 9; 10
Allen, Shannon	1; 4; 5; 7	1	1	None
Barkdull, Alisa	1; 5	1	None	None
Barrick, Carmen	None	2	3	2; 4
Birch, Thomas	1	None	None	None
Brown, Angela	None	None	2; 3	3
Davis, Daniel	2	2	2	None
Mitchell, Michael	1	None	None	None

Baker, Karen

Close

Student Information Semester Courses Course History Assessment Summary Comments

	Yes	No	Conditional	Term	Date	Score	Summary
<b>Block I Rubric</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>		
<b>Block II Performance Task</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<b>Student Teaching Portfolio</b> <input type="button" value="View Student Teaching Portfolio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>		

Record: 1 of 1 (Filtered)

You opened this from the Block I Assessment screen. Close to return to the Block I Assessment screen.

NUM

# What Have We Learned ?

- 1. Making dramatic changes in a program, while difficult for all concerned, has been beneficial.**
- 2. Good formal assessment is time consuming, complicated and requires the effort and commitment of all.**
- 3. Performance-based assessment has proven to be a more valid and meaningful approach to determining students' knowledge, skills, and dispositions**

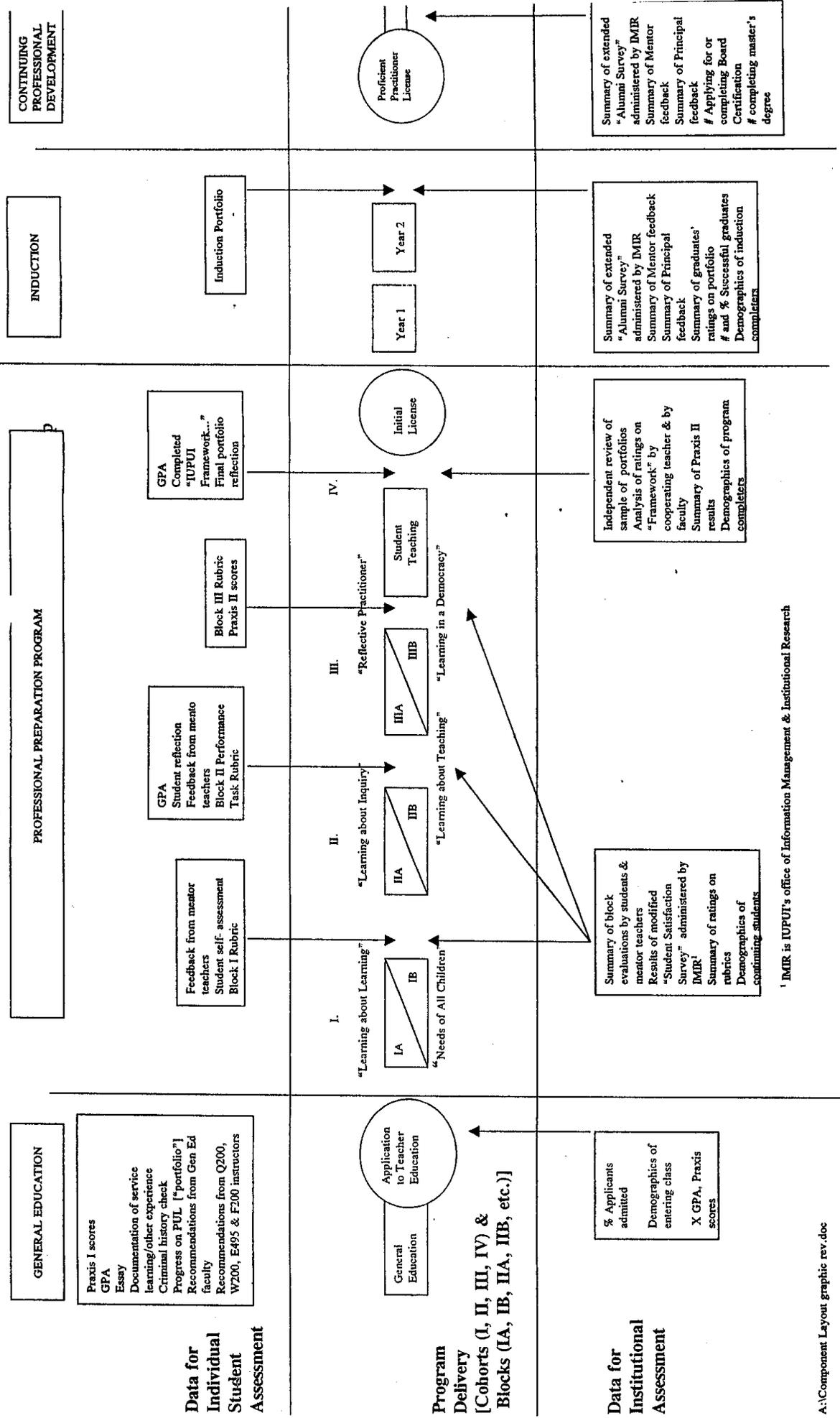
# What Have We Changed?

- Sequencing
- Blocking
- Expansion of Field Experience Opportunities
- Course & Field Experience Integration
- Program Course Requirements
- Student Assessment External to the Courses

# What Still Needs To Be Done?

- Better Training of Assessors to Insure Reliability
- Continual Revision of Assessment Instruments
- Better Integration of Course Assignments Across Blocks
- Improving Communications with Other Campus Units.
- Apply What We Have Learned to Graduate Programs.

Figure 1: UAS Schematic



<sup>1</sup> IMIR is IUPUI's office of Information Management & Institutional Research

# **IUPUI *Learning to Teach/Teaching to Learn***

## **Block II Performance Task - Secondary**

### **To the Intern:**

This performance task is designed to assess your ability to analyze a student's conceptual knowledge. You will demonstrate that you can engage a learner in a two-way conversation that allows you to assess his or her grasp of a concept in your area of certification or specialization. You will also show that you can identify good follow-up experiences for the learner and self-assess your own effectiveness as an interviewer.

This task should be completed during the last 6 weeks of Block IIb and submitted at the Student Services window before 12 noon of the last day of classes.

Use white paper, one-inch margins, 12-point font, and double-spacing. Prepare a cover sheet with the title Block II Performance Task, your name, your student identification number, and the date. Staple the packet. No notebooks or folders, please.

The School of Education is in the process of developing a reliable scoring rubric for this task and will retain all submissions to help with development work. Because this is a pilot assessment, no scores will be reported to students.

School of Education faculty will assess performance tasks during finals week. An intern who fails to submit a task or to demonstrate the expected skills will lose eligibility to continue in Block III.

### **Steps to Follow:**

---

- Choose a student who is likely to be responsive and secure permission to tape record your conversation about a concept in your area of certification or specialization. (Please do not interview someone from your own family.)
- Select a topic or concept in your area of certification or specialization from the Indiana Academic Standards. Make sure this topic or concept is age appropriate for the student with whom you are working.
- Identify an activity dealing with the topic or concept you have selected (e.g. demonstration, reading, problem, discussion, etc.) which will engage the student in a dialogue.
- Sit in quiet area so you can audio-tape your interaction.
- Present the activity to the student. Engage in a discussion with the student to determine his/her level of understanding of the topic or concept presented in the activity. Tape record your dialogue with the student.

- Listen to the tape and determine which segments are most significant. Transcribe two pages of the conversation. Use I: (Intern) and S: (Student) to identify the speakers. Please do not use names.

### **Preparing the performance task packet:**

---

Write an analysis of the conversation with the learner using the headings and questions below to organize and guide your reflection (12 pt., double spaced). Please be concise.

#### The Student and Context:

Include age and grade, gender, setting, your professional relationship to the student, and any other important information. (Do not include the student's name.)

#### The Concept and Learning Activity:

Explain the concept or topic you selected for this exercise. Explain the activity you selected. What did you predict you would learn from the child while doing the activity?

#### Analysis of the Student's Grasp of the Concept/Topic:

Draw on what you have read and experienced in Block I and Block II classes to analyze the student's actions and comments. What understandings has the child constructed? (Use quotes from the transcript or observations to provide specific support for your assessment of the child.) What is confusing or missing in the child's thinking about the concept? What are the strengths of the child's thinking? Was the activity developmentally appropriate? How do you know? Which theories of learning can you use to explain what you have observed?

#### Curricular Implications:

What would you do next with this student to help extend or develop the target concept/topic? Why? Do you have follow-up questions or predictions to check? Have any of your own ideas about the concept under consideration changed as a result of this activity?

#### Evaluation of the Interview:

Assess the quality of your engagement with the student and your effectiveness as an inquirer attempting to understand the student. Does the interview yield meaningful insight into the learner? What do you think is missing? What can you observe about your own strengths and weaknesses as an interviewer? Do you see any missed opportunities when you reflect on the interview?

#### Appendix:

**Interview Transcript**  
**Student Work**



## **IUPUI Learning to Teach/Teaching to Learn Block II Performance Task**

### **To the Intern:**

This performance task is designed to assess your ability to analyze a child's conceptual knowledge. You will demonstrate that you can engage a learner in a two-way conversation that allows you to assess his or her grasp of a mathematical concept. You will also show that you can identify good follow-up experiences for the learner and self-assess your own effectiveness as an interviewer.

This task should be completed during the last 6 weeks of Block IIb and submitted at the Student Services window before 12 noon of the last day of classes. (12-11-00, 4-30-01)

Use white paper, one-inch margins, 12 point font, and double-spacing. Prepare a cover sheet with the title Block II Performance Task, your name, your student identification number, and the date. Staple the packet. No notebooks or folders, please.

The School of Education is in the process of developing a reliable scoring rubric for this task and will retain all submissions to help with development work. Because this is a pilot assessment, no scores will be reported to students.

School of Education faculty will assess performance tasks during finals week. An intern who fails to submit a task or to demonstrate the expected skills will lose eligibility to continue in Block III.

### **Steps to Follow:**

---

- Choose a child who is likely to be responsive and secure permission to tape record your conversation about a mathematical concept. (Please do not interview your own children.)
- Plan a specific mathematics activity as an entry point into the interview. Choose an activity that will help you discover how the child thinks about a particular concept. Choose a concept that is appropriate to the age and experience of the child. For example, you might want to know what a student understands about counting, multiplication, or volume.
- Engage the child in a conversation while doing the activity. Probe the child's understanding with questions and problems. This is not a teaching exercise, but an assessment interview. You want to understand the child's grasp of the concept you have chosen. Tape-record your interactions with the learner.

- Listen to the tape and determine which segments are most significant. Transcribe two pages of the conversation. Use I: (Intern) and C: (Child) to identify the speakers. Please do not use names.

## **Preparing the performance task packet:**

---

Write an analysis of the conversation with the learner using the headings and questions below to organize and guide your reflection. Please be concise.

### **The Student and Context:**

Include age and grade, gender, setting, your professional relationship to the student, and any other important information. (Do not include the student's name.)

### **The Concept and Learning Activity:**

Explain the mathematical concept you are interested in assessing. Why did you select this concept for this student? Explain the activity you selected. What did you predict you would learn from the child while doing the activity?

### **Analysis of the Child's Grasp of the Concept :**

Draw on what you have read and experienced in Block I and Block II classes to analyze the child's actions and comments. What understandings has the child constructed? (Use quotes from the transcript or observations to provide specific support for your assessment of the child.) What is confusing or missing in the child's thinking about the concept? What are the strengths of the child's thinking? Was the activity developmentally appropriate? How do you know? Which theories of learning can you use to explain what you have observed?

### **Curricular Implications:**

What would you do next with this student to help extend or develop the target concept? Why? Do you have follow-up questions or predictions to check? Have any of your own ideas about the concept under consideration changed as a result of this activity?

### **Evaluation of the Interview:**

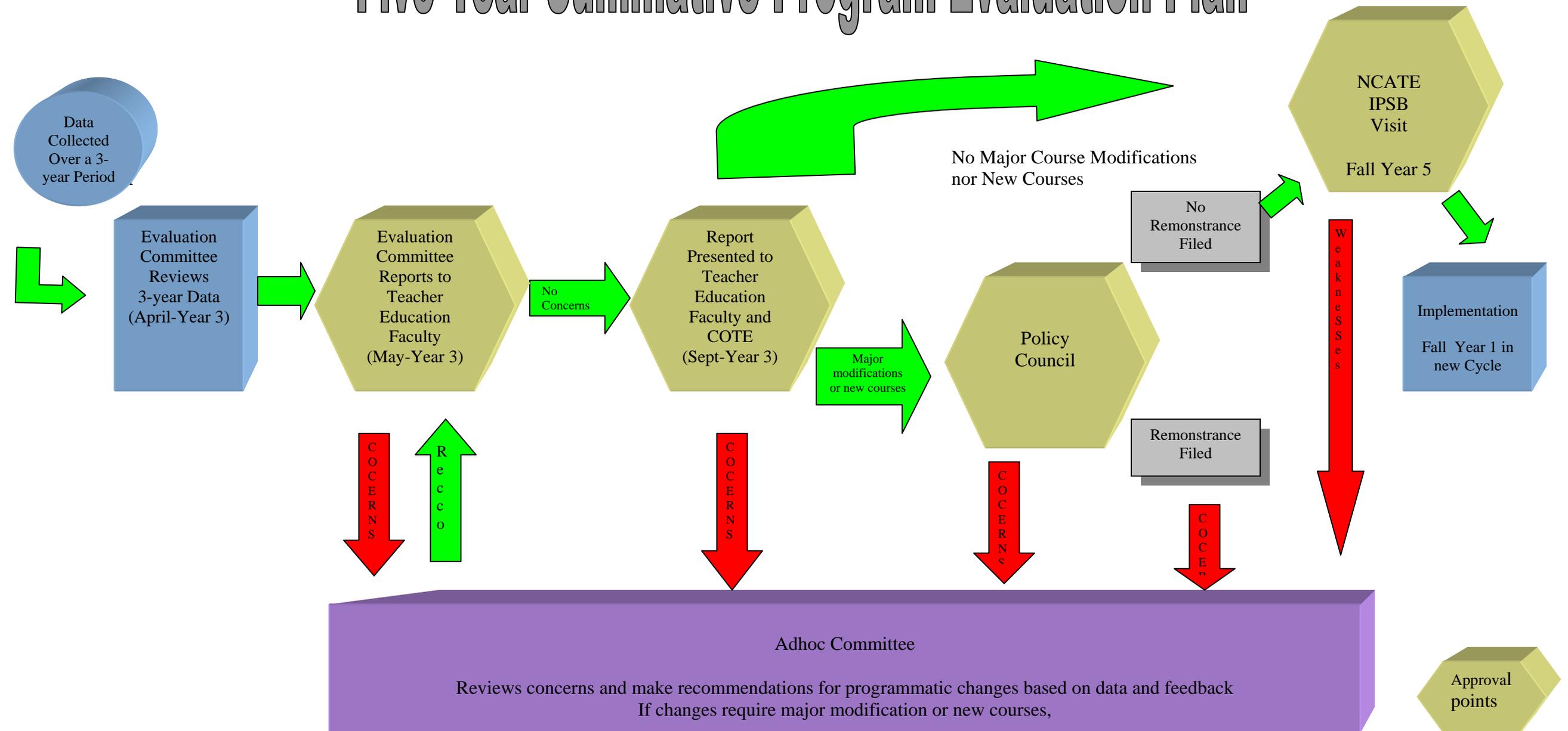
Assess the quality of your engagement with the child and your effectiveness as an inquirer attempting to understand the student. Does the interview yield meaningful insight into the learner? What are you missing? What can you observe about your own strengths and weaknesses as an interviewer? Do you see any missed opportunities when you reflect on the interview?

### **Appendix:**

**Interview Transcript**

**Student Work**

# Five-Year Summative Program Evaluation Plan





# IUSD

## Dental Hygiene Curriculum

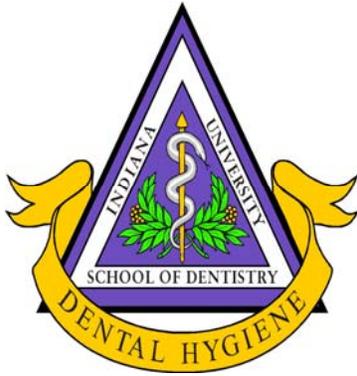
### Degrees Offered

#### ■ Associate's Degree in Dental Hygiene

- Full-time
- 30 cr. hr. pre-requisites prior to admission
- 60 cr. hr. curriculum
- 4 semesters and one summer term

#### ■ Bachelor's Degree in Public Health Dental Hygiene

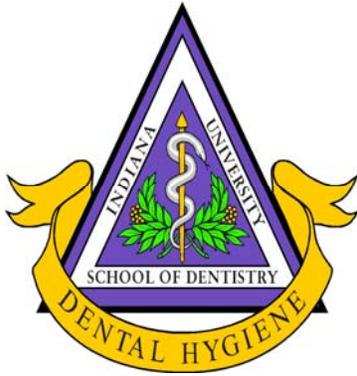
- Part-time or full-time
- ASDH degree is pre-requisite
- 32 credit hours
- Degree completion program



# Dental Hygiene Program Competencies

**What will Mary Smith know  
and be able to do by the time  
she graduates??**

- **Core Competencies (10)**
- **Health Promotion and Disease Prevention (2)**
  - Individual Client
  - Community Clients
- **Patient Care (5)**
  - Assessment
  - Diagnosis
  - Planning
  - Implementation
  - Evaluation



# Assessment Plan

❑ How will Mary learn these things?

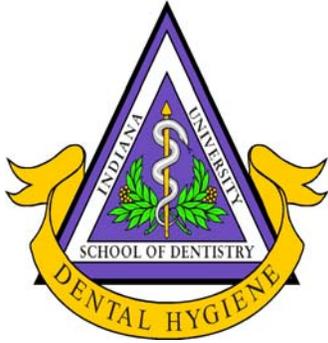
❑ At graduation, what evidence could you and Mary provide to demonstrate her knowledge and skills?

- Instructor-designed exams
- Laboratory evaluations
- Clinical observation and evaluations
- Self-evaluation
- Peer Evaluation
- National board exam results
- State Licensing exam results
- Surveys: exit, alumni, course evaluations

# Examples of Assessment Outcomes from Course-based Assessment

---

- **Course evaluations were informing instructors but not curriculum.**
- **Student problems with applications of instructional technology in Semester 3**
  - **Oncourse (new)**
  - **Computer data-base searching**
- **High stress levels semester 3 due to collective course requirements**



# Improvements

- **More computer-based orientation and instruction provided in summer preceding Semester 3.**
- **Special Patients project moved out of Semester 3 and into preceding summer term.**
- **Assignments involving simple computer-based searching incorporated into semester 1 and 2 courses so that students were more prepared in semester 3.**
- **Incorporation of orientation to Oncourse as part of Semester 1 orientation**
- **Investigate inclusion of computer skills as a required pre-requisite course or as an orientation course at the beginning of semester 1.**

# National Board Exam Assessment Results

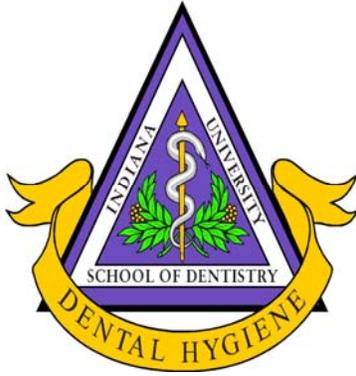
---

- 4% failure rate
- Student survey of national board preparedness
  - Identified areas of weakness
  - Student Suggestions:
    - Rx: institution of a mock board exam
    - Provide evaluation of board review courses and texts
- Faculty review of 2000 national Board item analysis – Chicago
  - Item analysis review
  - Analysis of question format

# National Dental Hygiene Board Exam

---

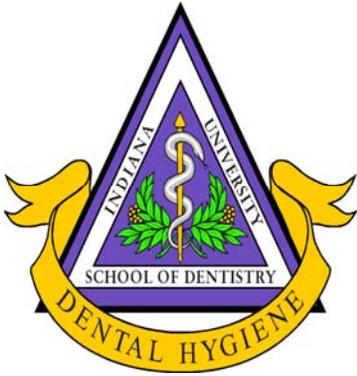
- **Improvements:**
  - Creation of a mock board examination, to be instituted January 2002.
  - Topical feedback shared with course directors for inclusion and/or emphasis in their course.
  - Course directors incorporated question formats similar to those used on National Board in their course examinations to familiarize students with these types of multiple choice and case-based questions.



# Clinic Assessment Results

---

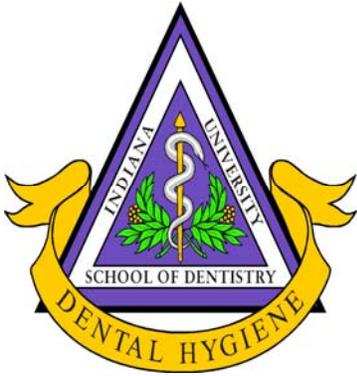
- All but 4 students completed requirements on time.
- Clinic grades were incongruent with students' need for remediation
- Students identified faculty calibration as a major problem
- During assessment process, faculty noted that current clinical evaluation system did not address problems with each stated competency.



# Improvements based on clinical assessments

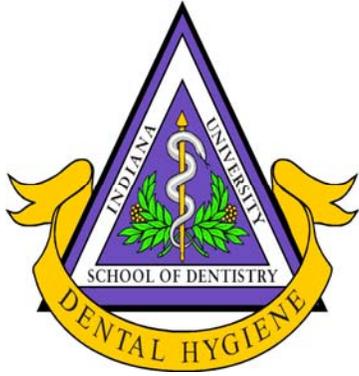
---

- Scheduled more faculty in-service meetings for calibration
- Faculty investigating improvements in clinical evaluation model
- Clinical competency exams to assess individual student competencies
- A plan for remediation of students who do not achieve competency was developed



# Other Assessment Methods

- **Exit Survey of graduates –**  
(Initiated Spring 2000)
  - In most topical areas the majority of students felt their preparation was excellent or good
  - Four topical areas identified where instruction was unsatisfactory;
  - Usefulness of some results led to revision of survey instrument
  
- **External Assessment: Indiana state licensing examination**
  - Re-evaluated clinical achievements of those students who did not pass the examination to identify weaknesses in our evaluation system
  
- **Alumni/Employer Survey (done every two years – next one in 2002)**



# Future Plans

- Establish benchmarks for each competency
- Continue to align competencies with instruction and assessment
- Evaluate current course evaluation policy
- Apply assessment plan to Bachelor's degree program:
  - Establish competencies and assessment plan for Bachelor's degree-completion program
  - Assess graduate needs relative to BS program

# What needs to be done to encourage more faculty and student involvement in assessment?

---

## Faculty

- Educational opportunities and time to discuss effective assessment practices
- Clear evidence of the usefulness of assessment to educational outcomes
- Administrative and budgetary support for improvements indicated by assessment
- Professional rewards for assessment activities

## Students

- Clear linkage of academic assessment and achievement of personal and professional goals
  - How is it relevant and useful to their needs?

**INDIANA UNIVERSITY SCHOOL OF DENTISTRY  
PROGRAM ASSESSMENT PRESENTATION**

**Program Review and Assessment Committee  
(PRAC)**

**Thursday, January 10, 2002**

**Christianne Guba  
Office of Clinical Assessment - DDS Program**

**James McDonald  
Office of Dental Education - DDS Program**

**Nancy Young  
Dental Hygiene Program**

## Background:

In 1997 the DDS Program adopted a new curriculum that encompasses “student-centered learning” and emphasizes:

- critical thinking
- ethical behavior
- lifelong learning
- integration of basic, behavioral and clinical sciences
- clinical skills

The first class to undertake the entire new curriculum was the recently graduated class of 2001.

# "DOMAINS OF LEARNING" AT IUSD

## **I. Knowledge**

- **Biomedical**
- **Populational**
- **Behavioral**
- **Ethical**

## **II. Skills**

- **Critical appraisal**
- **Surgical and technical**
- **Management**
- **Learning**

## **III. Professional Behavior**

- **Respect**
- **Communication**
- **Responsibility**
- **Self-awareness and self-evaluation**

## **What general outcome are we seeking?**

*"The aim of the IUSD educational program is to provide the structure and means for students to acquire and apply the necessary knowledge, skills and professional behaviors that will prepare them to become highly competent, ethical and socially responsible practitioners of general dentistry, dental hygiene and assisting."*

*-excerpt from "IUSD Statement of Mission and Goals"*

## Overview

### IUSD Institutional Outcomes Assessment Time Line

- 1995 - IUSD Strategic Plan was developed and adopted by the IUSD Faculty Council
- 1997 - As part of the overall Strategic Plan, an "*IUSD Institutional Outcomes Assessment Plan*" was conceived at the Annual Faculty Teaching Conference Retreat, that would allow for ongoing assessment.
- 1998 - This assessment plan was refined several times and approved by the IUSD Executive Committee for use and implementation. Data collection was started.
- 1999 - First year data placed in rubric to begin review of information per the outcomes assessment plan protocol.
- 2000 - Assessment rubric data updated annually, information reviewed and managed per IOA protocol.
- 2001 - Same; protocol includes annual review of the process itself by the faculty and administration.

## What will Mary Smith know and be able to do by the time she graduates?

- Deliver general dental care that is state-of-the-art and patient-centered
- Apply basic science principles to clinical practice
- Be an effective communicator
- Have a community perspective
- Be aware of personal qualities as they affect professional behavior
- Learn to self-evaluate, and take part in responsible peer evaluation
- Be a life-long, self-directed learner
- Contribute to the solution of healthcare problems

## How will Mary learn these things?

- **Self-directed learning**
- **Problem-based learning (student-driven)**
- **Small-group learning**
  - tutorials (teacher-driven)
  - seminars (rounds, GLA's)
- **Lectures**
- **Preclinical laboratory experiences**
- **Clinical practice**
- **Community-based service learning**

**At graduation, what evidence could you and Mary provide to demonstrate her knowledge and skills?**

- **Discipline Exams**
- **Triple Jump Exams**
- **Watson-Glaser Critical Thinking Appraisal Test**
- **Competency Tracking Exams**
- **Dental National Boards, Part I and Part II**
- **Journal Portfolio of Service-Learning Activities**
- **OSCE'S (Objective Structured Clinical Exams)**
- **DIT-Defining Issues Test**
- **Outcomes of Care Profile**
- **Senior Clinical Mock Boards**
- **State Dental Board Exams**
- **Exit Surveys**
- **Alumni Surveys**

## What are the assessment findings?

Please see:

[www.planning.iupui.edu/prac/2000-2001reports](http://www.planning.iupui.edu/prac/2000-2001reports)

for the *IUSD Institutional Outcomes Assessment Table*.

## Changes Made on the Basis of Assessment Data

- Establishment of an *Office of Dental Education*
- Establishment of an *Office of Clinical Assessment*
- A Curriculum Management Program was formalized and includes significant input from Student Task Forces from each academic year. A multitude of curricular changes have resulted from this Program.
- A Director for the *Division of Community Dentistry* was appointed
- Students receive tuition discounts and time release for CE courses

## What has IUSD learned from doing assessment?

- Assessment data can help identify trends, strengths, deficiencies and disconnects within our program.
- Use of this data provides evidence-based backing for changing and/or modifying a course or teaching methodology etc. (As opposed to anecdotal or “gut-feeling” feedback)
- Faculty development programs can be more specifically tailored to meet measured deficiencies or areas in need of enhancement, so that the faculty and administration are spending their precious resources in an appropriate fashion.
- Faculty that support and enhance student learning and success can be identified and rewarded for their efforts.

## What still needs to be done?

- Continue to hire and/or identify newly-hired faculty with an interest in assessment.
- Continue to identify further funding for faculty development in assessment.
- The use and advocacy of an assessment paradigm by faculty in their teaching is a criterion for teaching awards, but needs further emphasis and publication.
- The IUSD document used for promotion, tenure and salary decisions has been initially modified to include sections on the use of assessment by the faculty in the course of their work. However, these sections are continuing to evolve.
- IUSD acknowledges that some faculty will never “get with the program,” and that these faculty will eventually be lost by the regular routes of attrition (retirement, relocation, etc.). School energies can be better expended on the faculty who want to incorporate assessment into their academic lives.

**Are there additional implications of IUSD's findings for work at the campus level?**

**Yes.**

Supporting the 1<sup>st</sup> of IUPUI's missions – Teaching and Learning:

- **Pedagogy:** Schools can share innovative or successful program pieces at campus-wide venues:

**Example** - At the recent 2001 Assessment Institute, IUSD faculty presented a workshop on *"Generating and recognizing productive learning issues in PBL: Consensus Training for Tutors."*

- **Assessment:** Schools can promote active involvement and sharing of information on campus-wide committees such as PRAC:

**Example** - The presentation we are giving today, and the opportunity to learn from our university colleagues about their successes/struggles and innovations. Not to mention the moral support!

Implications at the campus level con't.

Supporting the 2<sup>nd</sup> of IUPUI's missions – Research, Scholarship and Creative Activity:

- **Money**: Based on strengths and/or deficiencies within a program, as determined by assessment, collaboration between units or schools can be sought for research and training grants:

**Example** - IUSD and the other health sciences schools on this campus collaborated on a grant for several million dollars to develop an interdisciplinary "Clinical Skills Education Center."

- **Research**: Assessment program development and progress can be published in discipline-relevant peer-reviewed journals to broaden the body of scholarly work available to others on campus and elsewhere.

**Example** - Lennon, A.M., Anderson, P.F., McDonald, J.L., and Stookey, G.K.: Problem-Based Learning and the Dental School Library. JDE 65/No. 11, 1219-1224, Nov. 2001.

## Implications at the campus level con't.

### Supporting the 3<sup>rd</sup> of IUPUI's missions – Civic Engagement:

- **Recruitment**: Armed with the assessment facts, schools can collaborate with campus and state-wide student affairs offices to more clearly identify students for whom their discipline might be a good match; or to help prospective candidates improve their credentials, thereby strengthening the applicant pool and returning trained health care providers to care for Indiana residents:

**Example** - IUSD sends out a quarterly newsletter (the *IUSD Dental Advisor*) to all pre-professional advisors in Indiana that reviews the current profile of the dental student populations, any curricular changes or enhancements, as well as pre-professional courses that might be of benefit. This information is accurate and available due to prior assessments of our students and curriculum.

- **Service**: Assessment can promote the design and implementation of meaningful service-learning activities that potentially involve undergraduate students, graduate students, and the community.

**Example** - IUSD faculty, students and staff team up with shelters for victims of domestic violence and homeless shelters on a monthly basis to provide free dental sealants to children in residence. The agencies involved are the Julian Center, Coburn Place, Holy Family Shelter, and Day Spring Shelter.

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
<b>CORE COMPETENCIES</b>						
C1. Apply a professional code of ethics in all endeavors.	A. Recognize behaviors that are inconsistent with the IUSD Code of Ethics B. Report behaviors that do not comply with the Code of Ethics C. Comply with all elements of the IUSD Code of Ethics	<ul style="list-style-type: none"> <li>• 214</li> <li>• 303</li> <li>• 205</li> <li>• 215</li> <li>• 219</li> <li>• 242</li> <li>• 221</li> <li>• 217</li> <li>• 301</li> <li>• 311</li> <li>• 351</li> <li>• 344</li> <li>• 347</li> <li>• 305</li> <li>• 307</li> </ul>	<ul style="list-style-type: none"> <li>▪ IUSD Code of Ethics Document</li> <li>▪ Case-study examples of ethical decision-making within courses</li> <li>▪ Utilization of Professional Conduct statement for each exam</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructor-designed tests</li> <li>▪ Survey student willingness to report code violations.</li> <li>▪ Assess frequency of code violations reported for DH students</li> <li>▪ Assess faculty regarding student reports of misconduct cases not reported to SPCC</li> <li>▪ Clinical competency evals</li> <li>▪ Peer evaluation</li> <li>▪ Comm. Project journal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysis of curriculum and Informal survey of faculty revealed students did not have many opportunities to actively discuss ethical decision-making until the last semester of the program. A richer discussion such as those revolving around case studies was recommended.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beginning Fall 2001: discussion of SPCC, professionalism and ethical dilemmas incorporated into H218 at beginning of program rather than waiting until 4<sup>th</sup> semester to include this material into didactic curriculum.</li> <li>▪ Spring 2001: Case studies relevant to specific topical areas will be identified distributed to course directors for them to incorporate into their courses.</li> </ul>
C2. Adhere to state and federal laws, recommendations, regulations and safety practices in the provision of dental hygiene care.	A. State the content of laws relevant to the practice of dentistry and dental hygiene in the state of Indiana. B. Relate elements of federal laws that are relevant to the practice of dentistry and dental hygiene. C. Exhibit behaviors which comply with state and federal laws	<ul style="list-style-type: none"> <li>▪ H218</li> <li>▪ 303-307</li> <li>▪ 205</li> <li>▪ 215</li> <li>▪ 219</li> <li>▪ 221</li> <li>▪ 217</li> <li>▪ 301</li> <li>▪ 311</li> <li>▪ 351</li> <li>▪ 344</li> <li>▪ J210 – Oral Micro segment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indiana State Dental Practice Act</li> <li>▪ OSHA regulations</li> <li>▪ Discuss legal and ethical consequences of non-compliance</li> <li>▪ Case studies</li> <li>▪ Legal review exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructor-designed tests</li> <li>▪ J210 – OSHA</li> <li>▪ H218 – CPR</li> <li>▪ H344 – Practice Act</li> <li>▪ DHNB</li> <li>▪ State Dental Hygiene Exam results: practice act</li> <li>▪ Clinic evaluation: Compliance with infection control guidelines during</li> </ul>	<ul style="list-style-type: none"> <li>• 100% Pass rates on law portion of Indiana Dental Licensure exam</li> </ul>	<ul style="list-style-type: none"> <li>• Request course directors to provide specific record of student achievement on this competency</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
<p>C3. Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidenced-based practice.</p>	<p>A. Describe 8 human needs of the Dental Hygiene Human Needs theory</p> <p>B. Identify needs of clients related to dental hygiene care</p> <p>C. Plan and prioritize a dental hygiene care plan based on the client's needs</p> <p>D. Select and deliver treatment interventions that are based on accepted clinical evidence.</p> <p>E. Evaluate the effectiveness of DH care interventions</p> <p>F. Apply results of evaluation to continuing care decisions</p>	<ul style="list-style-type: none"> <li>▪ H344</li> <li>▪ 206</li> <li>▪ H218</li> <li>▪ 224</li> <li>▪ 205</li> <li>▪ H219</li> <li>▪ H311</li> <li>▪ H301</li> <li>▪ H302</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading Assignments</li> <li>▪ Lecture</li> <li>▪ Discussion</li> <li>▪ Case Studies</li> <li>▪ Clinical Practice</li> <li>▪ Community Projects</li> <li>▪ Special Patient Project</li> <li>▪ PBL Group Project</li> <li>▪ Table clinic assignment</li> </ul>	<p>clinical procedures</p> <ul style="list-style-type: none"> <li>• Instructor-designed exams</li> <li>• PBL evaluation</li> <li>• Special Patient Report evaluation</li> <li>• Community Project evaluations</li> <li>• Dental Product report</li> <li>• Research Project</li> <li>• Table Clinic</li> <li>• National Board Preparedness survey</li> <li>• Clinical Evaluations of:                             <ul style="list-style-type: none"> <li>○ Treatment plans</li> <li>○ Pt. Assessment</li> <li>○ Tx Evaluation</li> </ul> </li> <li>• Clinical Competencies:                             <ul style="list-style-type: none"> <li>○ Patient Ed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students could provide answers/solutions based on sound research evidence to complete projects</li> <li>• Students needed more practice with concepts related to research design and statistical analysis of research results – based on H311 exam results and reports of national board survey</li> </ul>	<ul style="list-style-type: none"> <li>• Additional 6 hours of active learning activities incorporated into H311 to provide more instruction on research design and statistical analysis prior to completion of literature critique assignment.</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
C4. Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.	A. Identify appropriate standards of care for specified dental hygiene interventions B. Select and perform procedures in a manner consistent with currently accepted approaches to dental hygiene care.	<ul style="list-style-type: none"> <li>• 204</li> <li>• 218</li> <li>• 215</li> <li>• 308</li> <li>• 221</li> <li>• 217</li> <li>• 301</li> <li>• 351</li> <li>• 344</li> <li>• 311</li> <li>• H302</li> <li>• H347</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class reading assignments, lectures, discussions</li> <li>▪ Case studies</li> <li>▪ Clinical Practice</li> <li>▪ Article evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor-designed exams</li> <li>• Course Evaluations</li> <li>• PBL evaluation</li> <li>• Special Patient Report evaluation</li> <li>• Community Project evaluations</li> <li>• Dental Product report</li> <li>• Research Project</li> <li>• Table Clinic</li> <li>• National Board Preparedness survey</li> </ul> Clinical Evaluations of: <ul style="list-style-type: none"> <li>• Treatment plans</li> <li>• Pt. Assessment</li> <li>• TX Evaluation</li> <li>• Clinical Competencies:                             <ul style="list-style-type: none"> <li>○ Patient Ed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Students reported that instructional activities to prepare them to read and understand research articles were insufficient. This was confirmed by their performance on literature critique assignments and course exams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ H311 course added 6 additional hours of instruction on research design and statistics that employed multiple active learning strategies to give students opportunities to use information and assess learning in classroom setting.</li> </ul>
C5 Continuously perform self-assessment for life-long learning and professional growth.	A. Self-assess personal and professional learning goals	<ul style="list-style-type: none"> <li>• 301</li> <li>• 302</li> <li>• 214</li> <li>• 219</li> <li>• 344</li> <li>• 347</li> </ul>	<ul style="list-style-type: none"> <li>• H301/302 journals</li> <li>• H311 PBL self-assessment</li> <li>• H347 journal</li> <li>• H344 ethics assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Currently no means for students to report measurable progress on their achievement of competencies</li> </ul>	Formal assessment needed	<ul style="list-style-type: none"> <li>• DEVELOP COMPETENCY ASSESSMENT SURVEY TO BE GIVEN EA. SEMESTER</li> <li>• Students assess progress toward clinical competencies and develop learning plans</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
C6. Advance the profession through service activities and affiliations with professional organizations.	A. Participate in service activities while a student at IUSD B. Join SADHA	<ul style="list-style-type: none"> <li>▪ 311</li> <li>▪ 344</li> <li>▪ 347</li> </ul>	<ul style="list-style-type: none"> <li>▪ Affiliation with SAC service activities</li> <li>▪ SADHA service activities</li> <li>▪ H347 community service activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reported participation in SAC activities</li> <li>▪ SADHA membership</li> <li>▪ H347 Projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 students participated in alternative spring break service project</li> <li>▪ 8 students volunteered for homeless shelter activities</li> <li>▪ All students participated in community service through H347</li> <li>▪ 80% of class hold membership in SADHA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide curricular recognition of students who participate in service activities</li> <li>▪ Expand service learning component of H347</li> <li>▪ Promote SAC service activities to DH students, e.g. IUSD homeless shelter sealant programs</li> </ul>
C7. Provide quality assurance mechanisms for health services	A. Evaluate quality of care provided to clinic patients and seek appropriate remedies for remaining patient needs B. Identify mechanisms for evaluating dental services in clinical practice and community settings	<ul style="list-style-type: none"> <li>▪ 303</li> <li>▪ 308</li> <li>▪ 351</li> <li>▪ 344</li> <li>▪ 305-307</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom instruction and assignments</li> <li>▪ Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Clinic evaluation</li> <li>• Lab project self-assessment and lab grades</li> <li>• Course exams</li> <li>• Faculty chart review of patient care</li> </ul>	<ul style="list-style-type: none"> <li>• Students do not actively participate in planning and implementation of quality assurance mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to involve students in planning for quality assurance related to clinical services</li> <li>• Integrate planning for quality assurance into curriculum (H344, H347, H302)</li> </ul>
C8. Communicate effectively with individuals and groups from diverse populations both orally and in writing.	A. Assess client dental knowledge and adjust level of conversation to ensure understanding B. Practice active listening skills C. Assess patient understanding of OHI instruction through observation and questioning D. Arrange for interpreters for patients who need them E. Demonstrate	<ul style="list-style-type: none"> <li>▪ 204</li> <li>▪ 215</li> <li>▪ 219</li> <li>▪ 221</li> <li>▪ 217</li> <li>▪ 311</li> <li>▪ 351</li> <li>▪ 347</li> <li>▪ 305</li> <li>▪ 306</li> <li>▪ 307</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Instruction</li> <li>▪ Role-playing</li> <li>▪ Written assignments</li> <li>▪ Oral Presentations</li> <li>▪ Documentation of clinical procedures</li> <li>▪ Patient education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Patient Ed. Competency</li> <li>▪ Clinical evaluation</li> <li>▪ Community education projects</li> <li>▪ Table Clinic</li> <li>▪ Group research presentation</li> <li>▪ Course Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Table clinic abstract assignment revealed need to provide more instruction on common elements to be included in research abstracts</li> <li>• Informal chart audit indicated that students were following prescribed elements for completing treatment notes</li> <li>• All students completed communication segments of patient ed peer review, patient ed competencies, table clinic presentation, and group research</li> </ul>	<ul style="list-style-type: none"> <li>• Course directors advised of need to incorporate more written assignments to increase and improve assessment of this competency.</li> <li>• H311 incorporated a format for writing abstracts for use with table clinic assignment</li> <li>• The curriculum committee will review the competencies to evaluate where emphasis on team development and interactions would best be entered into the competency document.</li> <li>• H347 added an oral report to class activities to provide students with more practice and feedback on public speaking in a “safe” environment to better prepare them for community education</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
	<p>understanding of cultural differences in attitudes toward health care and preventive practices.</p> <p>F. Correct and appropriate use of professional terminology when communicating with other health professionals</p>				<p>presentation, and community education projects at satisfactory levels</p> <ul style="list-style-type: none"> <li>• It was noted that several written projects required repeated drafts due to grammar and format errors. It was noted that students would benefit from more practice with written assignments that provided them with feedback on writing clarity and grammar.</li> <li>• Faculty identified the need to clarify this competency with a sub competency that dealt specifically with collaboration and communication within the dental team due to assessment from alumni, employers, and the literature indicating a need for improved education related to team interactions.</li> <li>• H347 course evaluation and discussion groups revealed that students felt they needed more experience in classroom settings that would allow them to practice public speaking prior to giving community-based presentations</li> </ul>	<p>assignments.</p>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
------------------------------	--	--	-----------------------------------	---	---------------------------	--------------------

<p>C9. Provide accurate, consistent and complete documentation for assessment, diagnosis, planning, implementation and evaluation of dental hygiene services.</p>	<p>A. Record assessment information, TX data and comments in patient charts in a clear, concise and comprehensive manner.</p> <ul style="list-style-type: none"> <li>• Chief complaint</li> <li>• Vital signs                             <ul style="list-style-type: none"> <li>• Lesion description</li> <li>• Periodontal charting</li> <li>• Medical history findings</li> <li>• Dental charting</li> <li>• Assessment &amp; diagnostic findings</li> <li>• Care delivery</li> <li>• Treatment plan</li> <li>• Subjective assessment</li> <li>• Outcomes assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 204</li> <li>• 218</li> <li>• 215</li> <li>• 219</li> <li>• 221</li> <li>• 301</li> <li>• 311</li> <li>• 351</li> <li>• 305</li> <li>• 306</li> <li>• 307</li> </ul>	<ul style="list-style-type: none"> <li>• Course Instruction</li> <li>• Case studies</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Course Exams</li> <li>• Clinic grading</li> <li>• Chart audit procedures</li> <li>• Community Dental Project reports</li> </ul>	<p>Student performance satisfactory on all assessment measures</p>	<p>No Improvements Indicated based on assessment</p>
<p>C10. Provide care to all clients using an individualized approach that is humane, empathetic, and caring.</p>	<ul style="list-style-type: none"> <li>▪ Students develop individualized treatment plans</li> <li>▪ Students demonstrate concern for patient comfort, respect for patient values and needs</li> <li>▪ Students treat all patients fairly and equitably</li> </ul>	<ul style="list-style-type: none"> <li>▪ 219</li> <li>▪ 221</li> <li>▪ 301</li> <li>▪ 311</li> <li>▪ 351</li> <li>• 344</li> <li>• 305</li> <li>• 306</li> <li>• 307</li> </ul>	<p>Course instruction Role playing Clinical practice</p>	<ul style="list-style-type: none"> <li>▪ Clinic evaluation</li> <li>▪ Patient feedback</li> <li>▪ Clinic evaluation</li> <li>▪ Clinic competency exams</li> <li>▪ Peer review</li> </ul>	<p>A. Clinic observations and patient feedback reveal no deficiencies in this competency</p>	<p>B. No specific improvements indicated based on assessment</p>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
<p><b>Health Promotion 1: Individual.</b> The dental hygienist should be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal oral health.</p>	<p>A. Promote healthy lifestyles for clients.</p>	<ul style="list-style-type: none"> <li>▪ 206</li> <li>▪ 218</li> <li>▪ 207</li> <li>▪ 215</li> <li>▪ 219</li> <li>▪ 242</li> <li>▪ 221</li> <li>▪ 217</li> <li>▪ 301</li> <li>▪ 311</li> <li>▪ 351</li> <li>▪ 306</li> <li>▪ 305</li> <li>▪ 307</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course instruction</li> <li>▪ Reading materials</li> <li>▪ Case Studies</li> <li>▪ Clinical Practice</li> <li>▪ Role playing</li> </ul>	<p>A. Clinical Grades B. Clinical Competencies C. Peer Review D. Course Exams E. Patient Feedback F. National Board Exam G. NB Student Survey H. Exit Survey I. Alumni Survey J. Self-assessment based on videotaped performances</p>	<p>Satisfactory Attainment of competency</p>	<p>No Improvements Indicated based on assessment</p>
	<p>B. Recognize oral and related general health needs of individuals and assist in development of individualized self care regimens.</p>	<ul style="list-style-type: none"> <li>▪ 204</li> <li>▪ 218</li> <li>▪ 224</li> <li>▪ 207</li> <li>▪ 210</li> <li>▪ 215</li> <li>▪ 219</li> <li>▪ 308</li> <li>▪ 221</li> <li>▪ 217</li> <li>▪ 301</li> <li>▪ 311</li> <li>▪ 351</li> <li>▪ 307</li> </ul>	<p>Course Instruction Clinical Practice Community Dental Health Projects Special Patient Project</p>	<p>Course Exams Clinical Grades Project Grades National Board Exam NB Student Survey Exit Survey Alumni survey Patient Feedback Clinical Competencies</p>	<p>Satisfactory Attainment of competency</p>	<ul style="list-style-type: none"> <li>• H311 course updated its content to include a newly published model for the Human Needs Theory of Dental Hygiene Care</li> </ul>
	<p>C. Support clients' efforts to assume responsibility for their oral health and promote adherence to self care regimens.</p>	<ul style="list-style-type: none"> <li>• 215</li> <li>• 219</li> <li>• 221</li> <li>• 301</li> <li>• 311</li> <li>• 307</li> </ul>	<p>Course Instruction Clinical Practice Community Dental Health Projects Special Patient Project</p>	<p>Patient Ed Competency Clinical Grades Clinical Observations Pt Ed. Peer Review</p>	<p>Satisfactory Attainment of competency</p>	<p>No Improvements Indicated based on assessment</p>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
	D. Respect the goals, values, beliefs and preferences of the patient/client while promoting optimal oral and general health.	<ul style="list-style-type: none"> <li>▪ 219</li> <li>▪ 311</li> <li>▪ 351</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Instruction</li> <li>▪ Clinical Practice</li> <li>▪ Community Dental Health Projects</li> <li>▪ Special Patient Project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Patient Ed Competency</li> <li>▪ Clinical Grades</li> <li>▪ Clinical Observations</li> <li>▪ Pt Ed. Peer Review</li> </ul>	Satisfactory Attainment of competency	No Improvements Indicated based on assessment
	E. Refer patients/clients who may have a physiologic, psychological and/or social problem for comprehensive patient/client evaluation.	<ul style="list-style-type: none"> <li>▪ 207</li> <li>▪ 215</li> <li>▪ 242</li> <li>▪ 311</li> <li>▪ 351</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Instruction</li> <li>▪ Clinical Practice</li> <li>▪ Community Dental Health Projects</li> <li>▪ Special Patient Project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Patient Ed Competency</li> <li>▪ Clinical Grades</li> <li>▪ Clinical Observations</li> <li>▪ Pt Ed. Peer Review</li> </ul>	Satisfactory Attainment of competency	No Improvements Indicated based on assessment
<p><b>Health Promotion 2: Community:</b> The dental hygienist should be able to initiate and assume responsibility for health promotion, health education and disease prevention activities for diverse populations.</p>	A. Assess, plan, implement and evaluate community based oral health programs within a population group.	<ul style="list-style-type: none"> <li>▪ 311</li> <li>▪ 347</li> <li>▪ 307</li> </ul>	<ul style="list-style-type: none"> <li>▪ H311/h347 lesson plan assignment</li> <li>▪ H347 case studies</li> <li>▪ H311 special patients project</li> <li>▪ H347 community-based projects</li> <li>▪ H221/H301/H302 Special clinic assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Course exams</li> <li>• Course evaluation</li> <li>• NB student survey</li> <li>• NB results</li> <li>• Exit survey</li> <li>• Community education projects and assignments</li> <li>• Special clinic reports</li> <li>• Clinic journal</li> </ul>	<ul style="list-style-type: none"> <li>• H347: student achievement on course exams did not parallel achievement on quizzes given using Oncourse format. Instructor assessed major different in approach of assessing students in an open-resource format (Oncourse) may have made it less likely for students to retain information for final examination</li> <li>• Student evaluations and their performance in applying APIE model in community project plans revealed that more instruction was needed on this competency</li> <li>• More instructional resources were needed to support the development of comprehensive lesson plans for student use in H347 – much instructor time and revision was required for this class</li> <li>• Clinical opportunity for</li> </ul>	<ul style="list-style-type: none"> <li>• H347 quizzes will no longer be given as open-book quizzes on Oncourse and will be given as in-class quizzes.</li> <li>• H347 introduced additional case study exercises into classroom instruction to give students more active learning and self-assessment on their ability to apply the APIE planning model to community dental health projects.</li> <li>• H347 community project assignments are begin structured with more opportunities for students to provide reflective comments on their experiences through an on-line journal over the course of the semester.</li> <li>• A new textbook, which included a detailed instruction in lesson plan development, will be introduced next year to provide students with better resources for completing this project.</li> <li>• A new clinic site was identified at cottage Corner health Clinic for student clinic rotations during the summer of 2001. This site was piloted for a 6 week period and will be scheduled again for the</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
					providing clinical services to special patient populations at Peoples Health Clinic was eliminated due to administrative changes. This required identification of a new site to meet these need.	summer of 2002
	B. Identify community based services and resources that can assist in oral health promotion and disease prevention.	347	<ul style="list-style-type: none"> <li>▪ Course instruction</li> <li>▪ Community Dental Projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Exams</li> <li>▪ Community Project grades</li> <li>▪ CDH Journal</li> </ul>	Satisfactory Achievement of competency	No Improvements Indicated based on assessment
	C. Demonstrate knowledge of the current dental care delivery systems including factors that affect utilization of dental services.	347351	<ul style="list-style-type: none"> <li>▪ Course instruction</li> <li>▪ Community Dental Projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Exams</li> <li>▪ Community Project grades</li> <li>▪ CDH Journal</li> </ul>	Satisfactory Achievement of competency	No Improvements Indicated based on assessment
	D. Identify strategies to increase consumers' access to the health care delivery system.	347	<ul style="list-style-type: none"> <li>▪ Course instruction</li> <li>▪ Community Dental Projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Exams</li> <li>▪ Community Project grades</li> <li>▪ CDH Journal</li> </ul>	Satisfactory Achievement of competency	No Improvements Indicated based on assessment

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
	E. Provide dental hygiene services in a variety of settings.	347 219 221 301 311	<ul style="list-style-type: none"> <li>▪ Course instruction</li> <li>▪ Community Dental Projects</li> <li>▪ Special Clinic Assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course-based exams</li> <li>▪ CDH Project grades</li> <li>▪ Special Clinic Assessments</li> </ul>	Satisfactory Achievement of competency	No Improvements Indicated based on assessment
<b>Patient Care 1: Assessment.</b> <b>Systematically collect, analyze and record data on the general, oral and psychological health status of a variety of patients/clients using methods consistent with medico legal principles.</b>	A. Select, obtain and interpret diagnostic information recognizing its advantages and limitations.	<ul style="list-style-type: none"> <li>▪ 204</li> <li>▪ 206</li> <li>▪ 218</li> <li>▪ 224</li> <li>▪ 205</li> <li>▪ 207</li> <li>▪ 210</li> <li>▪ 215</li> <li>▪ 219</li> <li>▪ 221</li> <li>▪ 301</li> <li>▪ 217</li> <li>▪ 311</li> <li>▪ 351</li> <li>▪ 205</li> <li>▪ 206</li> <li>▪ 207</li> </ul>	<ul style="list-style-type: none"> <li>• Course Instruction</li> <li>• Case Studies</li> <li>• Laboratory practice</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course Exams</li> <li>▪ Course Evaluations</li> <li>▪ Clinic Competencies</li> <li>▪ Clinic Evaluation of Patients</li> <li>▪ Special clinic assignment reports</li> <li>▪ Clinic journal</li> <li>▪ National Board Exam</li> <li>▪ State Board Exam</li> <li>▪ Exit Survey</li> <li>▪ National Board Patient Survey</li> <li>▪ Alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ H214 course exams and evaluations revealed that students were not able to independently identify all critical dental structures following the tooth anatomy drawing exercises; students felt this assignment was not beneficial in light of the amount of instructional time devoted to it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ H214 reorganized the laboratory instruction on dental anatomy from individual drawing exercises to group learning activities where groups labeled oral anatomy elements and worked collaboratively to perform identification assignments. This permitted more instruction with a smaller instructor to student ratio for each laboratory group. Laboratory grade outcomes and course evaluations on this change will be compared to see if this change was effective</li> </ul>
	B. Recognize predisposing and etiologic risk factors that require intervention to prevent disease.		<ul style="list-style-type: none"> <li>• Course Instruction</li> <li>• Clinical Practice</li> <li>• Special Clinic Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of patient assessment form</li> <li>• National Board Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Specific risk factors are identified indirectly as part of the treatment plan; a more direct means of identifying student recognition is needed</li> </ul>	<ul style="list-style-type: none"> <li>• Formalize risk assessment procedures via specific assessment forms</li> <li>• H221 and H301 instructional content on periodontal classifications was changed to reflect the development of a new classification system by the APA which will be assessed on the next national board</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
	C. Obtain, review and update a complete medical, family, social and dental history.	<ul style="list-style-type: none"> <li>• 218</li> <li>• 20</li> <li>• 207</li> <li>• 215</li> <li>• 219</li> <li>• 221</li> <li>• 301</li> <li>• 217</li> <li>• 311</li> <li>• 351</li> <li>• 307</li> </ul>	<ul style="list-style-type: none"> <li>• Course Instruction</li> <li>• Case Studies</li> <li>• Laboratory practice</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of required elements of assessment form and chart information</li> <li>• Course Exams</li> <li>• National Board Exam</li> <li>• State Board Exam</li> <li>• NB Student Survey</li> <li>• Exit Survey</li> <li>• Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Some students require faculty instruction and reminding to complete all elements</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a way to indicate those students who Depend on faculty instruction to complete these sections; discuss how this could be reflected in the clinic grade</li> </ul>
<b>Patient Care 1 (cont)</b>	D. Recognize health conditions and medications that impact overall patient/client care.	<ul style="list-style-type: none"> <li>• 204</li> <li>• 206</li> <li>• 218</li> <li>• 205</li> <li>• 207</li> <li>• 210</li> <li>• 215</li> <li>• 219</li> <li>• 221</li> <li>• 321</li> <li>• 217</li> <li>• 301</li> <li>• 311</li> <li>• 351</li> <li>• 307</li> </ul>	<ul style="list-style-type: none"> <li>• Course Instruction</li> <li>• Case Studies</li> <li>• Laboratory practice</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Question student during case presentation</li> <li>• Periodontal Case Documentation Assignments</li> <li>• Treatment plan decisions</li> <li>• Course Exams</li> <li>• National Board Exam</li> <li>• State Board Exam</li> <li>• NB Student Survey</li> <li>• Exit Survey</li> <li>• Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on periodontal evaluations and nutritional counseling indicated that all students performed at satisfactory levels after 4 periodontal evaluation assignments were completed and after 3 nutritional counseling assignments</li> <li>• Student exit surveys and course evaluations indicated that students felt that the minimum requirements for periodontal charting and nutritional assessments were set too high</li> <li>• Student performance in clinic on caries risk assessment and treatment planning was not at satisfactory levels for all students – many required faculty intervention in</li> </ul>	<ul style="list-style-type: none"> <li>• Revised minimum clinic requirements of periodontal evaluations from 6 to 4</li> <li>• Revised minimum clinic requirements of nutritional counseling evaluations from 6-3</li> <li>• H311 and H217 added additional instruction on caries risk assessment based on the Proctor and Gamble oral Risk Assessment instructional CD-ROM and case study assignments</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
Patient Care 1 (cont)	E. Identify patients/clients at risk for a medical emergency and manage the patient/client in a manner that prevents an emergency.	<ul style="list-style-type: none"> <li>▪ 206</li> <li>▪ 218</li> <li>▪ 205</li> <li>▪ 207</li> <li>▪ 215</li> <li>▪ 219</li> <li>▪ 221</li> <li>▪ 301</li> <li>▪ 311</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course instruction</li> <li>▪ Clinical Practice</li> <li>▪ CPR training</li> </ul>	<ul style="list-style-type: none"> <li>• Course exams</li> <li>• Clinical practice</li> <li>• National Board Exam</li> <li>• NB Student Survey</li> <li>• Exit Survey</li> <li>• Alumni survey</li> </ul>	Satisfactory Achievement of competency	No Improvements Indicated based on assessment
	F. Perform a comprehensive examination using clinical, radiographic, periodontal, dental charting and other data collection procedures to assess the patient's/client's needs.	<ul style="list-style-type: none"> <li>▪ 214</li> <li>▪ 218</li> <li>▪ 210</li> <li>▪ 215</li> <li>▪ 219</li> <li>▪ 308</li> <li>▪ 221</li> <li>▪ 321</li> <li>▪ 217</li> <li>▪ 301</li> <li>▪ 311</li> <li>▪ 351</li> <li>▪ 305</li> <li>▪ 306</li> <li>▪ 307</li> </ul>	Course Instruction Laboratory instruction Clinical practice	<ul style="list-style-type: none"> <li>• Course exams</li> <li>• Clinical practice</li> <li>• National Board Exam</li> <li>• NB Student Survey</li> <li>• Exit Survey</li> <li>• Alumni survey</li> </ul>	Satisfactory Achievement of competency	No Improvements Indicated based on assessment

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
<b>Patient Care 2: Diagnosis. Use critical decision-making skills to reach conclusions about the patient's/clients' dental hygiene needs based on all available assessment data.</b>	a. Use assessment findings, etiologic factors and clinical data in determining a dental hygiene diagnosis.	<ul style="list-style-type: none"> <li>▪ 204</li> <li>▪ 214</li> <li>▪ 218</li> <li>▪ 224</li> <li>▪ 210</li> <li>▪ 219</li> <li>▪ 308</li> <li>▪ 221</li> <li>▪ 321</li> <li>▪ 217</li> <li>▪ 301</li> <li>▪ 311</li> <li>▪ 351</li> <li>▪ 305</li> <li>▪ 306</li> <li>▪ 307</li> </ul>		Clinic evaluation of assessment form Chart review	<ul style="list-style-type: none"> <li>• Most students provide accurate diagnoses, but current system does</li> <li>• Chart reviews indicated that students were not uniformly providing a periodontal diagnosis in the chart notes</li> </ul>	<ul style="list-style-type: none"> <li>• H221 and H301 courses were modified to include more instruction including case study assignments on determining and recording periodontal diagnoses on the clinic assessment and in chart notes.</li> </ul>
	b. Identify patient/client needs and significant findings that impact the delivery of dental hygiene services.	<ul style="list-style-type: none"> <li>• 204</li> <li>• 206</li> <li>• 218</li> <li>• 207</li> <li>• 219</li> <li>• 242</li> <li>• 221</li> <li>• 217</li> <li>• 301</li> <li>• 311</li> <li>• 351</li> </ul>		Development of treatment plans which address all stated patient needs	Current grading system does not identify critical errors of treatment plan development	Clinic evaluation needs to reflect whether students received instruction on treatment plan development
	c. Obtain consultations as indicated.	<ul style="list-style-type: none"> <li>• 206</li> <li>• 224</li> <li>• 207</li> <li>• 219</li> <li>• 242</li> <li>• 221</li> <li>• 301</li> <li>• 302</li> <li>• 311</li> <li>• 351</li> </ul>	<ul style="list-style-type: none"> <li>• Course instruction</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Clinic evaluation</li> <li>• Course Exams</li> <li>• National Board Exam</li> <li>• State Board Exam</li> <li>• Exit Survey</li> <li>• Alumni Survey</li> </ul>	Some students do not include this information in their original case presentation	<ul style="list-style-type: none"> <li>• Include need for referral and consultation on assessment evaluation form as part of clinic grade</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
<b>Patient Care 3: Planning. Collaborate with the patient/client, and /or other health professionals to formulate a comprehensive dental hygiene care plan that is patient/client centered and based on current scientific evidence.</b>	a. Prioritize the care plan based on the health status and the actual and potential problems of the individual to facilitate optimal oral health.	<ul style="list-style-type: none"> <li>• 206</li> <li>• 205</li> <li>• 207</li> <li>• 215</li> <li>• 308</li> <li>• 221</li> <li>• 321</li> <li>• 217</li> <li>• 301</li> <li>• 311</li> <li>• 351</li> </ul>	<ul style="list-style-type: none"> <li>• Course Instruction</li> <li>• Special Patient Project</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Course exam</li> <li>• Clinical practice</li> <li>• Clinic grade</li> <li>• Periodontal Evaluation assignments</li> <li>• Diet counseling assignments</li> </ul>	This information is completed for all patients; It is unclear from the evaluation whether students do this with or without instruction	Identify whether or not students completed this section without advice or instruction; identify semester in which all human needs must be correctly identified without assistance.
	b. Establish a planned sequence of care (educational, clinical and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities.	210 219 221 321 301 351 307	<ul style="list-style-type: none"> <li>• Course instruction</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Course exam</li> <li>• Clinical practice</li> <li>• Clinic grade</li> <li>• Periodontal Evaluation assignments</li> <li>• Diet counseling assignments</li> </ul>	Clinic treatment plans frequently required instructor intervention in H301	<ul style="list-style-type: none"> <li>• Instruction on treatment plan components and decision-making was moved earlier in the curriculum from H221 to H219 so that beginning students were more prepared to make these decisions for their patients</li> </ul>
	c. Establish a collaborative relationship with the patient/client in the planned care to include etiology, prognosis and treatment alternatives.	<ul style="list-style-type: none"> <li>• 219</li> <li>• 308</li> <li>• 221</li> <li>• 301</li> <li>• 311</li> <li>• 351</li> </ul>	<ul style="list-style-type: none"> <li>• Course instruction</li> <li>• Clinical practice</li> <li>• Special clinic assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Course exam</li> <li>• Clinical practice</li> <li>• Clinic grade</li> <li>• Periodontal Evaluation assignments</li> <li>• Diet counseling assignments</li> </ul>	Satisfactory Achievement of competency	No Improvements Indicated based on assessment

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
<p><b><u>Patient Care 3: Planning (cont.)</u></b></p>	<p>d. Make referrals to other health care professionals.</p>	<ul style="list-style-type: none"> <li>• 206</li> <li>• 205</li> <li>• 219</li> <li>• 221</li> <li>• 301</li> <li>• 311</li> <li>• 351</li> <li>• 307</li> </ul>	<ul style="list-style-type: none"> <li>• Course instruction</li> <li>• Clinical practice</li> <li>• Special clinic assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Patient needs that are not addressed during the DH treatment plan will be documented in the chart for consultation and/or referral</li> </ul>	<p>Not currently assessed on a student by student basis</p>	<ul style="list-style-type: none"> <li>• Identify a means of recording this on the clinic evaluation form</li> </ul>
	<p>e. Obtain the patient's/client's informed consent based on a thorough case presentation.</p>	<ul style="list-style-type: none"> <li>• 308</li> <li>• 301</li> <li>• 311</li> </ul>	<p>Course instruction Clinical practice</p>	<ul style="list-style-type: none"> <li>• Patient consent form completed for all patients; direct observation during competency exams and patient care procedures</li> </ul>	<p>Students in H219, H221, and H301 do not always seek informed consent for all procedures; didactic instruction on this principle is emphasized in H344, too late in the curriculum</p>	<ul style="list-style-type: none"> <li>• Increase instruction in H219, H301 on case presentation through role-playing</li> <li>• Emphasize approach to informed consent as each new procedure is introduced didactically.</li> </ul>
<p><b>Patient Care 4: Implementation. Provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health. Assist in achieving oral health goals formulated in collaboration with the patient/client</b></p>	<p>a. Perform dental hygiene interventions to eliminate and/or control local etiologic factors to prevent and control caries, periodontal disease and other oral conditions.</p>	<p>206 208 207 219 242 221 321 217 301 351</p>	<p>Course instruction Laboratory practice Clinical practice</p>	<ul style="list-style-type: none"> <li>• Patient Education Competency</li> <li>• Topical Fluoride Competency</li> <li>• Dental Sealant Proficiency and achievement of minimum requirements</li> <li>• Evidence from the dental literature indicated the effectiveness of powered irrigators as a supplement to oral hygiene homecare</li> <li>• Clinic grades</li> </ul>	<ul style="list-style-type: none"> <li>• All students complete each competency and minimum requirements prior to graduation</li> <li>• All students had not had laboratory and clinical experience</li> <li>• Numerous student were not demonstrating competency in instrument sharpening in H 301 and H302 indicating a need for assessment of this skill and remedial instruction earlier in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• H311/H301: an instructional module and clinic competency exam was designed to instruct students on the use of powered irrigators</li> <li>• The instrument sharpening competency normally conducted in H301 was moved up one semester to H221 so that students having trouble with this skill could be identified earlier and provided with remediation</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
	b. Control pain and anxiety during treatment through the use of accepted clinical and behavioral techniques.	224 207 215 219 221 301 351		Clinical observation Patient Interviews NB student survey	A variety of assessment measures indicated that students were not competent in their understanding of local anesthesia	<ul style="list-style-type: none"> <li>Additional instruction in H301 (3 hrs) was added on issues related to use of local anesthesia</li> </ul>
	c. Provide life support measures to manage medical emergencies in the patient/client care environment.	206 218 205 207 215 301	CPR certification course	Successful completion of CPR certification	<ul style="list-style-type: none"> <li>All students certified during semester 1, prior to treating patients</li> <li>CPR certification takes a significant amount of student and faculty time out of curriculum and</li> </ul>	<ul style="list-style-type: none"> <li>Require students to take a recommended level CPR course prior to entering the program in August</li> </ul>
<b><u>Patient Care 5: Evaluation.</u></b> Evaluate the effectiveness of the implemented clinical, preventive and educational services and modify as needed.	a. Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques and patient/client self-report.	204 219 221 217 301 351	<ul style="list-style-type: none"> <li>Course instruction</li> <li>Clinical practice</li> </ul>	Students perform re-assessment and re-evaluation on all patients scheduled for multiple appointments	Re-evaluation appointment and treatment evaluation performed on all patients undergoing therapy for Class III and IV treatment plans	<ul style="list-style-type: none"> <li>Develop a patient opinion survey to assess patient self-report and satisfaction</li> </ul>
	b. Evaluate the patient's/client's satisfaction with the oral health care received and the oral health status achieved.	<ul style="list-style-type: none"> <li>221</li> <li>351</li> </ul>	<ul style="list-style-type: none"> <li>Clinical practice</li> </ul>		Only informal assessment mechanisms currently in place	<ul style="list-style-type: none"> <li>Develop a patient opinion survey</li> </ul>

**IUSD Dental Hygiene Program – Assessment Report: 2000-2001**

A. General Outcome Sought	B. What will the student know or be able to do?	Courses in which competency is learned	C. How will students learn it?	D. How will you measure the outcomes	E. Assessment Findings	F. Improvements
	c. Provide subsequent treatment or referrals based on evaluation findings.	<ul style="list-style-type: none"> <li>• 219</li> <li>• 242</li> <li>• 221</li> </ul>	<ul style="list-style-type: none"> <li>• Course instruction</li> <li>• Clinical practice</li> <li>• Special clinic assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment plan evaluation and clinic chart audit</li> <li>• Clinic grade</li> <li>• Course exams</li> </ul>	All treatment plans completed, referrals indicated in chart notes, need for follow-up noted in chart notes	<ul style="list-style-type: none"> <li>• Document charts which required additional follow-up</li> </ul>
	d. Develop and maintain a health maintenance program.	<ul style="list-style-type: none"> <li>• 218</li> <li>• 207</li> <li>• 219</li> <li>• 301</li> </ul>	<ul style="list-style-type: none"> <li>• Course instruction</li> <li>• Clinical practice</li> <li>• Private practice observation</li> <li>• Special clinic assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Course exams</li> <li>• Clinical practice</li> <li>• Clinic journal</li> </ul>	<ul style="list-style-type: none"> <li>• Students provide recall services to patients they have previously treated</li> <li>• Course evaluations and exams revealed a deficiency in use of insurance codes and planning for soft tissue management programs</li> </ul>	<ul style="list-style-type: none"> <li>• Additional instruction in insurance coding and STM P will be added to H302</li> </ul>

# **DENTISTRY**

## **PHILOSOPHY AND GOALS**

The program philosophy of the Dental Hygiene Program at Indiana University School of Dentistry is to provide a knowledge base to educate the dental hygienist to be a health care provider whose responsibility is the prevention of oral disease and the promotion of oral health to all segments of the population. As the provider of educational, clinical and therapeutic services supporting total health through the promotion of optimal oral health, the dental hygienist serves as a preventive oral health professional.

The Dental Hygiene Program will provide a foundation in the biomedical, behavioral and clinical sciences which will enable the dental hygienist to assume responsibility in various career roles. An environment conducive to the pursuit of lifelong learning will prepare the dental hygienist to increase the knowledge base for serving as a health care provider.

In addition, the program will prepare the dental hygienist to assume responsibility in judgment and decision making skills as well as providing an academic foundation for further education. The program will also prepare the dental hygiene professional to deliver quality dental health care and apply research to dental hygiene practice.

## **INTRODUCTION**

This document describes the abilities expected of a dental hygienist entering the profession. These competency statements are meant to serve as guidelines and are designed to describe (1) the desired combination of knowledge, psychomotor skills, communication skills, and attitudes, and (2) the standards used to measure the hygienist's independent performance. The following should help to assess the competence of dental hygiene students and to improve the dental hygiene curriculum. Given the dynamic nature of science and the health professions, these competencies will be reviewed and updated periodically.

The dental hygienist must possess the Core Competencies and the ethics, values, skills and knowledge integral to all aspects of the profession. These core competencies provide the foundation for the dental hygienist to perform the roles of a preventive health care provider.

## **CORE COMPETENCIES**

1. Apply a professional code of ethics in all endeavors.
2. Adhere to state and federal laws, recommendations, regulations and safety practices in the provision of dental hygiene care.
3. Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidenced-based practice.
4. Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.
5. Continuously perform self-assessment for life-long learning and professional growth.
6. Advance the profession through service activities and affiliations with professional organizations.
7. Provide quality assurance mechanisms for health services
8. Communicate effectively with individuals and groups from diverse populations both orally and in writing.
9. Provide accurate, consistent and complete documentation for assessment, diagnosis, planning, implementation and evaluation of dental hygiene services.
10. Provide care to all clients using an individualized approach that is humane, empathetic, and caring.

## HEALTH PROMOTION AND DISEASE PREVENTION (HP)

In the practice setting the dental hygienist plays an active role in the promotion of optimal oral health and its relationship to general health. The dental hygienist serves the community in both practice and public health settings. Public health is concerned with promoting health and preventing disease through organized community efforts, which is an important component of any interdisciplinary approach. The dental hygienist should have a general knowledge of wellness, health determinants and characteristics of various patient/client communities. The dental hygienist, therefore, should be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings.

**HP1: Individual:** The dental hygienist should be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal oral health.

This competency includes:

- a. Promote healthy lifestyles for clients.
- b. Recognize oral and related general health needs of individuals and assist in development of individualized self care regimens.
- c. Support clients' efforts to assume responsibility for their oral health and promote adherence to self care regimens.
- d. Respect the goals, values, beliefs and preferences of the patient/client while promoting optimal oral and general health.
- e. Refer patients/clients who may have a physiologic, psychological and/or social problem for comprehensive patient/client evaluation.

**HP2: Community:** The dental hygienist should be able to initiate and assume responsibility for health promotion, health education and disease prevention activities for diverse populations.

This competency includes:

- a. Assess, plan, implement and evaluate community based oral health programs within a population group.
- b. Identify community based services and resources that can assist in oral health promotion and disease prevention.
- c. Demonstrate knowledge of the current dental care delivery systems including factors which affect utilization of dental services.
- d. Identify strategies to increase consumers' access to the health care delivery system.
- e. Provide dental hygiene services in a variety of settings.

## PATIENT CARE (PC)

The role of the dental hygienist in patient/client care is ever changing, yet central to the maintenance of health. The dental hygienist must use skills to assess, diagnose, plan, implement and evaluate treatment.

**PC1** Systematically collect, analyze and record data on the general, oral and psychosocial health status of a variety of patients/clients using methods consistent with medicolegal principles.

This competency includes:

- a. Select, obtain and interpret diagnostic information recognizing its advantages and limitations.
- b. Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
- c. Obtain, review and update a complete medical, family, social and dental history.
- d. Recognize health conditions and medications that impact overall patient/client care.
- e. Identify patients/clients at risk for a medical emergency and manage the patient/client in a manner that prevents an emergency.
- f. Perform a comprehensive examination using clinical, radiographic, periodontal, dental charting and other data collection procedures to assess the patient's/client's needs.

**PC2** **Diagnosis:** Use critical decision making skills to reach conclusions about the patients'/clients' dental hygiene needs based on all available assessment data.

This competency includes:

- a. Use assessment findings, etiologic factors and clinical data in determining a dental hygiene diagnosis.
- b. Identify patient/client needs and significant findings that impact the delivery of dental hygiene services.
- c. Obtain consultations as indicated.

**PC3** **Planning:** Collaborate with the patient/client, and/or other health professionals to formulate a comprehensive dental hygiene care plan that is patient/client centered and based on current scientific evidence.

This competency includes:

- a. Prioritize the care plan based on the health status and the actual and potential problems of the individual to facilitate optimal oral health.
- b. Establish a planned sequence of care (educational, clinical and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities.
- c. Establish a collaborative relationship with the patient/client in the planned care to include etiology, prognosis and treatment alternatives.

- d. Make referrals to other health care professionals.
- e. Obtain the patient's/client's informed consent based on a thorough case presentation.

**PC4 Implementation:** Provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health. Assist in achieving oral health goals formulated in collaboration with the patient/client.

This competency includes:

- a. Perform dental hygiene interventions to eliminate and/or control local etiologic factors to prevent and control caries, periodontal disease and other oral conditions.
- b. Control pain and anxiety during treatment through the use of accepted clinical and behavioral techniques.
- c. Provide life support measures to manage medical emergencies in the patient/client care environment.

**PC5 Evaluation:** Evaluate the effectiveness of the implemented clinical, preventive and educational services and modify as needed.

This competency includes:

- a. Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques and patient/client self-report.
- b. Evaluate the patient's/client's satisfaction with the oral health care received and the oral health status achieved.
- c. Provide subsequent treatment or referrals based on evaluation findings.
- d. Develop and maintain a health maintenance program.

## **Program Review and Assessment Committee**

**Thursday, February 14th, 2002**

9:00-11:30 a.m. UL 1126

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

### **AGENDA –**

1. Approval of Minutes .....Ritchie
2. Announcements  
Approval of T. Carey Proposal .....Ritchie  
Campus-Wide Workshop on Principles of Undergraduate Learning ..... Kahn  
PRAC Annual Reports for 2001-02 ..... Banta
3. Presentations  
Science ..... Kuczkowski & Olson  
Physical Education..... Stanton & Avgoustis  
Social Work..... Quiero-Tajalli & Wagner  
Liberal Arts.....White & Johnson

### **MINUTES –**

Present: S. Avgoustis, T. Banta, K. Black, P. Boruff-Jones, K. Duckworth, S. Heiliger, K. Johnson, S. Kahn, J. Kuczkowski, J. McDonald, S. Milosevich, H. Mzumara, A. Olson, R. Osgood, M. Plummer, I. Queiro-Tajalli, I. Ritchie, E. Sener, K. Stanton, R. Vertner, M. Wagner, R. White, G. Williams, C. Yokomoto, N. Young

#### **Approval of January minutes (I. Ritchie)**

- o Minutes approved

#### **Announcements**

Grants:

Ritchie announced that T. Carey's proposal has been approved.

T. Banta announced that 5 new proposals are coming in. Please send your comments to B. Jackson (chair of the subcommittee).

PULs Workshop, April 12:

Banta also announced a campus-wide workshop on the Principles of Undergraduate Learning and passed out a sheet inviting PRAC members to volunteer and/or nominate a colleague to participate. The workshop is scheduled for 9:00 a.m.-3:00 p.m. on April 12 and will be held in University Library. Its purpose is to refine the concepts of the “introductory” and “intermediate,” levels of competence for assessing work in student electronic portfolios. We will work in small groups on developing specific descriptors of what the evidence for each level will show. Tim Riordan, Professor of Philosophy and Associate Dean at Alverno College, will help set the context and facilitate this task. It is important that we have representation from every school, faculty teaching Gateway courses, capstone courses and other key courses.

**Note: We are still looking for additional participants in the workshop! Please contact Sharon Hamilton at [shamilto@iupui.edu](mailto:shamilto@iupui.edu).**

I. Queiro-Tajalli noted that the School of Social Work celebrates their 90<sup>th</sup> anniversary that day and thus will not be represented.

PRAC Annual Reports:

Banta passed out a pink sheet that provided three recommended frameworks for the PRAC Annual Reports. She asked that each school:

- o Complete the matrix\* as initiated previously (continue your usual method of reporting); OR
- o Add a brief history of assessment in your school to the report you submit in 2002; OR
- o Use the presentation you made to PRAC during 2001-02 as the basis for your report, adding any changes in assessment processes implemented since you made that report.

Please complete your report and submit it to Banta on e-mail or diskette by the end of the spring term or **June 1** at the very latest. It is critical that this deadline be met because the NCA review team will be looking at these reports on the Web as they prepare for the November visit. PRAC is a central element of IUPUI’s assessment program and we need to show that our work has been effective and that each school is participating fully.

\*Following the meeting, Banta made the following change to the handout:

*Please Note: The heading for Column 6 of the matrix we have been using should be changed from “What improvements MIGHT BE based on assessment findings?” to “What improvements HAVE BEEN based on assessment findings?” (Making improvements is no longer a matter for speculation—we have done it!)*

NCA Review Team:

Banta announced that the chair of our NCA team will be Phillip Certain, Dean of the College of Letters and Sciences at the University of Wisconsin-Madison. The rest of the team is currently being constituted. She handed out the latest version of the Preliminary Plan and Outline of NCA Special Emphasis Self-Study on Teaching and Learning and asked that any feedback be sent to S. Kahn at [skahn@iupui.edu](mailto:skahn@iupui.edu) or K. Black at [kblack@iupui.edu](mailto:kblack@iupui.edu).

### **School of Science Presentation (J. Kuczkowski and A. Olson)**

Kuczkowski and Olson began with a PowerPoint presentation on the assessment of student learning in the School of Science. Learning is central to the mission of the school, which strives to hire teacher/scholars who will contribute to this learning.

The School of Science approach to assessment has been layered. In 1998, Dean Stocum approved learning outcomes for the school. Each department is responsible for helping students develop these general outcomes. Since 1999, the school's teaching and learning committee has focused on different aspects of teaching, learning, and assessment, including historical context, links between school and department levels of assessment, and, more recently, progress since the learning outcomes were approved.

Assessment has resulted in a number of changes. Kuczkowski noted some examples:

- The Just in Time Teaching (JiTT) pedagogical strategy developed by Physics is now being used by Biology, Chemistry, and Math.
- Math discovered that the DFW rate differed according to time of day when the class was taken and now offers M001, 110, and 111 at times when the research indicated that students' DFW rate is lower.
- The Department of Chemistry developed C110 to replace C102 as a result of conversations with other academic units, most notably Nursing, about the knowledge and skills that students in these units needed. In addition, the course has been changed from a five-hour lecture/lab to a three-hour lecture (C110) and two-hour lab (C115) to make it more accessible and responsive to students' varying needs and interests in Chemistry at this level. Enrollments have increased dramatically in the lecture portion, but the lab portion has been cancelled each time it has been offered because of lack of enrollment. Clearly, students need non-lab science courses at this level.

- C105, another chemistry course, has moved to a peer-led method of team learning. To evaluate the impact of this change, the faculty studied DFW rates, as well as student performance on the American Chemical Society standardized final exam for C106. This final covers topics from both C105 and C106 and is a measure of retention of material over time. Both measures have indicated improvement. The DFW rate has dropped and the performance on the ACS exam has been consistently above the 50<sup>th</sup> percentile (higher than previous results).
- The Computer Science Department studied “bottleneck courses” (courses with high DFW rates) to examine where they were losing majors. This assessment led to an enhancement of CSCI 265 aimed at rearranging topics and materials while maintaining intellectual content. Additionally, Computer Science has instituted a new program to create community among students at the upper level.
- The Geology faculty has revised the introductory-level course, G222, to introduce active learning. Test grades subsequently increased from past years, while students’ ability to explain concepts orally has improved. Feedback from capstone instructors also led to changes in the sophomore- and junior-level courses. G209, Historical Geology, now emphasizes development of the western part of the North American continent. G323, Structural Geology, has been modified to include greater use of problems that require students to practice visualization from different perspectives.
- Psychology instituted pedagogical interventions to reduce DFW rates in introductory courses. These strategies include, among others: active learning, immediate feedback, clearer integration of course materials, increased application of theory to practice, increased student time on task, and distance learning opportunities. While the literature supports the use of these strategies, the desired decrease in the DFW rate of B104 was not achieved. The faculty thus began looking at non-pedagogical variables, such as student effort/motivation and life circumstances. Results indicate that 97 percent of B104 students pass the course if they complete 67 percent or more of their assignments and that 70 percent of the students who will receive a DFW in the course can be identified only four weeks into the semester from homework and class attendance data.
- In B103, student survey data has led to such interventions as: having TAs assist with APA style; assigning TAs to a “family” of students; requiring regular communication between TAs and students; decreasing the number of required reading assignments; and providing opportunities for peer review. As a result, the DFW rate has decreased from 40 percent to 32 percent.

- In addition, the Psychology Department is implementing a tracking program to record psychology majors' progress through the program; developing standardized tests, using IQUIZ, which allows students to take tests online at any time; and creating rubrics to assess students' abilities in the PULs in the capstone course. Other assessment strategies include use of paper and electronic portfolios, senior exit essays, and alumni surveys.
- The School of Science and the School of Liberal Arts jointly adopted the Principled Curriculum for General Education in 1998; the School of Science implemented the curriculum in Fall 2000. As part of this curriculum, seniors applying for graduation write a senior reflection paper on each PUL. Assessment of these papers has revealed a weakness in students' understanding of values and ethics. Another finding is that students who have had research experiences are able to address the PULs much more effectively than other students.
- To obtain student feedback on the Science Freshman Seminar, the school asks students to complete course evaluations, pre/post self-assessment of skills surveys, and to participate in focus groups. These efforts led to restructuring of the Windows on Science Freshman seminar in Fall 1999.

Other efforts underway include:

- To enhance student interest in astronomy, the Astronomy faculty members teaching A100 and A105 have instituted a "telescope loan" program that allows students to borrow department telescopes; the department has substantially increased the number of telescopes available and developed a new course, Back Yard Astronomy, for students who want more hands-on experience with astronomy. One faculty member, as part of an NSF grant, collaborated with others in the School of Science to develop a variety of assessment tools, including a pre/post-semester attitude survey, pre/post course surveys of cognitive gains, and a classroom observation protocol. These instruments are relatively new and thus no substantial data has yet emerged.
- The school is also working to improve advising, based on student feedback.
- A common template for the assessment of the capstone experience is used by each department and the results compiled on the school level.

Kuczkowski concluded his presentation by calling for a university-wide "Principled Curriculum," structured along the lines of the School of Science-School of Liberal Arts concept.

## **School of Physical Education Presentation (K. Stanton and S. Avgoustis)**

Tourism, Conventions and Event Management Degree:

Avgoustis began his discussion of the Tourism, Conventions and Event Management (TCEM) degree with a PowerPoint presentation. The program was approved by the Indiana Commission for Higher Education as a four-year degree in April 1999 and requires completion of 124 credit hours. It employs an assessment model developed from a PRAC grant project; all full- and part-time instructors are knowledgeable about the model and expected to participate. The program's Industry Advisory Committee provides ongoing advice and feedback to ensure that student knowledge and skills match employer needs. Further feedback comes from monthly mailings to graduates asking for information on skills they use in their work. The program also offers post-graduate professional development opportunities.

Final assessment of student learning occurs in the senior capstone course, where students give bi-weekly presentations on course-related topics and a major final presentation of a full business plan, based on an internship experience in a tourism-related organization. Industry representatives and internship supervisors are invited to these final presentations and asked to provide feedback based on their own experience. The PULs are included in evaluation of student work in the capstones and throughout the program; program faculty have developed a plan identifying courses where each of these skills should be learned.

Every class in the program includes feedback from students on course instruction; results show high levels of satisfaction and self-confidence among TCEM students.

Department of Physical Education:

Stanton explained that the Department of Physical Education has an Assessment and Program Review Committee and Curriculum Council that oversees assessment, using the Achievement Based Curriculum model (Plan, Assess, Prescribe, Teach, and Evaluate). Currently, the department is developing its planning and assessment processes, which must respond to the very different needs of several organizations, including NCATE, the National Association of Sport and Physical Education, and the Indiana Department of Education, which has nine professional standards for physical education teachers. Addressing the needs of these very different organizations is a challenge; in particular, the Assessment and Program Review Committee finds that implementing change within the framework of the Indiana Professional Standards is a struggle. Additional challenges are posed by the composition of the faculty, who are almost all pre-tenure, and by participation patterns of students, who tend to move in and out of the program and to change tracks frequently.

The program emphasizes the importance of the Indiana Professional Standards, so that students are explicitly aware of how they will be evaluated. Faculty have developed a matrix with detailed definitions of each standard that links the standards to specific courses and indicates how each standard is addressed and met. Extensive field experiences are integral to the program in this regard. In addition, faculty members also must show how their syllabi address the PULs.

The program has undertaken a number of assessment initiatives. The Assessment Committee is working with IMIR to develop an alumni survey and is convening focus groups for current students. Based on meetings, conversations, and matrix themes, the committee has developed a list of twelve recommendations for improvement and has asked for student input on these. One idea is to have students participate in a summer camp as a way of gaining field experience.

With a small, mostly untenured, faculty, it is difficult to add assessment to their many responsibilities. To create incentives to participate in assessment, faculty are asked to document assessment activities in their annual reports. In response to a question, Stanton explained that involvement in assessment has been directly linked to merit increases. Where possible, faculty members with extensive assessment responsibilities are also granted release time, which has been another helpful incentive.

### **School of Social Work Presentation (I. Queiro-Tajalli and M. Wagner)**

Queiro-Tajalli began by explaining that Social Work is an IU-wide school. Using a PowerPoint presentation, she listed the various programs, which include a Bachelor of Social Work, Master of Social Work, and Ph.D. in Social Work. The Ph.D. includes tracks in research, education, and policy development. The school is the nation's oldest School of Social Work in a university setting and has been conducting assessment for accreditation since 1923.

Each of the Social Work programs has objectives, including lifelong learning and professional development. Assessment methods are strongly influenced by the Council on Social Work Education (CSWE), which accredits Social Work programs on an eight-year cycle. The Council has spearheaded revision of curriculum policy and assessment nation-wide, in part as a response to dramatic changes in the characteristics of Social Work students over the past five to seven years.

The school uses multiple assessment approaches, but still has a long way to go. Methods include alumni surveys, focus groups, program committees, retreats for the MSW, and a school advisory committee. In addition, the school has developed its own course evaluations, which include 20 common items used for every Social Work course, along with course-specific items related to course

learning objectives. These objectives are classified according to five different schemes:

- Mission-related school goal
- Program-specific learning goal
- CSWE content area
- Level of Bloom's taxonomy
- The PULs

This system facilitates curriculum planning, development, and assessment. Other dimensions for classification may be added as additional program needs emerge. Assessment results are stored in a database and tracked over time, with the help of the Testing Center. The School of Social Work is also part of the national Baccalaureate Education Assessment Project (BEAP) in Social Work. Internal assessment-related grants are funded by the Dean of the School of Social Work.

The presenters concluded with several recommendations:

- Don't add more reporting!
- Increase support for online teaching.

### **School of Liberal Arts Presentation (R. White and K. Johnson)**

The School of Liberal Arts bases general education on the Principled Curriculum jointly adopted with the School of Science in 1998. This curriculum includes a first-year experience course, courses that address communication skills, quantitative and analytical skills, and "approaches to knowledge," along with interdisciplinary junior-senior integrator courses (e.g., "Art and the Scientific Revolution") and a Capstone Experience.

To see how assessment varies among departments, visit <http://www.planning.iupui.edu/prac/2000-2001reports/liberalarts.html>. With 150-170 faculty members and 11 departments spanning humanities, social science, and natural science disciplines, reaching conclusions about school-wide achievement of the PULs or other learning outcomes poses a challenge. Some chairs are more committed to assessment than others, leaving many cells of the annual report matrix unfilled. The Geography Department has the most fully developed approach to assessment and has made a number of improvements based on assessment findings. The History Department has also made progress in implementing systematic assessment processes.

The redesign of R100, Introduction to Sociology, part of the Pew Grant Program in Course Redesign, which links sections of the course to W131, Elementary Composition, is an example of an experimental approach to assessment that introduces changes to a course and measures their effects. The linked course sections used technology to engage students in active learning and tied writing in

the composition course to sociology, so that students would emerge with improved understanding of basic concepts of sociology, as well as improved writing and analytical skills. The experiment catalyzed collaboration among R100 faculty to define the sociological concepts most important for introductory-level students to learn. The experiment resulted in significant drops in DFW rates and improvements in student performance in R100; aspects of the new model, including the increased use of technology to enhance student interaction and engagement and the use of linked sections, will be continued to the extent that resources allow.

Johnson, who represents the SLA Teaching and Advising Committee, offered several comments on assessment of the PULs. An optional assignment that asked seniors taking the graduating student survey to write an essay on their learning of one PUL yielded a disappointingly low rate of response. The assignment/survey has now been incorporated into capstone courses, but is not required. Next year, the committee will distribute the survey earlier in the semester, consider providing an incentive for students to complete the essay, summarize findings on the SLA Web site, and seek to re-evaluate and re-design the survey form. Johnson noted that those students who did respond most often focused on critical thinking as an area of development.

Key barriers to use of assessment in SLA include negative views of assessment among faculty (who often change their minds once they make some use of assessment) and a faculty culture that is traditionally individualistic and resistant to the collaboration that assessment requires. The high number of transfer students at IUPUI poses another challenge; it is difficult to come up with an approach to assessing of the PULs for transfer students, since the PULs are conceived as outcomes of a developmental sequence that extends through the baccalaureate.

Johnson concluded with several recommendations:

- Offer guidelines to faculty for incorporating assessment of the PULs into syllabi.
- Seek ways to reward faculty for working on assessment and focusing on the PULs.
- Include a PRAC representative on Faculty Council.

**Next meeting:  
March 21, 2002  
9:30-11:30 am in UL1126**



# Program Review and Assessment Committee

## *Annual Reports for 2001-02*

Sometime during the summer of 2002 NCA reviewers will begin to peruse the IUPUI self-study at [www.iport.iupui.edu](http://www.iport.iupui.edu). A prominent component of that site will be the school annual assessment reports currently posted to the PAII website ([www.planning.iupui.edu](http://www.planning.iupui.edu)). We certainly want to be sure that every school is represented there with a current report by **June 1, 2002** at the latest.

PRAC representatives from several schools have expressed interest in providing a summary of progress in assessment that has occurred over the past several years. This would make an excellent introduction to an update of the matrix that has served as the basis for PRAC reports in recent years.

Other representatives have responded conscientiously to the questions that have guided the oral presentations this year and may prefer to submit an annual report based on their oral presentation.

Still others may wish simply to continue the process of updating the matrix to which the school began to contribute years ago.

Thus there are at least three ways to complete your school's assessment report for 2001-02:

- 1) Complete the matrix\* as initiated previously (continue your usual method of reporting).
- 2) Add a history of assessment in your school to the updated matrix.
- 3) Use the presentation you made to PRAC during 2001-02 as the basis for your report.

In any case, please complete your report and submit it to Trudy Banta on email or diskette by the end of the spring term, or **June 1** at the latest.

**\*Please Note:** The heading for Column 6 of the matrix we have been using should be changed from "What improvements MIGHT BE based on assessment findings?" to "What improvements HAVE BEEN based on assessment findings?" (Making improvements is no longer a matter for speculation—we have done it!)

**School of Science**

**Assessment of  
Student Learning**

# Mission

To serve and improve society by educating our students as discerning citizens and leaders in productive careers, and by advancing knowledge and understanding of the natural world through basic and applied research

**Learning** is central to our mission.

# Journey of Assessment

- 1998 Learning Outcomes
- 1999 Assessment Plan
- 2000 Historical Context;  
Status of Assessment Activities
- 2001 Progress on Assessment;  
Linking School and  
Department Levels of Assessment

# Biology

- N100 Contemporary Biology
  - Just-in-Time Teaching
- N261 Anatomy
  - Intro Portfolio
- K322 Genetics
  - Case study; Satisfaction survey
- K490/493/494 Research/Capstone
  - Assessment instrument

# Chemistry

- C100 World of Chemistry
  - Pre/post survey; collaborative offering with Geology for elementary education majors
- C110 Chemistry of Life
  - Newly restructured course
- C105 Principles of Chemistry I
  - Workshop Chemistry; ACS Test
- C495 Capstone
  - Portfolio; Assessment instrument

# Computer Science

- CSCI 230 Computing I
  - Tracking 11 learning outcomes
- Department Project
  - In-depth analysis of 5 year DWF rates in majors courses;  
Enhancements in CSCI 265;  
Program to create community for majors
- CSCI Capstone
  - Reorganized to address assessment;  
Component on ethics

# Geology

- G222 Petrology
  - Introduced active student learning with sound and consistent results
- G420 Field Camp (Capstone)
  - New rubric for assessment
  - Changes in G205 Historical Geology and G232 Structural Geology

# Mathematics

- MATH 001, 110, 111
  - Common finals assessed;
  - Best-success time module offerings
  - Extra focus on key topics
- MATH 111, 118, 163
  - Tracking outcomes on tests for aggregate data
  - Identified topics for special instructional emphasis
- MATH 351 Linear Algebra
  - New assessment/student feedback form
- MATH 492 Capstone
  - New assessment rubric

# Physics

- AST 100/105 Astronomy
  - Pre/post quizzes
  - Introduction of Web assignments
- PHYS 152/251
  - Just-in-Time Teaching (Nationally recognized)
  - Pre/post surveys on attitude and cognitive gains
  - Midterm survey
- Expansion of JiTT to Biology and Math
- PHYS 490 Research/Capstone
  - Assessment Rubric

# Psychology

- B103 Intro to Psychology as Major
  - Interventions to reduce DWF rates
- B104 Psychology as Social Science
  - Continuous assessment, pedagogical innovation
  - New focus on non-pedagogical variables
- B305/307/311
  - Curricular changes to enhance statistical skills
- Capstones
  - New assessment rubrics

# School Level

- Common Gen Ed Curriculum
  - Implemented fall 2000
  - Progress on Junior/Senior Integrators
- Senior Reflection Project
  - New focus on area of ethics in curriculum
- Windows on Science Fresh. Seminar
  - Complete restructuring in fall 1999
  - Continuous assessment with pre/post survey and focus groups
- Academic Advising
  - New Undergraduate Academic Adviser Survey

# School Level

- Graduating Student Survey
  - Adapted to reflect questions on IUPUI institutional research survey
- Capstone Assessment Template
  - Information from department rubrics to be fed into School template

# Proposal



# The University Principled Core

- First Year Seminar (1 cr.)
- Communication Skills (9 cr.)
  - ENG W 131 Elem Composition I
  - Second Composition Course ( pre-req W 131)
  - COMM R110 Fund of Speech
- Quantitative/Analytical Skills (3 cr.)
  - One college level mathematics or statistics course (pre-req MATH 111)

# The University Principled Core

- The Sciences (7 cr.)
  - Two courses in the physical/biological sciences, at least one with lab
- Humanities/Social Sciences/ Comparative World Cultures (9 cr.)
  - One course from each list
- Junior/Senior Integrator (3 cr.)
- Capstone (including ethics) (1-3 cr.)

# The University Principled Core

- 33-35 Credit Hours Total
- Crafted on the IUPUI Principles of Undergraduate Learning
- Developmental in Approach

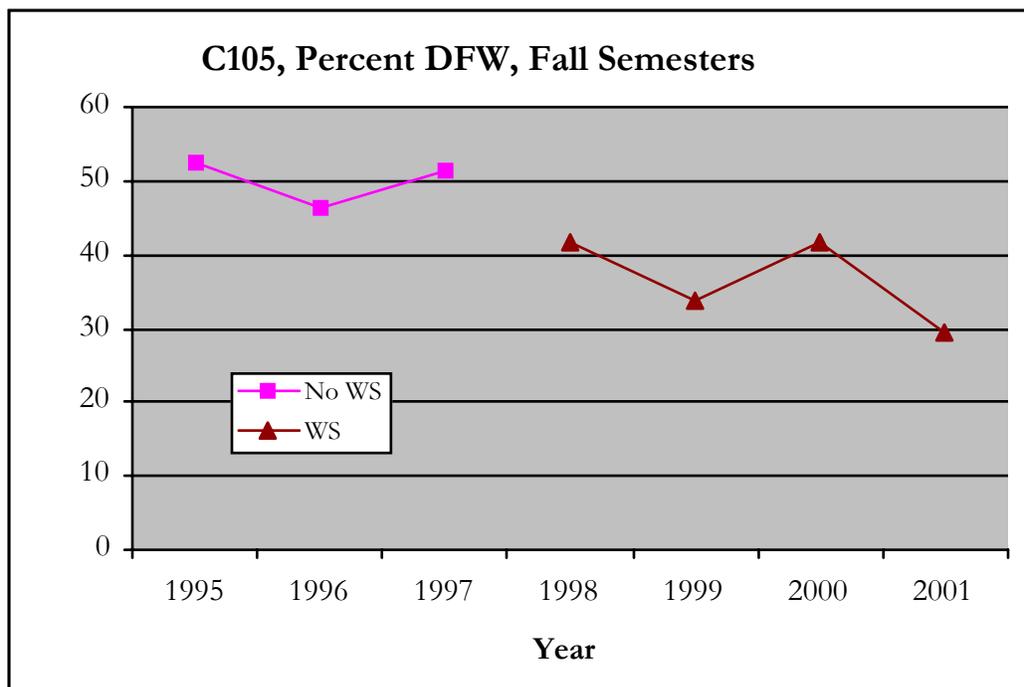
## Workshop Chemistry at IUPUI

Workshop Chemistry, a peer-led method of team learning (PLTL), was introduced into the C105 course several years ago. This technique matches peer mentors with small groups (8-9 students) in a workshop setting devoted to problem solving. The workshops meet for 2 hours a week in lieu of a recitation or other small group setting. The mentors meet an additional two hours a week with the course instructor to prepare for workshops and to learn techniques for peer-led instruction. We have incorporated this PLTL technique for the last several years and have seen a dramatic effect on student performance in the course. The accompanying graph shows that the rate of failure in the course (defined as percent of students receiving Ds, Fs or withdrawing) has, in fact, decreased dramatically as a result of the introduction of Workshop Chemistry. Further analysis shows that this is largely due to a drop in withdrawals from roughly a third of the class to approximately 15%. In other words, performance in the class was improved even though students (presumably those who were struggling in the course) have been retained at a higher rate. We think this is due, somewhat, to the sense of connection to campus and other students that is engendered by being a member of a workshop. We also have anecdotal evidence that the workshop leaders are being retained at a higher rate as majors and encouraged to stick with a course of study in Science. Several of our workshop leaders are members of minority groups, particularly African Americans, and some of these have decided to go on to graduate study as a result of their workshop experience.

### Numbers of Students in Data

No Workshops	796
Workshops	1252

Means: 50% without WS, 37% with WS



## School of Science Template for Assessment of the Capstone Experience

	Needs Improvement	Meets Minimum Standards	Good	Excellent	Not Applicable
Shows ability to formulate problems, solve them, and interpret their solution					
Shows understanding of the scientific method					
Displays overall comprehension of own discipline					
Shows ability to communicate ideas of discipline orally in writing					
Gives experience in applying knowledge from own discipline to other disciplines from one area of own discipline to another area					
Makes efficient use of technological tools scientific resources (e.g., journals)					
Shows knowledge of contemporary and ethical issues in science and their relation to society					
Displays appreciation of the historical development of (an area of) the discipline					

# Tourism, Conventions and Event Management

School of Physical Education

Assessment of the undergraduate  
degree program (TCEM)

# History of the degree

- Prior to April 9, 1999
  - Associate of Science in Foodservice and Lodging Supervision (PU degree)

- April 9, 1999
  - Bachelor of Science in Tourism, Conventions, and Event Management (IU degree)

## Program Overview

This program prepares graduates for a career in Tourism, which involves transportation, accommodation, food and beverages, entertainment, attractions and any private business or government body which in some way has an impact on these activities.

## Program Structure

To satisfy the requirements for the Bachelor Science in Tourism, Conventions, and Event Management students must complete 124 credit hours:

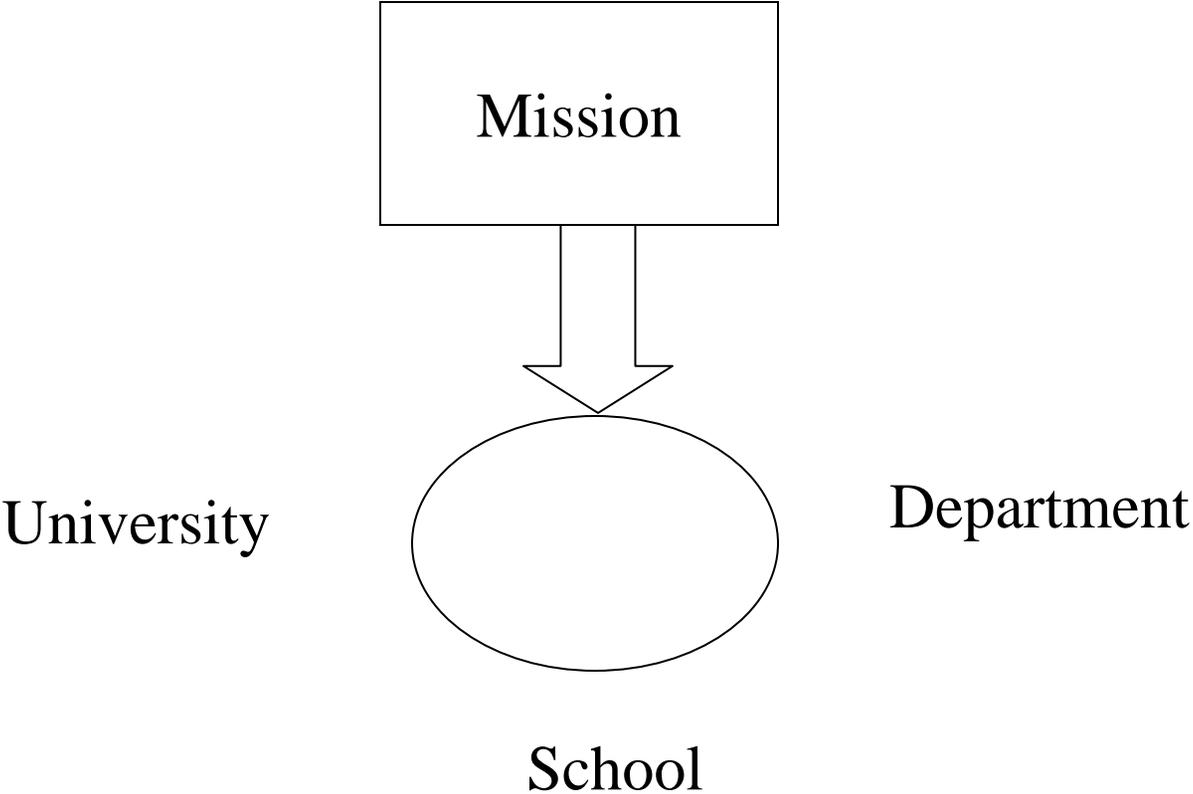
- General Education      39 credit hours
- Major Requirements      73 credit hours
- Electives      12 credit hours

# Program Assessment

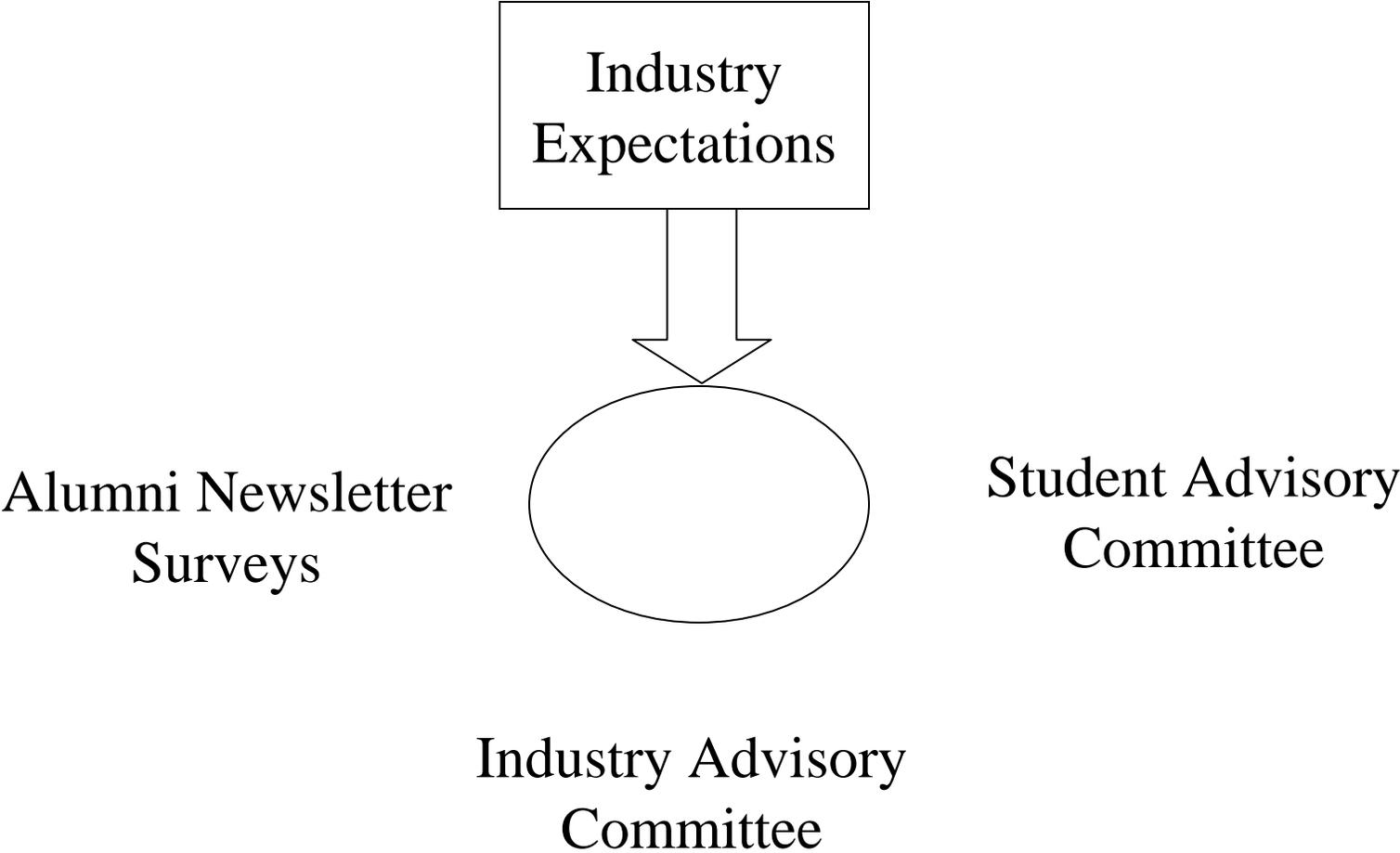
- 1997-1998
  - PRAC assessment grant
    - Program Assessment Model: A Step By Step Guide

# Program Assessment Model (P.A.M.)

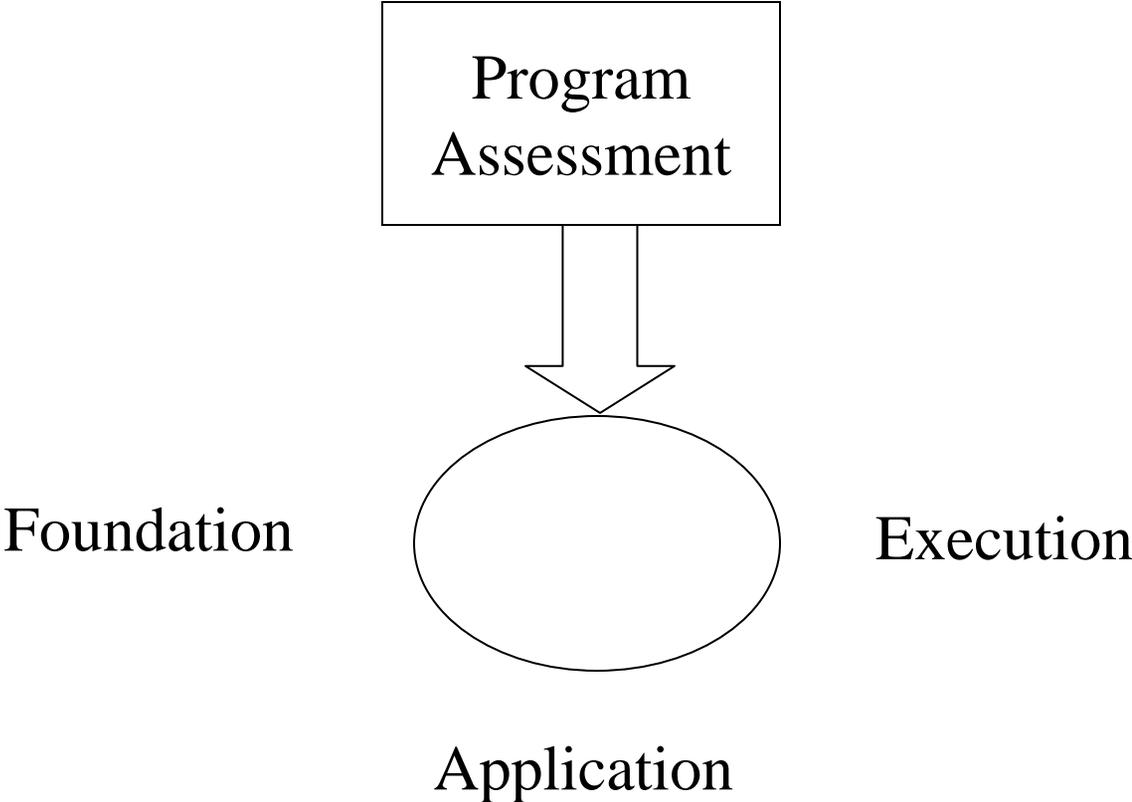
# Step 1



# Step 2



**Step 3**



## Overview - Learning Domains

### **I. Foundation - Knowledge and Comprehension**

#### A. Principles of Management

1. Planning
2. Organizing
3. Leading
4. Controlling

#### B. Problem Solving Using Quantitative and Qualitative Skills

#### C. Teamwork

#### D. Total Quality Management

#### E. Communication and Interpersonal Skills

#### F. Management Analysis

1. Philosophy

## **II. Application - Practice, Analysis, and Synthesis**

### **A. Operational Practice Based on Depth and Breadth of Knowledge**

1. Mission, Goals and Objectives
2. Customer Analysis
  - a) Demographics and Psychographics
3. Product and Service Concept Development
4. Financial Decision Making and Analysis
  - a) Pricing
5. Marketing
  - a) Target Marketing
  - b) Core Products
6. Implementation of Concept
7. Human Resource Management
  - a) Job Analysis
  - b) Employee Training and Development
8. Information Management

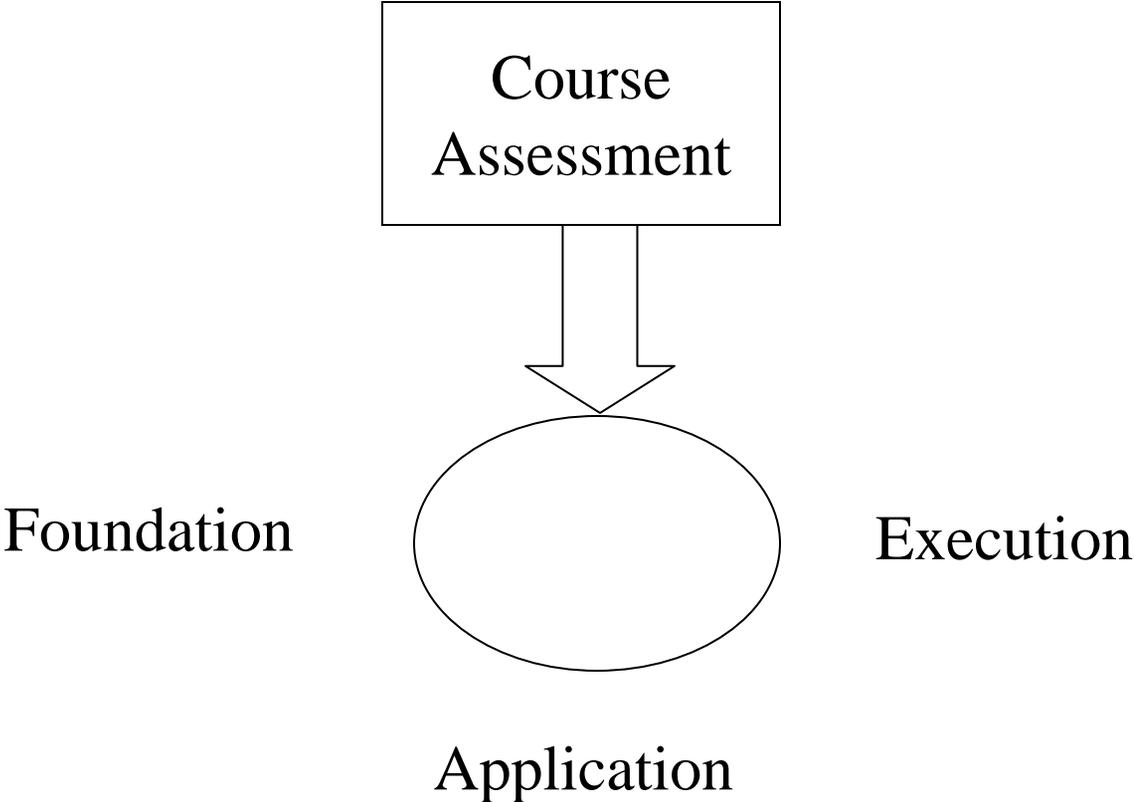
### **B. Implementation**

1. Critical Thinking

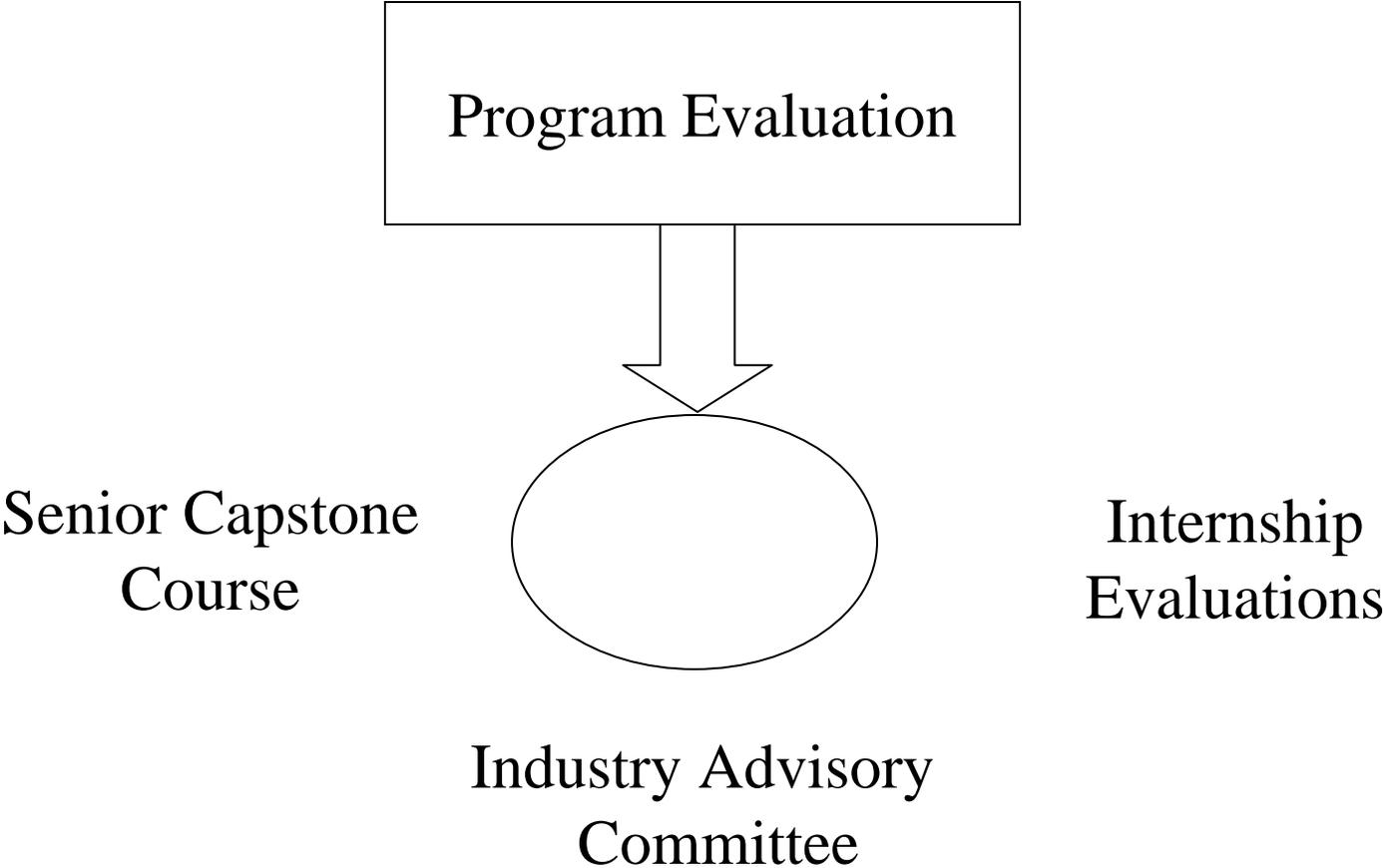
### **III. Execution - Continuous Learning**

- A. Self-Evaluation
- B. Research
- C. Skills Development
- D. Adjust to Meet Customer Expectations

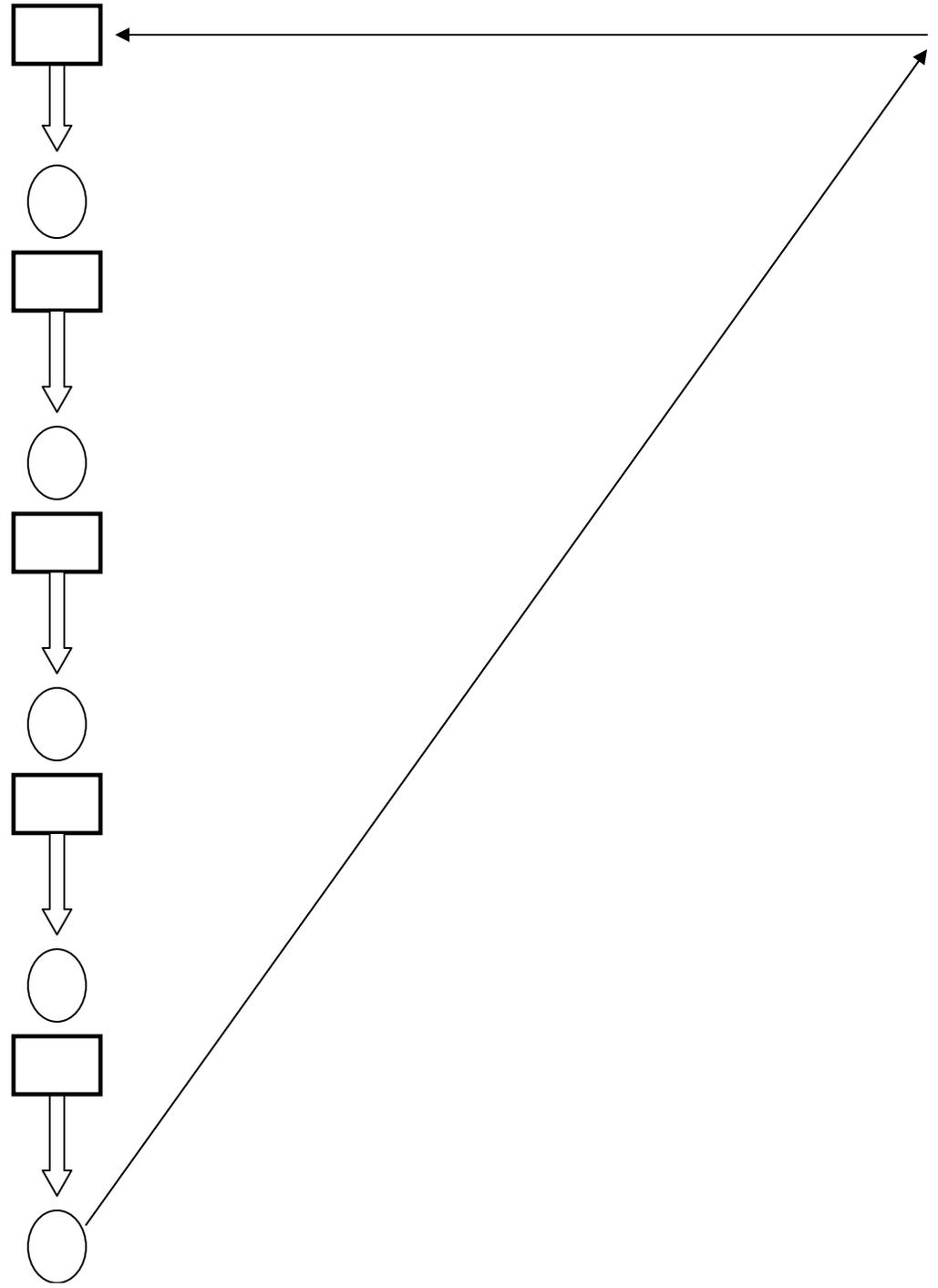
# Step 4



# Step 5



**P.A.M.**



## Step 5: Program Evaluation

Program evaluation upon completion of the Senior Capstone Course every Spring semester.

- Bi-weekly presentations

- Final presentations

- Invited guests include all members of the industry advisory committee, internship supervisors and school faculty

Practitioner reviews of interns, conducted for all interns at the half point and end of their mandatory 600 hour practicum (TCEM 387).

Supervisors are asked to respond to evaluation forms designed to evaluate and appraise the student as an employee and the student's work performance in the business.

➤ The questions are tied to the three Outcomes and five PULs.

The TCEM Industry Advisory Committee meets with faculty twice each semester to review and discuss the program.

This advisory committee includes practitioners from local and state agencies and tourism related businesses, including representatives from companies who employ student interns and hire tourism graduates.

A fourth mechanism is the feedback from students regarding course instruction.

Student evaluations are required in every TCEM class.

What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?

**OUTCOMES**  
**FOUNDATION - KNOWLEDGE AND COMPREHENSION**

- A. Principles of Management - The contemporary tourism management professional must operate in an environment of constant change.**
  - 1. Plan operational objectives**
  - 2. Organize resources and activities to meet operational objectives.**
  - 3. Motivate staff to meet operational objectives.**
  - 4. Control resources to achieve profitability.**
- B. The contemporary hospitality management professional must know and apply problem solving techniques in tourism management.**
  - 1. Demonstrate a willingness and ability to embrace conflicting information or situations, and engage in problem –solving using quantitative and qualitative skills.**
- C. The contemporary tourism management professional must be able to develop a team concept among staff.**
  - 1. Assess employee’s needs.**
  - 2. Develop company policies.**
  - 3. Execute policies.**
  - 4. Resolve conflicts.**
- D. The contemporary tourism management professional must be able to use total quality management.**
  - 1. Identify advantages of TQM for delivery of tourism services.**
  - 2. Develop techniques to train employees in TQM.**
- E. The contemporary tourism management professional must be able to communicate through a variety of mechanism.**
  - 1. Express him/herself clearly, concisely, and accurately in both written and verbal form.**
  - 2. Understand and use non-verbal communication effectively.**
  - 3. Utilize technology to expand avenues of communication.**

How will Mary learn these things?

**DOMAIN I: FOUNDATION - KNOWLEDGE AND COMPREHENSION**

Student Competencies	Courses through which competencies are taught	Outcomes Assessment Measures
<b>A. Principles of Management</b>		
1. Plan of operational objectives.	TCEM 100, TCEM 181, TCEM 212, TCEM 391, TCEM 312,	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises,, cost analysis, technique proficiency, use spreadsheets, energy usage assessment, layout and design project, ergonomic analysis,
2. Organize resources and activities to meet operational objectives.	TCEM 100, TCEM 181, TCEM 212, TCEM 391, TCEM 312,	restaurant meals, event promotion, case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, use spreadsheets, restaurant meals, event promotion

At graduation, what evidence could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

Senior Capstone project

Have you and colleagues in your program looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do?

Senior Capstone Project

If so, what do your findings imply for your work?

So far so good!

Have changes actually been made on the basis of assessment data?

How have faculty reacted to the need to spend time on assessment?

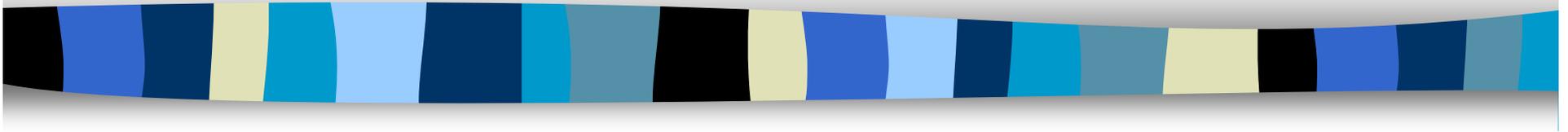
What has been successful in drawing faculty in on assessment?

What are the difficulties you face in engaging faculty?

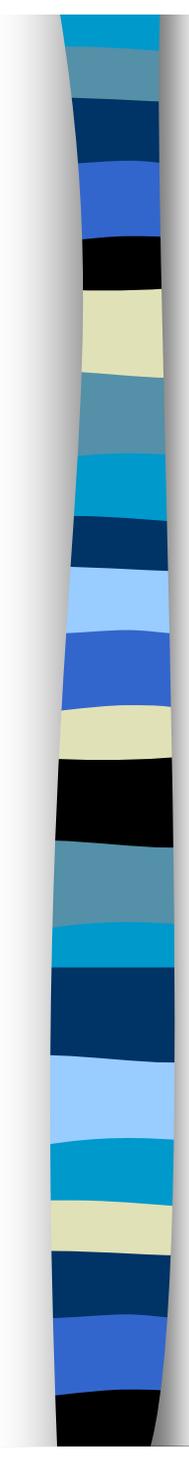
Are there any actions that have been or could be taken in your school to encourage more faculty to become involved?

- 1) What you have learned from doing assessment?
- 2) What you have changed as a result of assessment?
- 3) What still needs to be done in your school and/or at the campus level to encourage more faculty and student involvement in assessment?

# School of Physical Education



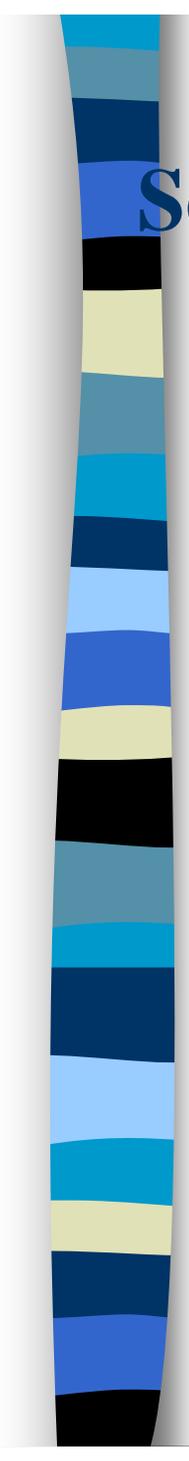
Department of Physical Education  
PRAC Presentation



# Departmental Tracks

## Three tracks

1. Exercise Science (pre-PT, pre-med, single)
  2. Fitness and Sport Studies
  3. Physical Education Teacher Education (PETE)
- Report will focus on the PETE curriculum changes



# School's continual assessment mechanisms

## Assessment and Program Review Committee

- Reviews school/departmental assessment procedures overall

## Curriculum Council

- Reviews curriculum changes, including course changes/additions, or other such thing



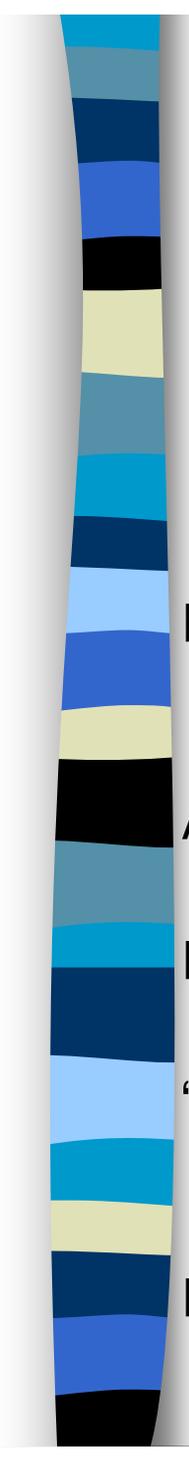
# Process to Change PETE curriculum

## Program Standards and outside influence

- Indiana Professional Standards Board (knowledge and performance)
- National Association of Sport and Physical Education (NCATE)

## Issues with changing/modifying curriculum

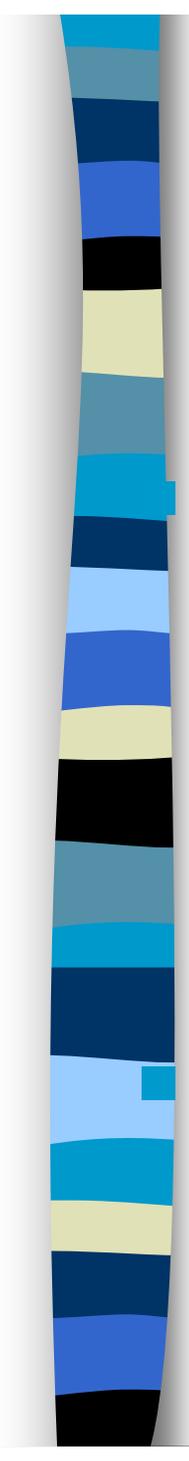
- School of Education
- Nature and size of faculty
- Nature of students



# Model for change

## Achievement Base Curriculum (Plan, Assess, Prescribe, Teach, Evaluate)

Plan:	NASPE questions, determine what is currently happening in courses
Assess:	who is doing what, survey, focus groups
Prescribe:	change/modify curriculum
“Teach”:	Implement changes, inform students, solidly integrate standards into curriculum
Evaluate:	implement a plan for continuous assessment

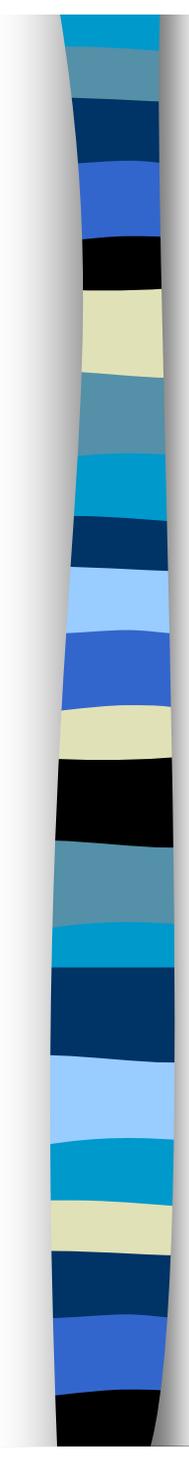


# What's been done to date

## Plan:

- faculty were given standards matrix
- Determine whether they cover “substandards” in cursory, initial, secondary, or primary fashion
- Also assessed the type of field experience to determine performance

We also have to determine, as a K-12 program, what developmental standards we will cover



# Continued

## Assess:

- Completion of PETE matrix
- Individual faculty meetings to discuss courses
- Use of course syllabi for comparison
- Review of course description compared to course objectives
- General discussion amongst group and faculty



## Where we are now

- Working with IMIR developing PETE alumni survey
- Working to plan a focus group with current students (need to find a facilitator)
- Have developed a list of 12 recommendations based upon meetings, conversations, and matrix themes that will be presented to the faculty



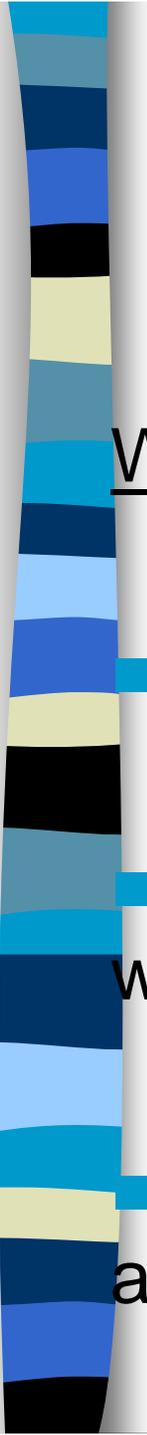
## Our next step

- After survey and focus group info is collected, we will review our current recommendations
- Currently addressing student learning outcomes outside of standards (e.g., how we define professionalism, teaching behaviors we as a faculty want to see)
- Addressing “hot topics” and beginning to map where and how our students meet standards and learning outcomes



# Outcome assessment options/evidence

- PETE definition test
- Physical fitness testing
- Student portfolio
- Formal assessment of teaching experiences



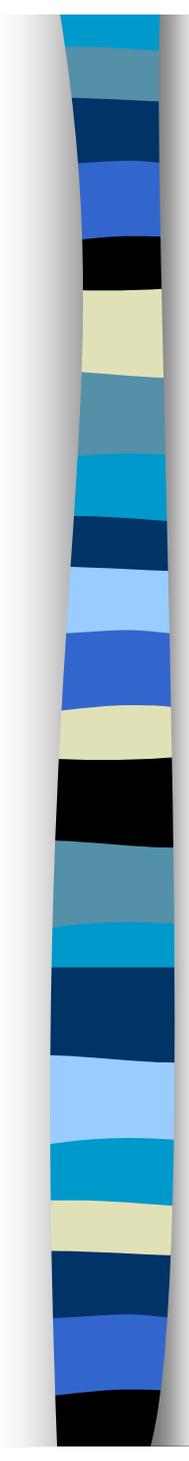
# PRAC/NCA Related questions

What will PETE students know/be able to do

■ IPSB knowledge and performance standards

■ Provision of matrix indicating what, where, and when

■ Haven't addressed PUL's directly, nor have we addressed developmental standards as yet



# Collective Assessment

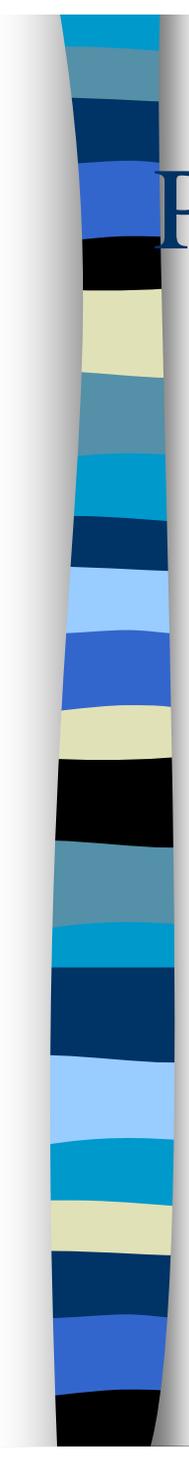
- Currently, the collective assessment is programmatic
- Collective student assessment will probably be a responsibility of the “methods” group
- Portfolio review will be another option



# Changes made based upon data

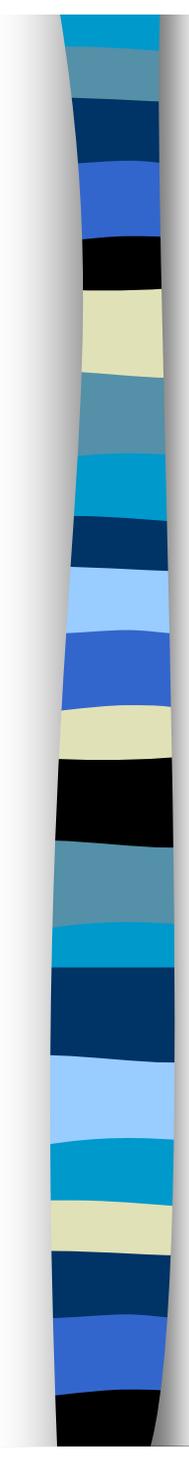
## General

- Pre-requisite check to make sure students take classes in sequence
- Changes in pre-med track to reflect what courses the School of Medicine will accept
- Potential changes in Fitness & Sport Studies track to potentially reflect Sport Management



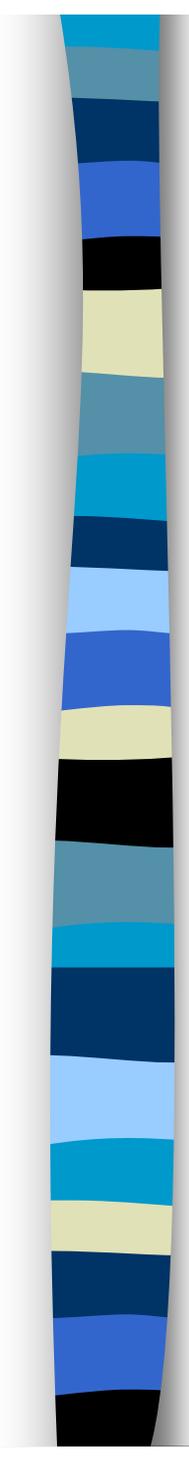
# Problems in making changes

- PETE changes have been difficult because our curriculum must, to some degree, be accepted by the School of Education (licensing body)-School is changing their process which subsequently affects ours-communication has been difficult at times
- Faculty tend to view this as another “thing” being placed upon them; all work and no result
- VERY small faculty (12), most tenure-line (not tenured), faculty going through a new/old cycle creating tension



# Things that have helped move the process along

- Release time this semester for PETE curriculum chair (me); others are pleased “someone else” is doing it
- Tie between assessment activities and merit pay (particularly PUL’s and assessment of student learning outcomes)
- Better communication with School of Education



# What would help?

- Truthfully, not sure at this time
- Problem is somewhat a factor of faculty motivation
  - Taking it seriously
  - Seeing how changes can be made based upon data (vs. subjective observations)



**Indiana University School of Social Work**

# **Indiana University School of Social Work**

**Report for the IUPUI Program  
Review & Assessment Committee**

**February 14, 2002**

# Agenda

In today's presentation, we will provide:

- A brief presentation of our School
- General outcomes of our educational programs;
- Multiple assessment methods;
- Faculty role in assessment;
- Lessons learned;





# Agenda [cont.]

- Changes as result of assessment;
- Plans at the School level;
- Plans needed at the campus level.



# Indiana University School of Social Work (IUSSW)

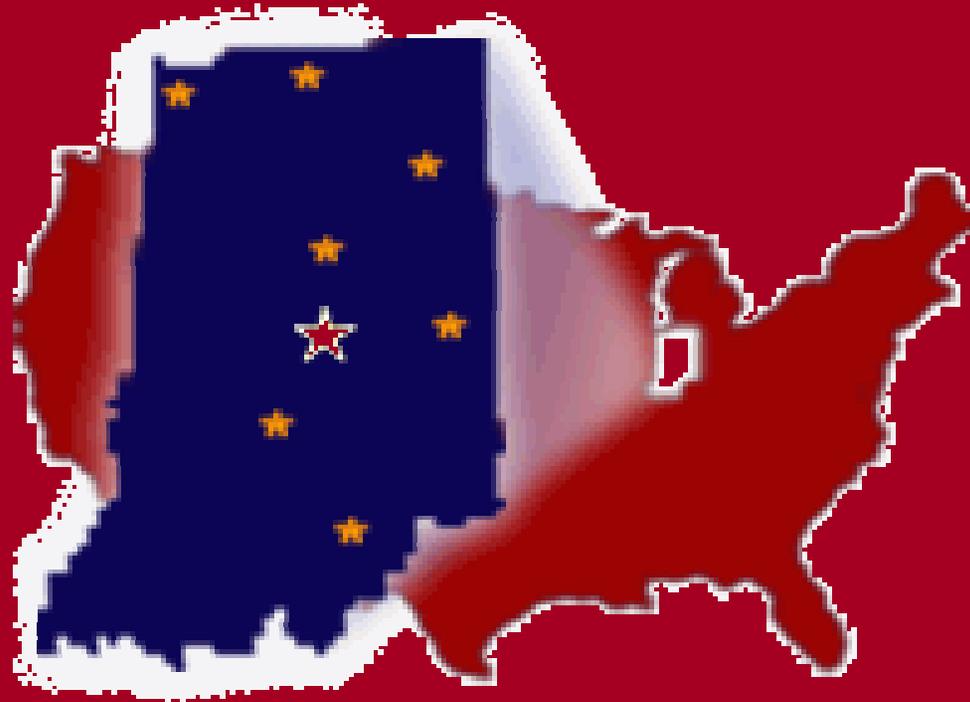
- As a system school, IUSSW sponsors:
- Bachelor of Social Work (BSW) Programs on three IU Campuses (IUB, IUE & IUPUI)
- Master of Social Work (MSW) Programs on Three IU Campuses (IUPUI, IUN, IUSB)
- Doctor of Philosophy (Ph.D.) in Social Work Program at IUPUI
- BSW courses in Columbus & Kokomo



Indiana University School of Social Work

# Indiana University School of Social Work Programs

Headquartered on the IUPUI campus



Celebrating 90 years of social work  
leadership

# IUSSW [cont.]

- Multiple Course Sections
- Eight-to-nine-hundred students
- More than 45 Full-Time and more than 50 Part-Time Instructors
- More than 50 Required Courses - Most Offered in Multiple Sections and on Several Indiana University Campuses





# General Outcomes of our School Programs

- BSW Program:
- Prepares students for generalist social work practice;
- Prepares students for graduate education; and
- Prepares students for life long learning for professional development



# General Outcomes of our Educational Programs [cont.]

- MSW Program prepares students for:
- Direct clinical practice with individuals, families, and groups
- MACRO practice:
  - administration, management, research, political, community, and social advocacy arenas
  - ongoing professional needs assessment and learning activities.
  - community and professional leadership



# General Outcomes of our Educational Programs [cont.]

- Ph.D. Program prepares students for leadership roles in research, education, and policy development.



# Purpose of Assessment

- Assessment is viewed as both:
- a way to improve quality, and
- a means to demonstrate goal achievement and positive outcomes



# Assessment Methods

- Professional evaluation by the CSWE
- A Course/Instructor & Student Learning Assessment (CISLA) System.
- BEAP
- Other alumni survey
- Focus groups with different constituencies
- Program Committees
- Retreats for MSW
- School Advisory Committee



# Assessment Methods [cont.]

The Council on Social Work Education (CSWE) is the accrediting body for BSW and MSW programs.

- Every eight years.
- It covers: Program Rationale & Assessment; Organization, Governance, and Resources; Nondiscrimination and Human Diversity; Faculty; Student Development; Curriculum; Alternative Programs; & Experimental Programs



# Assessment Methods [cont.]

- Specifically, the 1992 Curriculum Policy Statement & 1994 Accreditation Standards of CSWE reflected the expectation that programs should:
- *"specify the outcome measures and measurement procedures that are to be used systematically in evaluating the program, and that will enable it to determine its success in achieving the desired objectives."* (CSWE, 1994)



# Assessment Methods [cont.]

- *Furthermore, the revised Curriculum Policy Statement: EPAS (2001)*
- *8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.*
- *8.1 The program reports an analysis of its outcome data for each program objective.*
- *8.2 The program shows evidence that the analysis of its outcomes is used continuously to improve the program.*



# Assessment Methods [cont.]

- The School was last accredited in 1996. The next review is scheduled for 2004.
- In 1999, IUSSW completed an extensive IUPUI-sponsored self-study and program review.

# Assessment Methods [cont.]

## A Course/Instructor & Student Learning Assessment (CISLA) System

- Historically, the School of Social Work relied upon the university's "cafeteria" based system. Each instructor selected items s/he considered applicable to the course. However, The university sponsored system:
  - Did not allow for analysis of social work school wide or social work program data
  - Did not permit comparison from course to course or year to year.



# Assessment Methods [cont.]

## A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Approximately six years ago, the School assumed control of the course/evaluation system.
- The School purchased needed equipment (e.g., Optical Scanner) and related computer software.
- The School also instituted several key changes:



# Assessment Methods [cont.]

## A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- First, “common course/instructor assessment items” were selected for use:
  - In all social work courses
  - In all social work programs (e.g., BSW, MSW, Ph.D.; part-time, full-time, etc.)
  - On all Indiana University campuses where social work courses are offered.



# Assessment Methods [cont.]

## A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Second, the course objectives for each course were added to the instrument.
  - The course-objective related items enable students to assess the degree of learning in relation to each course learning objective.
- In effect, these two changes led to the production of individualized course/instructor & student learning assessment (CISLA) instruments for each social work course.
  - The findings could be used for personnel (faculty) performance evaluation and/or for (indirect) assessment of student learning



# Assessment Methods [cont.]

A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Each End-of-Semester CISLA Instrument is individualized by course and contains:
  - 20 Standard or Common Items for All Social Work Courses in all Programs on all Campuses
  - Items Related to Each Discrete Course Learning Objective
    - Note: the number of items varies according to the number of learning objectives published in each course syllabus



# Assessment Methods [cont.]

A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- The 20 Standard or Common Items allow for easy analysis and comparison by factors such as program, campus, course level, semester, year, program format (full-time, part-time, evening, etc.)
- Responses to the Course Learning Objective (CLO) related items yield students' self-assessment of the degree to which they accomplished the course learning objectives contained in the syllabus. They also can be used for analysis and comparison.



# Assessment Methods [cont.]

## A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Currently, the Testing Center analyzes the responses to the CISLA Instrument.
- Each individual faculty member receives descriptive statistics related to the courses s/he taught.
- In order to provide context for faculty specific results, aggregated descriptive statistics are also provided for all sections of the particular course and for all courses in the relevant program (e.g., BSW, MSW, Ph.D.)



# Assessment Methods [cont.]

## A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- Program Directors review the responses, including the open-ended narrative responses, along with the descriptive statistics prior to forwarding the results to the appropriate faculty person
- The Dean and Program Directors also receive summary descriptive statistics (e.g., school as a whole, program as a whole, campus scores, part-time versus full-time, etc.) as needed or requested

# Assessment Methods [cont.]

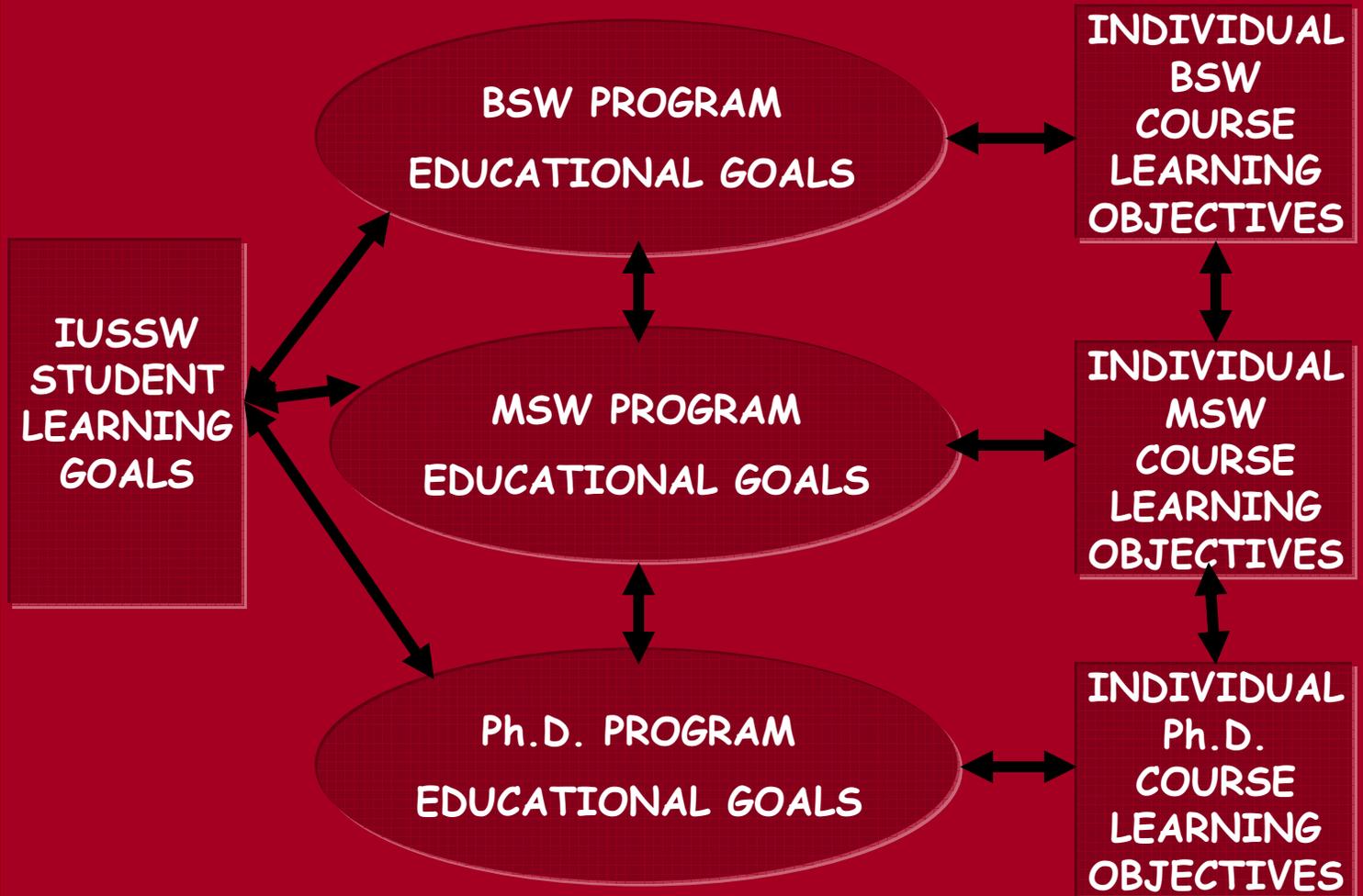
A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]

- These general data analysis reports often lead administrators to look more closely into certain areas
- The reports are used by the program directors to identify possible professional development needs of associate faculty.
- the reports open the door for dialogue with faculty about individual teaching issues.



# Assessment Methods [cont.]

A Course/Instructor & Student Learning Assessment (CISLA) System [cont.]





# Assessment Methods [cont.]

## COURSE LEARNING OBJECTIVES (CLO) CLASSIFICATION SYSTEM & DATABASE

- Another assessment method is the classification of course objectives according to five dimensions
- These dimensions are:
  1. Mission-Related School Goal
  2. Program Specific Learning Goal (BSW, MSW, Ph.D.)
  3. CSWE Content Area (9)
  4. Level of Bloom's Cognitive Learning Taxonomy (6)
  5. Principle of (Undergraduate) Learning (6)



# Assessment Methods [cont.]

## COURSE LEARNING OBJECTIVES (CLO) CLASSIFICATION SYSTEM & DATABASE

- This CLO Classification System & Database serves to facilitate curriculum organization, planning, development, and assessment
- Each & every course learning objective offered in any social work course at any level and on all campuses is classified according to five dimensions
- Other dimensions for classification may be added to address to programmatic needs and goals



## Illustrative Example of the Classification of a Course Learning Objective

- Sample Course Learning Objective:]
- In this course each student learns to:

*Understand the fundamental values, ethics, and legal obligations of the profession.*

# Illustrative Example of the Classification of a Course Learning Objective

- We classify this learning objective as follows:
  - Mission-Related School Goals #3, 1 & 4:
    - *Educate students to understand and apply the fundamental values and ethics of the social work profession in their practice (primary)*
    - *Educate students to be effective and knowledgeable professionals prepared for social work practice in the 21st century (secondary)*
    - *Prepare students for social work practice with diverse populations and with client systems of all sizes (secondary)*

# Illustrative Example of the Classification of a Course Learning Objective

- Academic Program (BSW) Goals #1 & 4:
  - *Prepare graduates for generalist social work practice*
  - *Prepare graduates to serve vulnerable populations and to be committed to social work practice that promotes social and economic justice and well-being.*
- CSWE Content Area #1:
  - *Social Work Values & Ethics*
- Bloom's Taxonomy Levels 1 & 2:
  - *Recall & Comprehend*
- Principles of Learning #6:
  - *Values & Ethics*



# Assessment Methods [cont.]

## COURSE LEARNING OBJECTIVES (CLO) CLASSIFICATION SYSTEM & DATABASE

- Once a course learning objective is classified on these dimensions, the results are recorded within the CLO Database
- We've created a Microsoft Access Database that contains the more than 500 learning objectives from the 50 plus social work courses



# Other Assessment methods

- Baccalaureate Education Assessment Project (BEAP). This assessment packet includes:
  - Entrance Survey
  - Social Work Values (pretest)
  - Exist Survey
  - Social Work Values -Posttest
  - Alumni/ae Survey
  - Employer Surveys



# Other Assessment methods [cont.]

- Other assessment mechanisms include:
  - Student produced media such as videotaped real or simulated interviews,
  - Student course grades - although most reviewers and site visitors would be unimpressed unless grades were explicitly & descriptively defined, & reliably used throughout a program
  - Written products such as essays, reports, papers, dissertations, research projects.



## Other Assessment methods [cont.]

- Other Surveys:
- . Several IUSSW sponsored surveys of current and graduating students were completed during the 1995-1999 time period. The findings and analyses were incorporated within both the IUSSW Self-Study for CSWE and the subsequent IUPUI sponsored program review.



# Other Assessment methods [cont.]

- Focus Groups
- Several focus group studies were completed during the middle-to-latter portion of the 1990s. Groups of employers, practicing social workers, and students were interviewed in regard to professional learning needs within contemporary social work practice.



# Other Assessment methods [cont.]

- Another round of focus groups has occurred or will take place to assess:
  - Technology needs
  - MSW Student Association surveys of students
  - Needed Gerontology content in the BSW and MSW curricula

# Other Assessment methods [cont.]

- Program Committees
  - The BSW program is engaged in assessment of its curriculum to prepare for the next CSWE reaccreditation process
  - The MSW Program is using assessment to redesign the curriculum and to prepare for CSWE reaccreditation.
  - Ongoing assessment will be used to keep the new curriculum current.

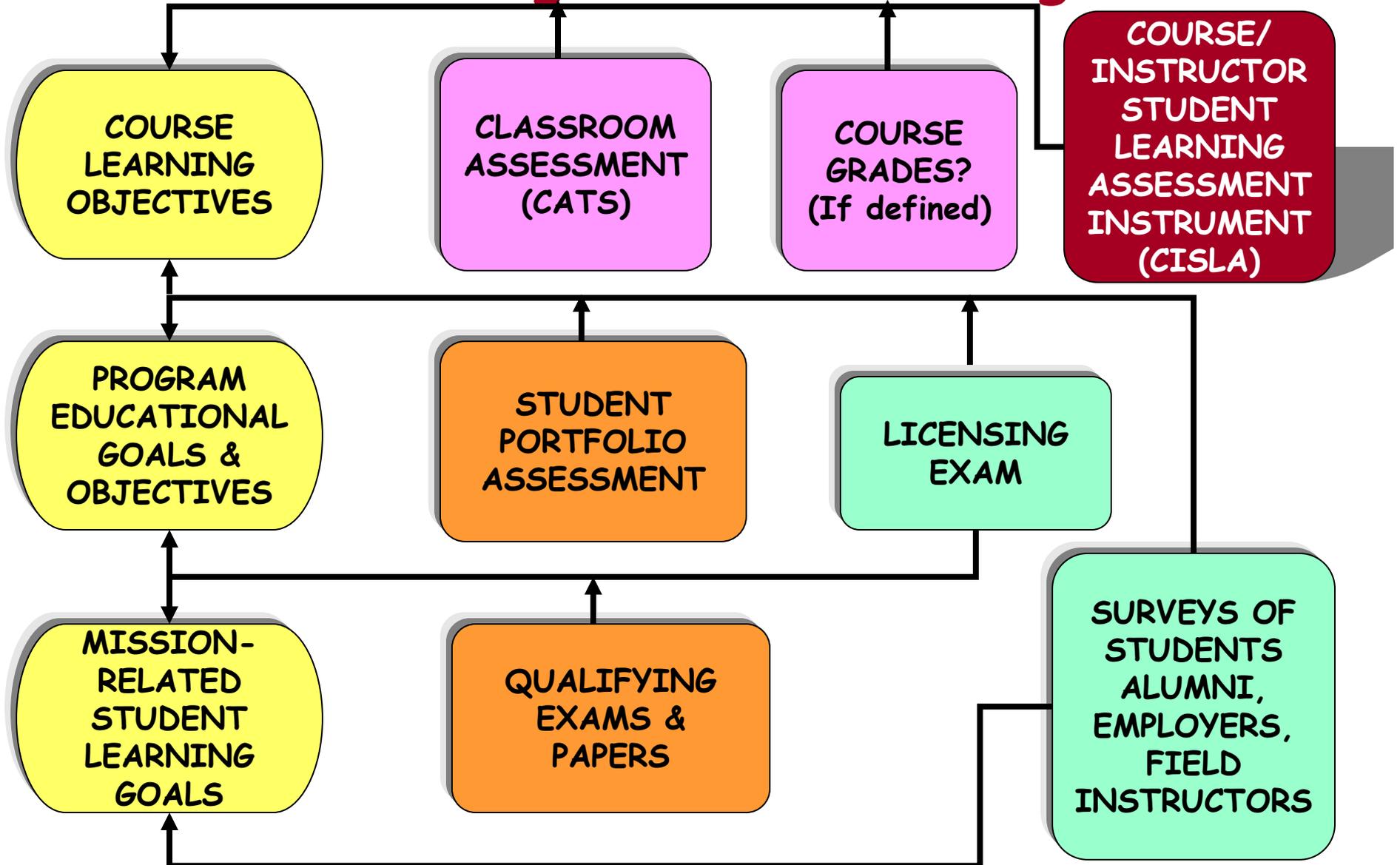


# Other Assessment methods [cont.]

- School Advisory Committee:
- This Committee composed of members of the alumni and social welfare agencies advise the Dean in areas related to career trends, research, curriculum, and other related issues

# IUSSW

## Student Learning Assessment Logic Model





# Faculty Role in Assessment

- Faculty use the results of their assessment activities to
  - modify and enhance the quality of their learning processes and activities (e.g., curriculum & instruction), and improve student learning outcomes;
  - made changes in course descriptions and objectives, created new courses, expanded the recruitment efforts, etc.



# Faculty Role in Assessment [cont.]

- A major restructure of the MSW curriculum is currently under way with the participation of all faculty, in all programs, and on all campuses.
- Two Certificates were created and new ones are under consideration.



# Faculty Role in Assessment [cont.]

- Assessment is seeing as an on-going process and as such the faculty devotes a significant amount of time in assessment processes.
- Faculty may devote less time to writing assessment reports which are seeing more as an administrative responsibility.



# Faculty Role in Assessment [cont.]

- A number of recent endeavors have created more avenues to engage faculty in assessment. Some are:
  - The school created an internal grant for assessment. Currently, four faculty members are the recipients of that grant;
  - Small technology grant to develop and evaluate online courses;
  - Faculty retreats for the purpose of curriculum assessment.

# Lessons Learned

- Based upon our experience with assessment we learned important lessons:
  - Emphasize student learning as a guiding focus for school and program activities;
  - Foster development of a “learning organization” where learning of all kinds is expected & rewarded, & where “assessment” activities are “natural” and “routine”





# Lessons Learned

- Engage in self-assessment activities in order to “model” the desired attitudes and behaviors needed in a “learning organization.”
- Regularly use assessment data in decision making processes.
- Involve as many stakeholders as possible (e.g., faculty, students, agency employers, graduates) in developing assessment approaches.



# Lessons Learned [cont.]

- Need to create mechanisms to communicate with other colleagues about assessment and other educational issues. This learning led us to create *Advances in Social Work: Linking Research, Education & Practice*

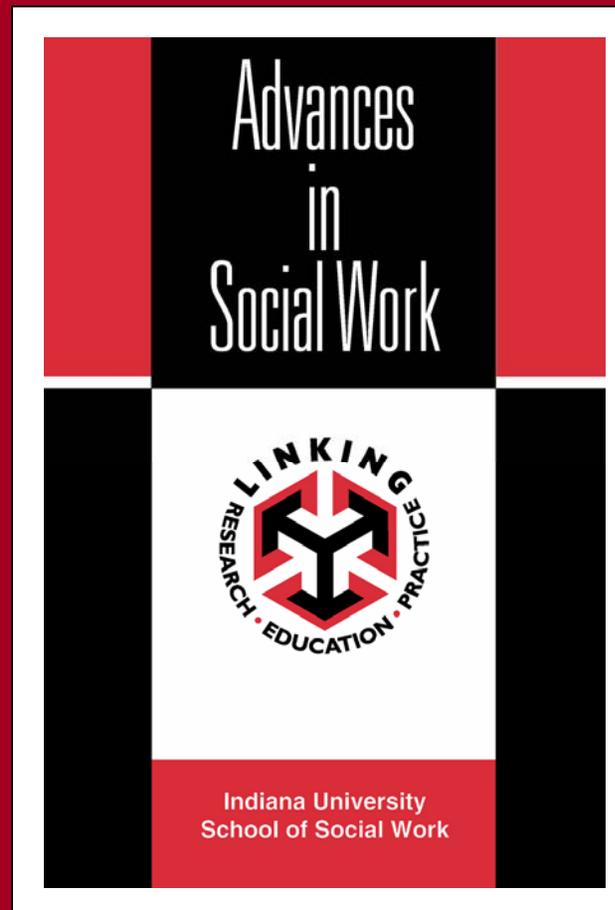
The Journal of Indiana University  
School of Social Work



Indiana University School of Social Work

# Advances in Social Work: Linking Research, Education & Practice

The Journal of Indiana University School of Social Work



Visit *AISW* at <http://iussw.iupui.edu/aisw>

## Lessons Learned [cont.]

- We have continuously asked ourselves if student learning assessment is:
    - *Separate but related* to Faculty Performance Evaluation?
    - *Separate and unrelated* to Faculty Performance Evaluation?
    - *Integrated* with Faculty Performance Evaluation?
- We do not have yet a corporate response to these questions.

# Plans at the School Level

- Continue review and assessment of the MSW program and create a revised curriculum for the program;
- Standardization of certain content in each section of the same course;
- Reduce grade inflation;
- Continue supporting faculty with internal grants;
- Assist faculty in obtaining outside funding for assessment projects.
- Find new mechanisms to motivate all faculty to be involved in reaccreditation processes.

# Plans at the Campus Level

- The campus needs to provide:
  - Continue its support in processing and analyzing data collected to assess outcomes;
  - Continue to value the accreditation of professional schools and not add additional reporting requirements;
  - Continue the Annual Assessment conference;
  - Increase supports for assessment of online teaching.



Indiana University School of Social Work

# Questions and Answers



# Assessment in the School of Liberal Arts

Robert White,  
Associate Dean

Karen Johnson,  
Committee on Teaching and Advising

1. What will Mary Smith know and be able to do by the time she graduates from the School of Liberal Arts at IUPUI?

## A Principled Curriculum

She will:

- Be able to speak, write, read, and listen, and be able to perform quantitative analyses;
- Have the ability to analyze information and ideas from multiple perspectives;
- Be able to integrate and apply knowledge;
- Be able to examine and organize ideas and be able to apply them to specific issues and problems;
- Recognize her own cultural traditions and understand and appreciate the diversity of the human experience; and,
- Have the ability to make judgments with respect to individual conduct, citizenship, and aesthetics.

# The SLA – SOS Principled Curriculum

<http://common.iupui.edu/>

## 2. How will Mary learn these things?

Capstone Courses

Collaborative Exercises

Examinations

Integrator Courses

Internships

Lectures

Portfolios

Self-directed learning

Writing Assignments

# Assessment in the School of Liberal Arts Varies by 11 Departments:

Anthropology

Communication Studies

Economics

English

Foreign Languages and Cultures

Geography

History

Philosophy

Political Science

Religious Studies

Sociology

Varies by SLA Department (The SLA Matrix):

<http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/liberalarts.html>

An Example from Geography  
(Column 4)

[http://www.iupui.edu/~geogdept/assessment\\_prac\\_geography.htm](http://www.iupui.edu/~geogdept/assessment_prac_geography.htm)

3. At graduation, what evidence could you and Mary provide her parents and potential employer that she can do the above?

Discipline examinations

Writing examples

Portfolios

Plus...

Examples of her predecessors. SLA recent graduates  
Are....

In Graduate School:

MA Program, French and History, Bowling Green

MA Program, Religious Studies, Miami of Ohio

MS Program, Psychology, IUPUI

MSW Program, IUPUI

Ph.D. Program, Social Work, University of Ill.-Chicago

MA Program, Archaeology, Ball State

Law School, IUPUI

Ph.D. Program, Sociology, University of Kentucky

Ph.D. Program, English, Emory University

Ph.D. Program, American Culture, University of Michigan

## Examples of Employment...

Admissions Management Specialist, Institute for  
International Education of Students, Chicago  
Attorneys (English, Sociology)

Author, *The Life I Lead*, by Keith Banner (Knopf)  
English and Journalism Teacher, Teach for America  
Program

Fashion Editor, *Indianapolis Star*

Librarian, Bartholomew County, Indiana

Museum Curator, Johnson County, Indiana

Real Estate Agent

Research Associate, Veterans Medical Center

Restaurateurs, Queen of Sheba (Ethiopian)

# The SLA Matrix:

Varies by Liberal Arts Department

<http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/liberalarts.html>

Geography (Columns 5 and 6)

[http://www.iupui.edu/~geogdept/assessment\\_prac\\_geography.htm](http://www.iupui.edu/~geogdept/assessment_prac_geography.htm)

4. Have departments looked collectively at the work of Mary Smith and other students to see what, in general, They know and can do?

YES!

If so, what do your findings imply for your work?

Final Column of the SLA Matrix:

<http://www.planning.iupui.edu/prac/0001schoolreports.html>

Geography (Column 7):

[http://www.iupui.edu/~geogdept/assessment\\_prac\\_geography.htm](http://www.iupui.edu/~geogdept/assessment_prac_geography.htm)

LOOKING COLLECTIVELY:

PRAC and Other Reports

<http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/sociology.html>

<http://www.planning.iupui.edu/prac/00-01schoolreports/liberalarts/redesign.html>

LOOKING COLLECTIVELY:

Assessment of the Principles of  
Undergraduate Learning (The SLA  
Committee on Teaching and Advising)

## Assessment Method that the SLA does not recommend

- With our Graduating Student Survey, we requested that students write an essay on one PUL.
- Response Rate of
  - 0%

# New, Improved Model

- In our Capstone courses, we ask each graduating senior to answer three questions and contribute an essay on one of the PULs and on how well he/she has been prepared in this area.
- We have only used this model once, in the fall of 2001, and thus have few responses (12), but most of these students clearly took their task seriously.

# The Instrument

1. Were the Principles listed on any of your course syllabi, handouts, or web sites? If possible, please tell us which courses or instructors did so.
2. Were the Principles introduced or discussed in any of your courses? If you remember, please tell us which courses or instructors did so?
3. Were you asked to use the principles in any of your courses in some way (for example, as part of an assignment)? If possible, please tell us which courses or instructors did so and how.

# The Instrument

- 4. One of the Principles listed on the next page is circled. Please take a few moments to reflect on this one Principle. Then please write on the last blank page (or on an attached sheet) how you experienced this Principle in your major. Did your course work help you attain the outcomes associated with this Principle? Will what you learned about this Principle at IUPUI influence your life in the future? Please write carefully, in full sentences, rather than presenting a list of items. Thank you very much for your help!
- Note: if you would like to write about any of the other Principles, please do so, using additional sheets if necessary.

# The Results

1. Were the Principles listed on any of your course syllabi, handouts, or web sites? If possible, please tell us which courses or instructors did so.
  - Yes: 7
  - No: 4
  - Other: 1
  - Departments mentioned were Religious Studies, English, and Philosophy, and Political Science

# The Results

2. Were the Principles introduced or discussed in any of your courses? If you remember, please tell us which courses or instructors did so?
- Yes: 5
  - No: 6
  - Other: Students said they were pointed out but not discussed
  - Several students noted that, while the PULs themselves were not discussed, the concepts underlying them were. One student noted that they were discussed in lower-level classes and assumed in upper-level classes.

# The Results

3. Were you asked to use the principles in any of your courses in some way (for example, as part of an assignment)? If possible, please tell us which courses or instructors did so and how.
- Yes: 4
  - No: 7
  - Other: 1 student did not answer

# The Essays

- 4 of the 12 students did not write the essay
- No students took the option to respond to more than 1 PUL
- The students who did write were uniformly positive about the coverage of the PUL in their majors
- PULs 4, 5, and 6 were the ones most students had been assigned
- Critical Thinking (PUL 2) was mentioned positively by several who wrote about other topics
- Several mentioned other disciplines as well as their majors

# Ideas for the Future: The Survey

- Give out the forms earlier in the semester
- Offer the students more focused questions for the essay
- Consider finding a small “reward” for turning in the form, perhaps a donated free admission to the Hollywood Bar theatre
- Make summarized findings available on the web, so that students can see that their opinions are being taken seriously
- After one full year’s cycle, reevaluate the form and redesign

# Ideas for the Future: Faculty

- More faculty need to find ways to show connections between their course goals and the PULs
- We need to recognize that we cannot do all the work of identifying the relevance of the PULs to course content, especially in upper level courses
- Faculty need to see rewards, both tangible and intangible, for the work they do on assessment and on promoting the PULs

Are there additional implications of your work at the campus level?

1. Ours (like Science) is a very complex school
2. Viewing courses, and programs, as whole, is the hard part:
  1. Faculty tend to think individualistically

## Additional Questions:

1. Have changes been made on the basis of assessment data?

Yes.

2. How have faculty reacted to the need to spend time on assessment?

Mixed; most view assessment negatively until they do it.

3. What has been successful in drawing faculty in on assessment?

Faculty governance, to a degree  
Funding

4. Are there actions that could have been taken in your school to encourage faculty to become involved?

Yes; we should have involved the Committee on Teaching and Advising earlier.

Yes; it would be better if we had an Assessment Committee.

5. Are there activities that could be undertaken at the campus level that would help engage faculty?

Yes; PRAC should be part of the Faculty Council.

# Program Review and Assessment Committee

**Thursday, March 21, 2002**

9:30-11:30 a.m., UL 1126

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

## AGENDA –

1. Approval of February minutes.....I. Ritchie
2. SPEA Presentation.....I. Ritchie, M. Gleeson
3. University College Presentation.....B. Jackson, G. Williams
4. Report of Proposal Review Committee.....B. Jackson
5. Discussion of Information Literacy Assessment.....H. Mzumara/T. Banta
6. Rand Corp. Pilot Test of Student Achievement in Liberal Education.....T. Banta
7. Teaching/Learning Self-Study for NCA Review.....S. Kahn

## MINUTES –

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, K. Black, P. Boruff-Jones, K. Duckworth, S. Heiliger, B. Jackson, K. Johnson, S. Kahn, J. Kuczkowski, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, A. Olson, R. Osgood, M. Phillabaum, M. Plummer, I. Ritchie, E. Sener, R. Vertner, R. White, G. Williams, C. Yokomoto

Guests: Michele Hansen, IMIR  
Michael Gleeson, SPEA

### Approval of February minutes (I. Ritchie)

- Revised to indicate that there are three options for the PRAC annual reports. Each school may choose one of the three and is not required to do all three.
- Minutes approved with changes.

### SPEA Presentation (M. Gleeson)

Gleeson distributed a handout summarizing his report on the School of Public and Environmental Affairs. He focused on recent changes based on assessment results in the school's four main degree programs: B.S. in Public Affairs-Management; B.S. in Criminal Justice; B.S. in Public Health-Environmental Science and Health; and B.S. in Public Health-Health Administration.

The four programs have significant features in common. All are liberal arts degrees with a professional orientation. They use similar approaches to assessment: capstones and oversight by standing faculty committees, with periodic program reviews by internal as

well as external reviewers. The program reviews have been especially helpful to the programs in crystallizing their objectives.

### B.S. in Public Affairs-Management

This program combines a solid foundation in general education and the liberal arts with specialized coursework that prepares students to assume management positions in public, non-profit, and private sector organizations and to provide analytical support to decision-making bodies. Program graduates are expected to:

1. Be able to communicate effectively both orally and in writing
2. Possess the knowledge, values, and skills that will enable them to assess organizational challenges, determine appropriate solutions and translate these into organizational objectives and programs.
3. Understand how to promote and protect public welfare, individual rights, and cultural diversity.

By the time they complete the program, they should also have:

1. Surveyed a broad range of the concepts, models, and techniques of operations management
2. Applied a subset of those concepts, models and techniques to a real-world problem in operations
3. Gained practice in determining which concepts, models, and techniques are appropriate to what problems and settings
4. Identified a problem in a real-world operating system and determined the nature and extent of the problem
5. Proposed changes to that operating system and justified those changes with analysis, using appropriate models and data
6. Presented results orally and in written form, and defended proposals before a body of critical reviewers.

A review of the program two years ago included meetings of faculty with students and stakeholders/employers, and evaluation of student performances. Based on findings from the review, faculty took a number of actions:

1. Changed the program from a concentration to a formal major to provide consistency with other campuses and IUPUI degrees
2. Adopted CLAS general education requirements

3. Allowed additional electives
4. Restructured curriculum
5. Scheduled more full-time faculty to teach major courses
6. Instituted a formal mentoring system for adjunct faculty.

Having completed this review and instituted the major, program faculty formed an assessment committee that meets monthly to review student learning across courses and examine capstone course data. The capstone is an experiential, project-based course that requires students to identify a significant problem in a real organization, usually the organization in which they work. The resulting projects are judged based on practical contributions to the organization, use of models and data to explore the problem and develop solutions, and a final product presented orally and in writing.

Program faculty have drawn a number of conclusions from assessment data, including these:

1. Students need and benefit from practice using what they have learned.
2. Students work at rather high levels of sophistication in applying management skills to real world situations.
3. Students work at a quite sophisticated level in relating their work to organizational behavior and culture, and political and practical, as well as ethical considerations.
4. Students need considerable encouragement to work hard, meet deadlines and show initiative.
5. The addition of deadlines throughout the semester has apparently led to improvements in student learning. The additional deadlines were instituted upon the advice of students.
6. Formal assessment is useful, but must be accompanied by continuous informal discussion among faculty about student learning and impediments to learning and improvements that should be made in the curriculum.

Additional changes were made to the program, based on these findings. For example, program faculty:

1. Upgraded staff and systematized, and re-arranged the content of the introductory courses
2. Upgraded staff and improved scheduling and selection of management courses
3. Increased enrollments in [name courses] V346/356 and V369.
4. Constituted a committee to oversee the degree and its assessment and improvement.
5. Changed the capstone to a pure application course (versus one with specific content) taught by full-time faculty.
6. Refined the learning outcomes for the major
7. Aligned the courses and the learning objectives.
8. Required assignments and activities increasingly apply management skills across the curriculum.

9. Continued monitoring of course content, course selection and pedagogy.

### B.S. in Criminal Justice

Issues of student performance are regularly discussed in faculty meetings. Full-time faculty mentor and monitor the performance of part-time faculty. Faculty consult employers about performance of graduates. The two faculty members in charge of the capstone course explicitly assess student performance of both PULs and content of the field; issues arising from these assessments are regularly discussed with the rest of the Criminal Justice faculty.

Resulting changes include:

1. Requiring significant writing in every 300 and 400 level course. Significant improvements in student writing abilities have resulted.
2. Awarding internship credit to count toward elective hours in the major.
3. Encouraging students to pass the first-year foreign language requirement.
4. Mentoring part-time faculty. Greater rigor in courses has resulted. However, some part-time faculty have not been asked to return.
5. Eliminating two of the three choices for a required professional writing courses, because of a finding that students were not writing at an appropriate level. The two eliminated did not include appropriate content or rigor for these students.

### B.S. in Public Health–Environmental Science and Health

A program review in 2000-2001 included meetings with students and evaluation of student work and led to development of defined learning outcomes. Efforts to improve student writing skills and to ensure greater consistency across the program resulted in changes to course requirements for writing and increased efforts to mentor and monitor part-time faculty. Program faculty also solicit ongoing feedback from the environmental and health agencies where students are placed for practica, internships, and service learning experiences. The faculty member who teaches the capstone and assesses students for learning of the PULs and specialized content of the field works with other program faculty to address significant shortcomings.

These efforts have led to significant curriculum change to ensure the communication skills, computer literacy, and scientific background required by constituent agencies, including:

1. Adding a second required course in speech and computer applications
2. Adding courses in physics and microbiology to the general education requirements.
3. Incorporating written and oral presentations into many courses.

## B.S. in Public Health-Health Administration

The 2000-2001 program review was conducted similarly to the review of the B.S. in Public Health-Environmental Science and Public Health and had similar results: explicit learning outcomes were developed, steps were taken to improve students' writing skills, and more systematic assessment was instituted. Faculty also significantly updated the curriculum, eliminating some courses and adding coverage of newer issues, such as health economics. Full-time faculty work with part-time faculty to ensure curricular consistency and maintain ongoing contact with stakeholder agencies, who are asked to provide regular feedback on student work.

Specific changes implemented as a result of assessment include:

1. Addition of a second required course in speech and computer applications.
2. Addition of courses in finance and health economics.
3. Incorporation of written and oral presentations into many courses

## Questions

K. Duckworth asked whether SPEA students have opportunities to use Spanish-speaking skills outside Spanish courses, such as in the capstone. Gleeson replied that he feared that the language requirement was not followed up on through the rest of the curriculum.

D. Appleby asked about communication between capstone instructors and client agencies. Gleeson responded that such communication is infrequent. Clients are invited to hear final presentations by students placed with their organizations, but rarely do so.

Avgoustis asked whether there is a school-wide assessment committee, in addition to the program assessment committees. Gleeson replied that an earlier school-wide committee was eliminated in favor of program-specific committees that can more easily address problems and issues as they occur.

## **University College Presentation (B. Jackson, M. Hansen, K. Duckworth, G. Williams)**

Jackson began by describing University College (UC) and its emphasis on collaboration, active learning, assessment and retention. UC is different from other academic units. It does not offer degrees or an extensive curriculum and is not associated with any specific discipline; its mission is different and so are its assessment activities.

UC collaborates with undergraduate units across campus, with the Office for Professional Development, and with the Office of Information Management and Institutional Research on orientation, learning communities, advising, faculty development, and assessment. Assessment is, by necessity, integral to UC's mission, because of UC's high visibility, large number of new initiatives, and accountability to other schools on campus. As a new unit, UC was able to include assessment in its mission. Assessment efforts focus strongly on the PULs, but UC often conducts broader assessment initiatives for special projects like the Restructuring for Urban Student Success (RUSS) grant.

Assessment is both an important element of UC's mission and a perennial challenge: while other academic units' goals do include the PULs, measuring student progress over time is difficult because students quickly move from UC to the schools that include their major field.

M. Hansen of IMIR explained UC's three-phase approach to assessment: a needs analysis, conducted via an entering student survey; a process assessment that examines alignment between the original program concept and its implementation, using focus groups, interviews, and questionnaires; and outcomes assessment to determine whether programs are meeting their goals. Areas assessed include program impact on performance, GPAs, DFW rates, retention, and persistence, with comparison between participants and non-participants. Hansen noted that ongoing formative evaluation determines whether there are unmet needs. Her handout lists reports and analyses that IMIR provides for UC. Copies of reports are available on IMIR's Web site at <http://www.imir.iupui.edu>.

K. Duckworth focuses on qualitative assessment of UC programs and has studied first-year programs, using interviews with both faculty and students. His approach includes non-standard questions: for, example, what is a good beginning to a college experience (vs. what is a good outcome?)? Among his findings: instructors of first-year courses give many short assignments to ensure coverage of intended learning outcomes, making team coordination in learning communities a frequent problem. They report better experiences with extended, integrative assignments. Outcome priorities, however, vary widely among instructors. A significant finding is that the template for First-Year Seminar learning outcomes needs to be simplified and clarified.

G. Williams discussed several handouts, *Comprehensive Assessment Initiatives at University College*, *Critical Inquiry*, and *University College Current and Future Projects 2002*. The handouts focus on assessment of UC support services, the First-Year Seminar, the new Summer Bridge Program, and the pilot year of the Critical Inquiry course. Generally, students have found that the most valuable aspects of these experiences are the opportunities to get to know others, have regular contacts with advisors and instructors, and learn their way around IUPUI.

## Questions

J. Kuczkowski asked about the courses linked to the Summer Bridge Program. Students in the program were given a “preview” of the First-Year Seminar, which was actually taken the following semester. Participants in the Bridge Program had average GPAs significantly higher than other conditional admits. Kuczkowski noted that the changing dynamics of admissions at IUPUI make outcomes of such interventions difficult to determine; the School of Science, for example, is seeing rapid changes in the skills of new students.

### **Report of Proposal Review Committee (B. Jackson)**

The Grant Committee includes Jackson, C. Yokomoto, and M. Wagner. Jackson noted that the proposal process needs clarification. The committee’s understanding is that proposals are first reviewed by the committee and subsequently are sent to the larger group for review. This time, the whole group received the proposals at the same time that the committee did.

The recommendations are as follows:

Strongly recommend for funding:

1. E. Kryder-Reid, “Museum Studies Assessment: A Pilot Project for the Assessment of Interdisciplinary Curriculum, Applied Learning, and Student Outcomes”
2. R. Pfile and W. Lin, “Using Certification Exams to Help Formulate Course Objectives”

Conditionally recommend for funding:

1. C. Goodwin, T. Diemer, and R. Wolter, “Report, Present and Publish Findings: Student Attitudes Toward a “Virtual Classroom.” The developers need to clarify budgetary responsibilities; the department, not PRAC, should support conference travel.
2. R. Lehnen, “Evaluating and Assessing Outcomes of SPEA’s Learning Communities: An Examination of Five Sections of V100 for the Fall 2001 Semester.” The developer was asked to clarify the focus of the proposed research.

Deny, but with consultation for potential resubmission:

1. E. Sener, “Does it Make Economic Sense Also: Economic Feasibility, Break-Even Point, and Marginal Benefit-Cost Analysis of the Assessment Process at IUPUI”

All approved the committee’s recommendations.

Banta noted that about \$10,000 is left in the PRAC grant budget.

## **Discussion of Information Literacy Assessment (T. Banta, H. Mzumara)**

Banta postponed full discussion of the information literacy assessment to a future PRAC meeting. She noted that Dean Plater is interested in testing students' information literacy skills and asked for volunteers to work with Mzumara on a committee to look into this possibility. The committee will consider whether students should be tested and, if so, which of several assessment instruments might be used and at what point.

Jackson noted that M. McCormick and W. Orme are working on the same issue from the perspective of the learning community initiative.

The committee was tentatively constituted as follows:

H. Mzumara, Testing Center, Chair

P. Boruff-Jones, University Library

S. Milosevich, School of Informatics

W. Orme, University Library

Janis Stevens, School of Engineering and Technology, Computer Technology Department

Rita Pavolka, NETg Representative from UITS/School of Engineering and Technology

## **Announcements (T. Banta)**

Banta announced that the April 12<sup>th</sup> PUL workshop has about 43 registrants and is aiming for 100. University College, University Library, and the School of Liberal Arts have about six representatives each. We would like to see more than one representative from each school. We need participants from the Kelley School of Business, the School of Science and the School of Physical Education. If you need more information on this workshop, please contact S. Hamilton.

Banta also encouraged participation in the National Survey of Student Engagement (NSSE). She will send an e-mail for PRAC representatives to share with faculty members who teach capstone courses and asks that these instructors encourage students to participate. This survey provides valuable information on students' learning experiences, both curricular and co-curricular, and provides a means of comparing the kinds of teaching and learning that occur at IUPUI with teaching and learning at both peer institutions and other types of institutions.

Banta also passed out the 2001 IUPUI Performance Report, which reports progress on campus goals and priorities.

## **Teaching/Learning Self-Study for NCA Review (S. Kahn)**

Kahn presented the IUPUI Portfolio, which is available online at <http://www.iport.iupui.edu>. She explained that the portfolio is organized into major

categories corresponding to IUPUI's mission, along with basic informational categories. The "Life at IUPUI" section may be changed into an "Introduction to IUPUI" that clarifies the IU-Purdue partnership and provides information on our students, campus organization, and history. Tools available from any page in the portfolio include a site map and glossary of acronyms. Each page also has a link for questions and comments; Kahn encouraged PRAC members to visit the site and make use of this link to provide feedback, make suggestions, and so on. Visitors should keep in mind that the portfolio is still under construction!

We want to make sure that we update each school's matrix on the PULs report in the "Student Learning" section. Go to "Evidence and Initiatives" under "Student Learning" or look at the site map to find the page that reports on the Faculty Associates' study of the PULs, "Phase One of a Study of Student Learning."

For now through the conclusion of the accreditation process, the portfolio includes a special entry point for the NCA self-study. The General Institutional Requirements, Criteria for Accreditation, the mandatory sections of the self-study, as well as the two special emphases, teaching and learning and civic engagement are accessible from the front page of this entry point.

Kahn reported that our NCA liaison, Mary Breslin, and team chair, Phillip Certain, Dean of the College of Letters and Science at the University of Wisconsin-Madison, spent a day on campus to plan the team visit in November. They seemed somewhat overwhelmed by the amount of information accessible from the portfolio; we need to make sure that all information is easy to locate and provide a guide on "How to Read" the portfolio, so that team members don't feel they need to go to every link or thoroughly digest every accessible report. This type of self-study is new and reviewers will need guidance on how to approach it.

**Next Meeting: April 11<sup>th</sup>  
9:30-11:00 a.m.  
AO 103**

**SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS  
IUPUI**

**ASSESSMENT OF LEARNING**

**REPORT TO THE PROGRAM REVIEW AND ASSESSMENT  
COMMITTEE**

March 21, 2002

*Terry Baumer  
Crystal Garcia  
Michael Gleeson  
Karen Harlow  
David McSwane*

## TABLE OF CONTENTS

5	<b>Introduction</b>  Degree Programs Common Features across Programs Assessment Mechanisms
6-25	<b>Bachelor of Science in Criminal Justice Degree (BSCJ)</b>
6	1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”
6-10	2. How will Mary learn these things?
7-8	--Learning Objectives & the Criminal Justice Curriculum: Tables 1a & 1b
9-10	--Principles of Undergraduate Learning: Tables 2a & 2b
11	3. At graduation what <b>evidence</b> could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?
12	4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?
13-25	Capstone Syllabi
26-47	<b>Bachelor of Science in Public Affairs Degree (BSPA)—Management Major</b>
26-27	1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”
27	2. How will Mary learn these things?
27-30	3. At graduation what <b>evidence</b> could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?
30-31	4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

32-33	--Appendix 1A – Learning Objectives for BSPA Courses
34-37	--Appendix 1B – Learning Outcomes of BSPA Management Major
38-40	--Appendix 1C – Principles of Undergraduate Learning
41-47	Capstone Syllabus
48-77	<b>Bachelor of Science in Public Health Degree (BSPH)— Environmental Science and Health Major</b>
48	1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”
48-49	2. How will Mary learn these things?
49-50	3. At graduation what <b>evidence</b> could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?
50-51	4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?
52	--Appendix A: Learning Outcomes for Environmental Science and Health Majors
53-57	--Appendix B: Knowledge Domains for Entry Level Environmental Science and Health Practitioners
58-60	--Appendix C: Learning Outcomes of Environmental Science and Health
61-63	--Appendix D: Principles of Undergraduate Learning
64-77	Capstone Syllabus
78-104	<b>Bachelor of Science in Public Health Degree (BSPH)—Health Administration Major</b>
78	1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”
78-79	2. How will Mary learn these things?

- 79-80 3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?
- 80-81 4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?
- 82 --Appendix A: Learning Outcomes for Health Services Administration Majors
- 83-85 --Appendix B: Knowledge Domains for Entry Level Health Service Managers
- 86-89 --Appendix C: Learning Outcomes of Health Services Administration
- 90-92 --Appendix D: Principles of Undergraduate Learning
- 93-104 Capstone Syllabus

## INTRODUCTION

The School of Public and Environmental Affairs, IUPUI (SPEA), has formal mechanisms for the assessment of student learning. This report will describe those mechanisms and the results of their use in following degree programs:

Bachelor of Science in Criminal Justice (BSCJ)

Bachelor of Science in Public Affairs (BSPA)—Management Major

Bachelor of Science in Public Health (BSPH)—Environmental Science and Health Concentration

Bachelor of Science in Public Health (BSPH)—Health Administration Concentration.

Each of these degree programs has undergone a complete internal and external review within last few years. Each program has subsequently undergone significant curricular revisions. The BSCJ and BSPA had external reviews in 1999, preceded by eight months of internal review. Both degrees were revised during the 1999-2000 academic year. The BSPH had an external review in 2000, preceded by eight months of internal review. The BSPH was revised during the 2000-2001 academic year.

These reviews provided a very detailed assessment of these degree programs, involving all stakeholders—students, external constituents, faculty and staff. The internal reviews involved the specification of program learning outcomes, and the relating of the curriculum to those outcomes. Outside reviewers, representing the constituencies for our professional degrees, provided invaluable reactions to our curriculum and learning outcomes. The assessment process described in this report sprang from these reviews and from the curricular and institutional changes they generated.

SPEA has chosen to use capstone courses as the vehicle for assessment of learning. Our degrees are liberal arts degrees with a professional orientation. This professional orientation provides a special responsibility and opportunity. We must assess not only what students have learned, but also what they can do in a professional setting. Capstones allow such assessment.

Each degree has its own formal standing faculty committee. These committees meet frequently (usually once a month), and are in charge of the assessment process. SPEA has a single undergraduate program director who implements the recommendations of the faculty. The undergraduate program director also runs the course evaluation process.

The reports of the four degree programs follow. Each report is organized by the four questions the PRAC has asked us to address. Each report also describes the relationship between courses and the program learning outcomes, as well as the relationship between the courses and the Principles of Undergraduate Learning. Syllabi and other relevant materials for each capstone course are attached.

## **BACHELOR OF SCIENCE IN CRIMINAL JUSTICE DEGREE (BSCJ)**

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

The mission of the Bachelor of Science in Criminal Justice (BSCJ) in the School of Public and Environmental Affairs has two major thrusts. First, within the framework of a liberal arts-oriented general education, the program provides students with a broad-based, yet sophisticated understanding of the role of the criminal justice system in American society. Second, students are prepared to assume positions in public, private, and nonprofit agencies concerned with crime and its prevention. It is anticipated that graduating students obtain a strong liberal arts education, one that comprises the arts, humanities, and sciences. Students will acquire the knowledge, values and skills that will enable them to rationally analyze the problems of the criminal justice system and the needs of society in a manner in keeping with American democratic traditions of law, social well-being, individual rights, and cultural diversity.

### Major Learning Objectives:

The structure of the curriculum and the related learning objectives are consistent with published standards of the Academy of Criminal Justice Sciences (ACJS), a national professional society. In addition to demonstrating a mastery of the six Principles of Undergraduate Learning (communication & quantitative skills; critical thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics), students graduating with a BSCJ must develop an understanding of a broad scope of criminal justice issues. The learning objectives of the major include an understanding of: the nature and extent of crime; the causes and theories of crime; how crime is measured and how criminal justice research is conducted; the organization and administration of law enforcement agencies; the criminal law, its application and the criminal court process; the history, evolution, organization and administration of correctional agencies; and the major policies designed to control or reduce crime.

As a result of their liberal arts-oriented general education and the specific substantive knowledge students receive in the criminal justice courses, they are well prepared and have obtained the necessary skills to go into the job market or graduate study. In particular, our graduates work in all branches of the criminal and juvenile justice systems (e.g., police officers, FBI agents, court clerks, bail commissioners, lawyers, probation officers, treatment specialists, corrections officers, etc.), enter MA/ PhD programs in areas such as criminal justice/criminology, sociology, social work, psychology, or pursue law degrees.

1. How will Mary learn these things?

Students learn the requisite skills and substantive knowledge in the general education and major requirements. Table 1a & b includes an explanation of where the substantive learning objectives are addressed in the criminal justice curriculum. Table 2a & b provides a general discussion of where in their education students are introduced to the Principles of Undergraduate Learning.

TABLE 1a: LEARNING OBJECTIVES & THE CRIMINAL JUSTICE CURRICULUM

Substantive BSCJ Learning Objectives	Where these Objectives are Addressed in the Curriculum <i>Required Courses:</i> <span style="float: right;"><i>Elective Courses:</i></span>	
Understand the <b>Nature &amp; Extent of Crime</b>	J101 - American Criminal Justice System J201 - Theoretical Foundations of Criminal Justice Policies	J260 - Topics in Criminal Justice J370/J470 Seminar in Criminal Justice
Understand the <b>Causes &amp; Theories of Crime</b> –including typologies of criminal behavior –including characteristics of victims and offenders	J101 - American Criminal Justice System J201 - Theoretical Foundations of Criminal Justice Policies J305 - Juvenile Justice*	J260 - Murder in America J370/J470 Seminar in Criminal Justice
Understand <b>How Crime is Measured</b> and <b>How Criminal Justice Research is Conducted</b> –including skills for being a careful consumer of criminal justice research	J101 - American Criminal Justice System J202 - Criminal Justice Data, Methods, & Resources J439 - Crime and Public Policy	J260 - Topics in Criminal Justice J370/J470 - Seminar in Criminal Justice J480 - Directed Research
Understand the <b>Organization &amp; Administration of Law Enforcement Agencies</b> –including legal constraints on law enforcement	J101 - American Criminal Justice System J321 - American Policing* J439 - Crime and Public Policy	J260 - Topics in Criminal Justice J310 - Introduction to Administrative Processes J320 - Criminal Investigations J322 - Introduction to Criminalistics J370/J470- Seminar in Criminal Justice J376 - Principles of Public Safety J380 - Internship J460 - Police in the Community J480 - Directed Research

\* Course is included on a list six courses from which students must take three. May also be taken as a criminal justice elective.

TABLE 1b: LEARNING OBJECTIVES & THE CRIMINAL JUSTICE CURRICULUM

Substantive BSCJ Learning Objectives	Where these Objectives are Addressed in the Curriculum	
	<i>Required Courses:</i>	<i>Elective Courses:</i>
<p>Understand the <b>Criminal Law, its Application, &amp; the Criminal Court Process</b></p>	<p>J301 - Substantive Criminal Law*                      J302 - Procedural Criminal Law*                      J306 - The Criminal Courts*                      J439 - Crime and Public Policy</p>	<p>J260 - Topics in Criminal Justice                      J303 - Evidence                      J310 - Introduction to Administrative Processes                      J370/J470 - Seminar in Criminal Justice                      J380 - Internship                      J480 - Directed Research</p>
<p>Understand the <b>History, Evolution, Organization, &amp; Administration of Correctional Agencies</b>                      –including legal constraints on correctional managers                      –including punishment &amp; treatment philosophies &amp; policies</p>	<p>J101 - American Criminal Justice System                      J331 - Corrections*                      J439 Crime and Public Policy</p>	<p>J260 - Topics in Criminal Justice                      J304 - Correctional Law                      J310 - Introduction to Administrative Processes                      J370/J470 - Seminar in Criminal Justice                      J380 - Internship                      J433 - Institutional Corrections                      J440 - Corrections in the Community                      J445 - Trends in Corrections                      J480 - Directed Research</p>
<p>Understand the <b>Major Policies Designed to Control or Reduce Crime and Their Effectiveness</b></p>	<p>J101 - American Criminal Justice System                      J201 - Theoretical Foundations of Criminal Justice Policies                      J305 - Juvenile Justice*                      J306 - The Criminal Courts*                      J321 - American Policing*                      J331 - Corrections*                      J439 - Crime and Public Policy</p>	<p>J260 - Topics in Criminal Justice                      J370/J470 - Seminar in Criminal Justice                      J376 - Principles of Public Safety</p>

TABLE 2a: PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>CJ Courses:</i>
<p><b>Communication &amp; Quantitative Skills</b></p> <ul style="list-style-type: none"> <li>-Written Communication</li> <li>-Oral Communication</li> <li>-Mathematics</li> <li>-Computers</li> </ul>	<p>Eng W131, Eng W231</p> <p>Comm R110</p> <p>M118, M119, M163 or M164 + K300 (Statistics)</p> <p>V261(Computers in Public Affairs), V369(Managing Information Technology), or V450 Geographic Information Systems</p>	<p>All J courses numbered 300+ require papers J439 requires substantial writing (including two large papers) All J courses numbered 300+ require heavy class participation and/or presentations</p> <p>J202 - Criminal Justice Data, Methods, &amp; Resources</p>
<p><b>Critical Thinking</b></p>	<p>12 credit hours in Social Sciences 16-20 hours in Humanities &amp; Natural Sciences 12 credit hours in SPEA (Management &amp; Policy)</p>	<p>All J courses and J439* in particular</p>
<p><b>Integration &amp; Application of Knowledge</b></p>	<p>All upper division General Education Courses</p>	<p>All 300 &amp; 400 level J courses J439* in particular</p>

TABLE 2b: PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements <i>General Education Courses:</i> <span style="float: right;"><i>BSCJ Courses:</i></span>	
<b>Intellectual Depth, Breadth, &amp; Adaptiveness</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences	Achieved through completion of 33 credit hours in criminal justice courses  J439* in particular
<b>Understanding Society &amp; Culture</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 33 credit hours in criminal justice courses
<b>Values &amp; Ethics</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 33 credit hours in criminal justice courses  J439* in particular

J439\* This course is the BSCJ capstone course. Final BSCJ student assessment takes place in this course. In order for students to pass this course and be eligible for graduation they must demonstrate not only a strong understanding of all areas of the criminal justice system, but also demonstrate a mastery of the Principles of Undergraduate Learning.

The nature and extent of the various levels of student assessment are discussed in the answers to questions 3 and 4 below.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

As described above, the BSCJ curriculum is designed to address the stated goals and learning objectives of the degree program. Initial mastery of the principles of undergraduate learning is demonstrated in the general education courses and then students must utilize these skills in the advanced criminal justice classes. The material of the discipline is covered in a similarly systematic way within the concentration: The students acquire a foundation of knowledge of the basic areas of criminal justice – crime, law, policing, courts, and corrections – in the introductory class and then explore each area in detail in a more advanced class on each topic. This process culminates in the capstone course that attempts to integrate the undergraduate experience and document mastery of the basic skills.

For evidence of mastery of the broad areas covered under the principles of undergraduate learning, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, the English department works with us on the content and delivery of the Professional Writing course (W231). The second level of review and documentation is provided by the courses within the criminal justice program. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as a knowledge of the particular substantive area. Finally, the capstone course serves as the final check on the overall level of performance of each student and of the program in general. Understanding of the discipline depends primarily on the latter two stages.

Evidence of mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. The criminal justice classes then serve to verify acquisition of the basic skill set, as well as the content of the field. The final evidence of is reflected in the grade received in the capstone course. This process requires that students both acquire the basic skills and retain and utilize them throughout their undergraduate careers.

Relying on grades as evidence of mastery of the desired set of skills, depends on maintenance of consistent standards. Such a system must be monitored regularly in order to avoid a dilution of standards through grade inflation. The criminal justice faculty continually monitor their own standards and grading, and through the review process described below, the standards of their part-time faculty and the standards enforced in other departments. When problem areas are identified, they are investigated and corrected. For example, the faculty noted a significant decline in the writing ability of criminal justice students. Upon investigation, it was noted that the grade distributions for two writing courses that had been accepted in lieu of W231 were unusually high in comparison to W231. When the faculty was satisfied that these courses were the likely source of the problem they were eliminated from the degree requirements. Evidence that this process is working is reflected in our most recent program review which found in part that “. . . there was no evidence of grade inflation.”

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The criminal justice faculty continuously monitor issues of student performance in a number of ways. These reviews focus on mastery of both the principles of undergraduate learning and the critical material of the discipline. First, the criminal justice faculty regularly discuss issues of student performance in faculty meetings. Problems identified by one faculty member are checked against the experiences of the others. Second, the full-time criminal justice faculty mentor and monitor the performance of part-time faculty teaching courses within the program. This process involves discussing course content and performance, as well as, reviewing syllabi and attending class sessions. Related to this process, the criminal justice faculty chair reviews the student evaluations and grade distribution for each criminal justice class offered. Third, since the faculty have significant contacts with criminal justice agencies, administrators are regularly consulted about the performance of our graduates. Finally, the two faculty members charged with delivering the “capstone” course (J439) explicitly assess student performance and mastery of both the basic principles of undergraduate learning and the content of the field. They meet and discuss issues on a regular basis and report aggregate shortcomings to the criminal justice faculty.

As a result of the above described process, a number of changes have been implemented over the past few years. For example, when the capstone instructors identified writing skills as a problem, the criminal justice faculty agreed to require a significant writing requirement in every 300 and 400 level criminal justice course. Significant improvements in student writing abilities resulted. When our constituent agencies reported that our students needed more practical experience, the faculty agreed to allow internship credit to count toward elective hours in the major. Similarly, a report from agencies that their employees needed basic fluency in Spanish, given the increasing numbers of Hispanic residents in central Indiana, resulted in a modification to the degree requirements which explicitly encourage students to pass the first year foreign language requirement. The part-time faculty mentoring program has produced greater rigor in the instruction of several courses taught by part-time faculty. In addition, several part-time faculty who could not improve their performance, as measured by the review of student evaluations and grade rosters, have been replaced. Finally, when the capstone faculty found that the seniors, in the aggregate, had difficulty writing memoranda and documenting sources in written materials the “professional writing” courses were reviewed for content and rigor with the result that two of the three choices in this area were eliminated from the list of acceptable courses.

**J439 - CRIME AND PUBLIC POLICY**  
**Spring 2001**

Meeting Times: M & W 11:00-12:15pm (BS 3018)  
Professor:

Dr. Crystal Garcia  
Office

Hours: MW 1:00pm-2:30pm  
-or by appointment-

Business/SPEA Building #4063  
(office) 274-7006 (fax) 274-7860  
email: [crystalgarcia@iupui.edu](mailto:crystalgarcia@iupui.edu)

***Course Description***

CRIME AND PUBLIC POLICY is the capstone course for the BSCJ and the criminal justice concentration in the BSPA. As such, the course is designed to examine theories, concepts, research, policies, and other information learned in an undergraduate criminal justice curriculum as they relate to the practice of criminal justice in the field and in the policy making arena.

***Student Expectations: Course Objectives:***

After completing this course students should be able to:

- read, understand, and critique criminal justice research articles;
- prepare written reviews of research;
- be careful consumers of such research;
- develop simple research questions and theses;
- design simple studies and collect data; and
- become somewhat proficient in the application of research to practice.

***University Expectations: Principles of Undergraduate Learning***

The University expects students to demonstrate mastery of the essential ingredients of an undergraduate education:

- communication and quantitative skills;
- critical thinking and intellectual depth;
- breadth and adaptiveness;
- an understanding of society & culture; and
- the ability to integrate and apply knowledge.

***Professor Expectations: Course Rules***

An orderly, well structured and organized classroom environment is essential to the learning process; therefore, the instructor expects students to:

- be on time to each class;
- turn off all electronic devices (including pagers and cell phones)
- read each assignment before class and be willing to lead class discussions;
- be courteous to fellow students (even when their opinions differ widely from your own);
- take all exams at their designated times;
- submit the required paper at the time it is due;
- return exams to instructor once the student reviews their performance;
- not cheat on exams or plagiarize papers; and
- be able to discuss and apply knowledge gained in the course to the “real world.”

### **Required Text**

Cole, George and Marc Gertz (eds). 1998 *The Criminal Justice System: Politics and Policies*. 7<sup>th</sup> edition. Belmont, CA: West/Wadsworth Publishing Company.

### **Course Requirements**

**Quizzes.** There will be four unannounced quizzes during the semester. These quizzes will focus on the assigned readings and will be given at the beginning of class. The purpose of these quizzes is to reward thorough preparation and attendance; therefore, **no makeup quizzes will be given!** Each quiz is worth 15 points, the lowest of which will be dropped at the end of the semester. If all four quizzes are taken, a bonus of 5 extra points will be given. (Total possible points from quizzes = 50 points.)

**Exams.** There will be four required exams. Each exam is worth 100 points. See course outline for exam dates. (Total possible points from exams = 400.) *Please note: students will be able to review exams (in the presence of the professor) once they are graded. After review, the exams must be immediately returned to the instructor. Failure to promptly return an exam will result in an F.*

**Papers.** Two papers are required for this course (one being a “reality paper” and the other a formal term paper). Each student will prepare a “reality paper.” The purpose of this paper is to test the concepts presented in certain articles against the “reality” of the local criminal justice system. It is worth 50 points and is due on March 21, 2001. An outline for the “reality paper” will be handed out in the 2<sup>nd</sup> week of class. A formal term paper, written exclusively for this course, is also required. In this paper, students must demonstrate their understanding of crime, the criminal justice system, and criminal justice policy. An outline including paper requirements and guidelines will be given out early in the semester. The term paper is worth 100 points and is due on April 18, 2000. **Late papers will NOT be accepted!** (Total points from papers = 150 points)

### **Grades & Incompletes**

The grading scale will be based on the distribution of points for the entire course. Historically, the distributions in my courses resemble normal distributions (i.e., 90% = an A-).

Makeup exams are rarely granted. It is university policy that an instructor is not under any obligation to offer makeup exams unless the student has a valid excuse. Valid excuses include documented illness, religious observation, participation in University activities at the request of the University, or other compelling circumstances beyond the student’s control. **Therefore, makeup exams are only given when:** (1) there is a valid excuse, and (2) it is clearly documented!

### **Student Conduct**

As in any course, unethical behavior (e.g., cheating on exams, submitting papers written for other courses, etc.) will be met with the most serious disciplinary actions allowed by IUPUI guidelines. Because this is the capstone course, students are required to meet heavy writing requirements. As such, close attention will be paid to critical thinking and writing skills. Acts of plagiarism are dealt with severely, resulting in a *disciplinary F* for the semester! For definitions of cheating and plagiarism, consult your Code of Student Rights, Responsibilities, and Conduct.

### **Important Dates to Remember!**

1/16	Last day to drop class with <b>no</b> “W.”
1/27	Pass/fail option deadline.
3/02	Last day to drop class with an automatic “W.”

### ***Reading Assignments***

The reading assignments for each week are noted in the course outline below. All readings are required and should be completed before the start of each class. Students should be ready to discuss the assigned material each class meeting. Please note that supplementary readings may be distributed in class.

I reserve the right to change reading assignments or exam dates; however, if any changes are necessary, sufficient notice will be given.

### ***Course Outline***

M	January 8	Course Introduction
W	January 10	Cole, George & Marc Gertz. <i>Introduction: Politics and the Administration of Justice</i>
<b>M</b>	<b>January 15</b>	<b>No Class: Martin Luther King Jr. Holiday</b>
W	January 17	Packer, Herbert. <i>Two models of the Criminal Justice Process</i>
M	January 22	Lipsky, Michael. <i>Toward a Theory of Street -Level Bureaucracy</i>
W	January 24	Tonry, Michael. <i>Racial Politics, Racial Disparities, and the War on Crime</i>
M	January 29	Chiricos, Ted. <i>The Media, Moral Panics, and the Politics of Crime Control</i>
W	January 31	Cole, George & Marc Gertz. <i>Introduction: Police</i> Goldstein, Joseph. <i>Police Discretion not to Invoke the Criminal Process: Low Visibility Decisions in the Administration of Justice</i>
M	February 5	Wilson, James Q. & George Kelling. <i>Broken Windows: The Police and Neighborhood Safety</i>
<b>W</b>	<b>February 7</b>	<b>EXAM #1</b>
M	February 12	Skolnick, Jerome. <i>A Sketch of the Policeman's 'Working Personality'</i>
W	February 14	Fyfe, James. <i>Police Use of Deadly Force: Research and Reform</i>
M	February 19	Bayley, David & Clifford Shearing. <i>The Future of Policing</i>
W	February 21	Cole, George & Marc Gertz. <i>Introduction: Prosecution</i> Cole, George. <i>The Decision to Prosecute</i>
M	February 26	Schmidt, Janell & Ellen Hochstedler Steury. <i>Prosecutorial Discretion in Filing Charges in Domestic Violence Cases</i>

- W February 28 Heumann, Milton. *Adapting to Plea Bargaining: Prosecutors Cole, George & Marc Gertz. Introduction: Defense Attorneys*
- M **March 5 Exam #2**
- W March 7 Blumberg, Abraham. *The Practice of Law as a Confidence Game: Organization Co-Optation of a Profession*
- M & W March 12-14 No Class: Spring Break**
- M March 19 Emmelman, Debra. *Trial by Plea Bargain: Case Settlement in the Justice Process*
- W March 21 **REALITY PAPER DUE**  
Hanson, Roger & Brian Ostrom. *Indigent Defenders Get the Job Done and Done Well*
- M March 26 Cole, George & Marc Gertz. *Introduction: Courts Eisenstein, James, Roy Flemming, & Peter Nardulli. The Criminal Court Community in Erie County, Pennsylvania*
- W March 28 Feeley, Malcolm. *The Process is the Punishment: Handling Cases in a Lower Criminal Court*
- M April 2 Walker, Samuel, Cassia Spohn, & Miriam DeLone. *Race and Sentencing*
- W **April 4 EXAM #3**
- M April 9 Rosecrance, John. *Maintaining the Myth of Individualized Justice: Probation Presentence Reports*
- W April 11 Cole, George and Marc Gertz. *Introduction: Corrections Morris, Norval & Michael Tonry. Between Prison & Probation: Toward a Comprehensive Punishment*
- M April 16 System Sykes, Gresham. *The Society of Captives: The Defects of Total Power*
- W April 18 DiIulio, John. *Well Governed Prisons are Possible*  
**TERM PAPER DUE**
- M April 23 Griset, Pamela. *The Politics and Economics of Increased Correctional Discretion Over Time Served: A New York Case Study*
- W April 25 Cole, George & Marc Gertz. *Introduction: Policy Perspectives*

Logan, Charles, & John DiIulio. *Ten Deadly Myths About Crime and Punishment in the United States*

M April 30 Walker, Samuel. *Putting Justice Back into Criminal Justice: Notes for a Liberal Criminal Justice Policy*

W **May 2 FINAL EXAM 10:30-12:30pm**

## ~Reality Paper Grading Sheet~

Name:

Comparative Article:

Introduction		(8)		
a. General introduction			2	
Intro of comparison article		2		
Major premise of comparison article	3			
Why focused on subject		1		
Methods		(12)		
2. Description of sample			3	
3. Design				5
4. Replicability				2
5. Validity				2
Results		(10)		
6. Organization			2	
7. Clarity				2
8. Content			6	
Conclusions		(12)		
9. Restatement of major findings	2			
10. Relation to major findings of comparison study			5	
11. Statement of support or refutation	3			
12. Clarity				2
References	(3)			
Grammar	(5)			

Miscellaneous notes:

**Total Score =**

# **J439 – Crime and Public Policy**

## *Term Paper Guidelines & Grading Scale*

Dr. Garcia

Spring 2001

---

2. Instructions:

1. You must turn in a concise, well organized, original paper – written exclusively for this class.
2. It is to be typed (double spaced), in 12 point font, 10 to 15 pages, with 1" margins.
3. A cover page with the title, course, date, my name, and your social security number is required.
4. The pages must be numbered (note: the title page is not page #1).
5. Be sure to staple the paper – do NOT put the paper in a folder!
6. You must submit 2 copies of this paper, NO LATER than the start of class on April 20, 2001. Be sure to hand them directly to me. Papers placed in my mail box will be considered late and penalized accordingly.
7. Focus:

The primary focus of this paper should be on the major ideas, themes, concepts, and perspectives covered throughout this semester. However, because this is the criminal justice capstone course, your analysis should also be informed by the knowledge and skills acquired during your criminal justice education. This paper **should not** be a summary of this course, rather a synthesis of knowledge and ideas with an eye toward the question of “policy.”

3. Theme:

1. You have been named as Special Advisor to the Governor on Crime.
  1. The Governor has decided to run for a second term and he needs you to educate him about crime. Specifically he needs a general review of what we know about crime (i.e., the nature and extent of crime), what crime control policies are currently in place and what should be put into practice to effectively control crime.
  2. Your paper will serve as a policy brief to assist the Governor in the development of his crime control platform for the 2000 election. Moreover, if elected, your brief will help the Governor identify, develop, and implement crime control strategies during his second term in office.

4. Paper Contents:

1. The following topics must be included in your paper:
  1. **Introduction (5 points total)**
    1. Explain briefly why you are writing the policy brief and how it should be used by the Governor.
  2. **Nature and Extent of Crime (15 points total)**

What we know about crime...

    1. Discuss, in general, the state of crime in the U.S. (8 points)

2. Leading to a narrower focus on crime in Indiana (7 points)
  3. Include information that you believe the Governor should know about how much & what type of crime is out there
- 3. How the Criminal Justice System Works (10 points total)**
- a. Briefly describe for the Governor, how the criminal justice system works (e.g., the various branches and what they do).
    1. You want to give him enough information so that he understands who does what and why. Remember, he needs to be able to understand the policy recommendations you will be making.
- 4. Current Crime Control Policies (25 points total)**
1. National level – what are the current policies in place in the various branches of the criminal justice system? (15 points)
  2. More specifically, what is Indiana doing? What are the current policies in place throughout Indiana’s criminal justice system? (10 points)
- 5. Policy Recommendations (20 points total)**
1. Suggest what Indiana should be doing to deal with crime! Be specific in your recommendations. Remember – arguments backed by evidence are more convincing!
- 6. Conclusions (10 points total)**
1. Wrap up your paper – highlighting your key points.
    1. These are the major points you want to be sure the Governor understands.
- 7. References (5 points total)**
1. You must acknowledge whenever you use the words or ideas of another. Citations should follow either the American Sociological Association (ASA) or the American Psychological Association (APA) citation formats. These formats can be found in numerous sociological, criminological, psychological journals, and style manuals—all of which are available in the library.
    1. Failure to follow either the APA or ASA formats will result in a major point deduction.
  2. A Reference page must be included at the back of your paper.
  3. Failure to cite your sources within the paper, or to include your sources on the reference page equates plagiarism – and may result in a “disciplinary F” for the semester! Be sure to give credit where credit is due!
- 8. Grammar (5 points total)**
- 9. Directions (5 points total)**

INDIANA UNIVERSITY PURDUE UNIVERSITY AT INDIANAPOLIS  
School of Public and Environmental Affairs

**J439 – CRIME AND PUBLIC POLICY**

**Fall 2001**

When:	2:30 – 3:45 T,R	Professor:	Dr.Baumer
Where:	BS3018	Office:	BS4071
Office Hours:	After class or by appointment	Telephone:	274-8624
Email:	<a href="mailto:tebaumer@iupui.edu">tebaumer@iupui.edu</a>	Fax:	274-7860

**TEXT:**

Cole, George and Marc Gertz (eds). 1998. The Criminal Justice System: Politics and Policies (7<sup>th</sup> ed). Belmont, CA: West/Wadsworth Publishing Company.

**OBJECTIVES:**

This is the “capstone” course for the BSCJ and the criminal justice concentration in the BSPA. Substantively, the course addresses the variety of factors which affect legislators, the police, prosecutors, the defense bar, judges, and corrections officials in the execution of public policy. As the capstone for these two degree programs, students are expected to demonstrate mastery of the course material, as well as, the essential ingredients of an undergraduate education: communication and quantitative skills; critical thinking; intellectual depth, breadth, and adaptiveness; an understanding of society and culture; and the ability to integrate and apply knowledge.

**REQUIREMENTS:**

Mastery of the above objectives will be assessed through the following requirements.

First, all students will be required to complete four sectional exams, as scheduled below. These exams will be essay format and will be worth a possible 100 points each (100 x 4 = 400).

Second, during the semester there will be four unannounced quizzes. These quizzes will focus on the assigned reading for that day and will be given prior to coverage of that material in class. The purpose of these quizzes is to reward you for coming to class on time and prepared. Therefore, **no makeups will be allowed**. As an alternative students may prepare a summary (no outline) of the assigned reading and submit it at the time of the quiz. Each quiz will be worth a possible 15 points. At the end of the semester I will drop the lowest of your quiz scores; for those who complete all four, a bonus of five points will be awarded (3 x 15 = 45 + 5 = 50).

Third, each student will be required to prepare a “reality” paper. The purpose of this paper is to test the concepts presented in certain articles against the “reality” of the local criminal justice system. For this paper you must select and focus on **one** of the following articles – Packer, Lipsky, Toury, or Chiricos. Then you must gather original data concerning the concepts developed in the article you have selected. These data might include observations, interviews, existing records, or any number of other sources (you may use personal experiences, but not exclusively or even primarily). This paper should be presented in four sections: (1) “Introduction” –presents the basic ideas/concepts found in the article you selected and statement of the problem; (2) “Methodology” – explains how you collected your data; (3) “Results” – presents your findings; (4) “Discussion/Conclusions” – discusses your finding in comparison to the original and presents your conclusions about the concepts (see “introduction”). This is not meant to be a major term paper, but rather an exercise in applying knowledge to real world experiences. I expect each paper to be between seven and ten double spaced pages. This project will be worth a possible 50 points.

Fourth, each student must write a major term paper prepared exclusively for this course. The purpose of this paper is to demonstrate your understanding of crime, the criminal justice system, and criminal justice policy. Because this is a paper for a specific course, the primary grading criteria will concern the major concepts, themes, perspectives, and ideas covered during the semester. However, because this is the capstone course in the criminal justice program, you should also demonstrate mastery of the skills outlined in the course objectives. Details about this paper will be distributed during the first few weeks of class – **make sure that you get one!** This paper will be worth a possible 100 points.

Final grades will be determined according to the following scale: 0 - 389=F; 390 – 449=D; 450 – 499=C; 500-549=B; 550-600=A

**ACADEMIC MISCONDUCT:**

In an academic setting honesty and integrity are highly valued traits; they are especially important in a criminal justice program. Academic misconduct, defined by the university as cheating, plagiarism, fabrication, interference with the academic process, facilitating academic dishonesty, or violation of course rules, will result in a “disciplinary F” for the semester. See the *Code of Student Rights, Responsibilities, and Conduct* for more detailed definitions and the procedure to be followed in case of suspected academic misconduct.

TENTATIVE SCHEDULE

<b><u>DATE</u></b>	<b><u>ASSIGNED READING</u></b>
8/23	Cole, George and Marc Gertz. “Introduction: Politics and the Administration of Justice”
8/28	Packer, Herbert. “Two Models of the Criminal Process”
8/30	Chiricos, Ted. “The Media, Moral Panics, and the Politics of Crime Control”
9/4	Tonry, Michael. “Racial Politics, Racial Disparities, and the War on Crime”
9/6	Lipsky, Michael. “Toward a Theory of Street-Level Bureaucracy”
9/11	Skolnick, Jerome. “A Sketch of the Policeman’s ‘Working Personality’”
9/13	Goldstein, Joseph. “Police Discretion not to invoke the Criminal Process: Low Visibility Decisions in the Administration of Justice”
9/18	Wilson, James Q. and George Kelling. “Broken Windows: The Police and Neighborhood Safety”
9/20	<b>EXAM ONE</b>
9/25	Fyfe, James. “Police Use of Deadly Force: Research and Reform”
9/27	Bayley, David and Clifford Shearing. “The Future of Policing”
10/2	Cole, George. “The Decision to Prosecute” Schmidt, Janell and Ellen Hochstedler Steury. “Prosecutorial Discretion in Filing Charges in Domestic Violence Cases”
10/4	Heumann, Milton. “Adapting to Plea Bargaining: Prosecutors”
10/9	Blumberg, Abraham. “The Practice of Law as a Confidence Game: Organization Co-Optation of a Profession”

- 10/11 Emmelman, Debra. "Trial by Plea Bargain: Case Settlement in the Justice Process"
- 10/16 Hanson, Roger and Brian Ostrom. "Indigent Defenders Get the Job Done and Done Well"
- 10/18 **EXAM TWO**
- 10/23 Eisenstein, James, Roy Flemming, and Peter Nardulli. "The Criminal Court Community in Erie County, Pennsylvania"  
Eisenstein, Flemming and Nardulli "The Criminal Court Community" (on reserve).
- 10/25 Feeley, Malcolm. "The Process is the Punishment: Handling Cases in Lower Criminal Court"  
Levin, Martin. "Urban Politics and Policy Outcomes: The Criminal Courts"
- 10/30 Walker, Samuel, Cassia Spohn, and Miriam DeLone. "Race and Sentencing"
- 11/1 **"REALITY" PAPER DUE**  
Rosecrance, John. "Maintaining the Myth of Individualized Justice: Probation Presentence Reports"
- 11/6 Durham, Alexis, H. Preston Elrod, and Patrick Kincade. "Public Support for the Death Penalty: Beyond Gallup"
- 11/8 **EXAM THREE**
- 11/13 Morris, Norval and Michael Tonry. "Between Prison and Probation: Toward a Comprehensive Punishment System"
- 11/15 Sykes, Gresham. "The Society of Captives: The Defects of Total Power"
- 11/20 Hunt, Geoffrey, Stephanie Riegel, Tomas Morales, and Dan Waldorf.  
"Changing the Prison Culture: Prison Gangs and the Case of the Pepsi Generation"
- 11/27 **TERM PAPER DUE**  
Dilulio, John. "Well Governed Prisons Are Possible"
- 11/29 Griset, Pamela. "The Politics and Economics of Increased Correctional Discretion Over Time Served: A New York Case Study"
- 12/4 Logan, Charles and John Dilulio, Jr. "Ten Deadly Myths About Crime and Punishment in the United States"
- 12/6 Walker, Samuel. "Putting Justice Back into Criminal Justice: Notes for a

Liberal Criminal Justice Policy”

12/13

**3:30 – 5:30 EXAM FOUR**

**J439 – Crime and Public Policy  
Criminal Justice Capstone Class  
Grading Criteria for Final Paper**

1.	CRIME .....	20
1.	Sources	
2.	Amount	
3.	Trends	
4.	Victims	
5.	Offenders	
2.	CRIMINAL JUSTICE SYSTEM .....	30
1.	What Is It?	
2.	What Is it Supposed to Accomplish?	
3.	How Does it Work?	
4.	How Well Does it Work?	
3.	PROPOSALS FOR IMPROVEMENT .....	15
1.	What Types of Changes Should Be Made?	
2.	What Might Be Expected from These?	
3.	Are These	
1.	Linked to the body of the paper?	
2.	Informed by available knowledge?	
3.	Compatible with policy in a free society?	
4.	CONCLUSIONS .....	10
1.	Highlights Key Points?	
2.	Wraps up the Paper?	
5.	COMMUNICATION SKILLS .....	15
1.	Grammar	
2.	Flow	
3.	Cohesion	
4.	Logic	
6.	OTHER PRINCIPLES OF UNDERGRADUATE LEARNING .....	5
7.	PROFESSIONAL APPEARANCE .....	5
	(no penalty for having a cheap printer)	

---

**PENALTIES:**

- |    |   |     |
|----|---|-----|
| 8. | Reference format – was it ASA or APA? .....           | -10 |
| 9. | Deadline – was the paper submitted on time? . . . min | -15 |

## **BACHELOR OF SCIENCE IN PUBLIC AFFAIRS DEGREE (BSPA)**

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

Mary Smith will be able to work effectively both independently and as a member of a team to manage organizations and personnel in a variety of public, nonprofit and for profit organizations. She will be able to identify and analyze operational and strategic problems, evaluate alternatives to solve problems, help implement and manage programs and projects, and communicate complex technical information to decision makers, stakeholders, and lay people who have responsibility or are interested in these problems.

The Bachelor of Science in Public Affairs (BSPA) degree with a major in Management is a liberal arts degree with a professional orientation. First, within the framework of the general education coursework, the program provides students with a broad-based experience in the arts and sciences. Second, students are prepared to assume management positions in public, non-profit and private sector organizations and provide analytical support to decision-making bodies. Graduates of the program are expected to be able to communicate effectively both orally and in writing, and possess the knowledge, values and skills that will enable them to assess organizational challenges, determine appropriate solutions and translate these into organizational goals and objectives. They are also expected to understand how to promote and protect public welfare, individual rights, and cultural diversity.

### Learning Outcomes:

The learning outcomes for courses in the Management major are identified in Appendix 1A. The learning for the program are operationalized as follows—

Upon successful completion of the program, students should have:

- A. Surveyed a broad range of the concepts, models, and techniques of operations management
- B. Applied a subset of those concepts, models and techniques to a real-world problem in operations
- C. Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings
- D. Identified a problem in a real-world operating system, and determined the nature and extent of the problem
- E. Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data
- F. Presented results orally and in written form, and defended proposals before a body of critical reviewers

Appendix 1B illustrates how these learning outcomes map onto the courses, and appendix 1C illustrates how the principles of undergraduate learning (communication & quantitative skills; critical

thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics) map onto the courses.

The liberal arts-oriented general education coupled with professional education in management will prepare students to enter the job market or pursue graduate study. In particular, our graduates work in the public, nonprofit, and private sectors and enter Masters and Doctoral programs in public affairs, law, business and nonprofit administration.

2. How will Mary learn these things?

Mary will learn skills through a carefully designed program that includes classroom instruction, guided classroom research projects, an internship or other practical, professional experience, an integrative capstone course, and informal interaction with faculty, other students, and professionals in the field.

More specifically, students learn the requisite skills and substantive knowledge in the general education and major requirements. Appendix 1A lists the learning outcomes of each course in the major and appendix 1B illustrates where the program learning objectives are addressed in the curriculum. Appendix 1C illustrates where in their general education and major courses students are introduced to the Principles of Undergraduate Learning.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

At graduation, Mary will be able to demonstrate her knowledge and skills through her grades, examples of her written work, and her ability to engage in thoughtful conversation about substantive issues of managing organizations. In particular, Mary should be able to point to her capstone project as an illustration of her ability to apply her education to the identification, analysis and solution of actual, real-world management problems.

The curriculum in the BSPA degree with a major in Management is designed to address the stated learning outcomes as described in Appendices 1A and 1B. Initial mastery of the desired learning outcomes is demonstrated in the general education courses (CLAS curriculum plus E201 Micro Economics, E202, Macro Economics, Y103 American Government, statistics and computer skills) and three introductory courses in the major dealing with public policy, process and institutions (V170 Introduction to Public Affairs; two of V221 Nonprofit Sector, V264 Urban Structure and Policy, E272 Introduction to Environmental Science). Students take an introductory management course (V263 Public Management or V362 Nonprofit Management and Leadership), and more advanced management courses, covering organizational behavior and human resources management, financial management, operations, law, and information technology. This process culminates in the applications course (V473 Management Applications Seminar).

For evidence of mastery of the program's learning outcomes, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, we rely on the faculty in the English department to provide content in W131 and W231 that will provide the knowledge and skills needed by our undergraduate students as they take courses in the management curriculum. The second level of review and documentation is provided by the

courses within the major. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as knowledge of the particular substantive area. Mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. Course performance within the major is evaluated on a continuing but informal basis within a faculty committee set up for the purpose and meeting monthly. The final evidence of student learning is reflected in the assessment process used in the capstone course.

The capstone course (V368) is an experientially-based project course that requires students to identify a problem in an actual organization, usually the organization within which they work. The problem must be a significant one, worthy of a semester’s work. Students must secure the cooperation of a client. Their work is judged on the basis of the practical contribution it makes to the organization. Students must use models and data to explore the nature and extent of the problem and to find and justify solutions to the problem. A syllabus is attached (appendix 3A).

A performance evaluation summary instrument has been prepared (appendix 3B). It uses the student papers, “lab” presentations, examination, exercises and oral defense as the basis for performance evaluation. The summary results are given below.

**ASSESSMENT: B.S.P.A.—MANAGEMENT**

Capstone: V368 Managing Government Operations (Gleeson)

“Upon successful completion of the course, the student should have”:

A. “Surveyed a broad range of the concepts, models, and techniques of operations management”

Minimal	Average	Superior	Performance	(Sources: a,b,d,e,f)	
1	2	3	4	5	
		<b>2</b>	<b>8</b>	<b>3</b>	<b>2001</b>
	<b>2</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>2000</b>
<b>1</b>	<b>2</b>	<b>5</b>	<b>1</b>		<b>1999</b>

B. “Applied a subset of those concepts, models and techniques to a real-world problem in operations”

Minimal	Average	Superior	Performance	(Sources: a,b)	
1	2	3	4	5	
	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2001</b>
<b>2</b>		<b>3</b>	<b>7</b>	<b>4</b>	<b>2000</b>
<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>		<b>1999</b>

C. “Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings”

Minimal	Average		Superior		Performance (Sources: a,b,c,d)
1	2	3	4	5	
		<b>4</b>	<b>6</b>	<b>3</b>	<b>2001</b>
<b>2</b>		<b>2</b>	<b>9</b>	<b>2</b>	<b>2000</b>
<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>		<b>1999</b>

G. “Identified a problem in a real-world operating system, and determined the nature and extent of the problem”

Minimal	Average		Superior		Performance (Sources: a,b)
1	2	3	4	5	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>2001</b>
<b>2</b>			<b>8</b>	<b>5</b>	<b>2000</b>
<b>1</b>	<b>4</b>	<b>3</b>	<b>2</b>		<b>1999</b>

H. “Proposed changed in that operating system, and justified those changes with analysis using appropriate models and data”

Minimal	Average		Superior		Performance (Sources: a,b,c)
1	2	3	4	5	
	<b>2</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>2001</b>
<b>2</b>			<b>10</b>	<b>3</b>	<b>2000</b>
<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>		<b>1999</b>

I. “Presented results orally and in written form, and defended proposals before a body of critical reviewers”

Minimal	Average		Superior		Performance (Sources: a,b,c)
1	2	3	4	5	
		<b>2</b>	<b>4</b>	<b>7</b>	<b>2001</b>
<b>2</b>		<b>2</b>	<b>8</b>	<b>4</b>	<b>2000</b>
<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>		<b>1999</b>

Sources of assessment: a) paper, b) labs, c) oral defense, d) class participation, e) exam, f) exercises

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The faculty completed a formal review of the BSPA program in 1999-2000 that included meetings with students and stakeholders/employers and reviews of student performance. This extensive process led to significant changes in the degree program. The degree was changed from a concentration format to a major formal (increasing consistency with other SPEA campuses and IUPUI degrees). The CLAS general education requirements were adopted, promoting consistency across the campus. Increased electives allowed for combining the major with a minor or certificate. Considerable restructuring of the curriculum strengthened course selection and integration of courses. In addition, staffing changes were instituted putting more full-time faculty in the major classes. A mentoring system for adjunct faculty was formalized.

The assessment system was not in place in time for the formal review of the degree, but has since been used. A faculty committee was formed, and meets monthly. That committee reviewed the results of the assessment process as summarized above (with two designated faculty also reviewing the raw data on which that summary was produced). The committee has drawn the following conclusions from those data:

### **Conclusions Drawn From the Assessment Data**

- A. Students need and benefit from practice using what they (are supposed to) have learned.
- B. Students work at a rather high level of sophistication in applying management skills to real world situations.
  - i) They are quite good at identifying problems and justifying the importance of those problems.
  - ii) They have somewhat more difficulty in describing the “operating system” within which those problems arise and within which solutions can be fashioned.
  - iii) They need help in picking the models that will allow them to analyze those problems and solutions.
  - iv) They have some difficulty in collecting data to implement those models.
  - v) They need practice in implementing the models using the data—and validating the models.
  - vi) They are very good in finding possible solutions to the problems, and with some encouragement, at building an argument that those solutions can improve the situation (and in what mixes, and with what cost-justification).
  - vii) They are quite good at presenting their findings—orally and in writing.
  - viii) They are very good at defending their conclusion before a knowledgeable and critical audience.

- C. Students work at a quite sophisticated level in relating their work to organizational behavior and culture, and political and practical and ethical considerations.
- D. Students need considerable encouragement to work hard, meet deadlines and show initiative.
- E. There has been improvement over the three years for which we have data, though this is due in part to the addition of deadlines throughout the course (added at the suggestion of the students themselves).
- F. Assessment using formal data collection is useful, but must be accompanied by continuous and frequent informal discussion among faculty in real time about student learning and impediments to learning and improvements that should be made in the curriculum.

Based on these conclusions a number of actions have been taken, and a number of others are being considered.

### **Actions We Have Taken (and are Undertaking) in Reaction to Our Assessment**

- A. Up-grading the staffing, systematizing and content of introductory classes (V170, V261).
- B. Up-grading the staffing, scheduling and selection of management courses.
- C. Succeeding in getting our students to enroll in quantitative but important courses-- V346/356 Accounting and Financial Reporting , V369 Managing Information Technology.
- D. Formalizing a BSPA Committee to oversee the Degree and its assessment and improvement.
- E. Change the capstone to a pure applications class (versus a class with specific content), offering it with full-time faculty, while continuing to make it an experiential course and using it for program assessment.
- F. Improve the specification of desired learning outcomes for the Major.
- G. Improve the understanding of and implementation of the relationship among the courses in the program to each other and to the learning objectives.
- H. Increase the repeated practice we give students in using management skills across the curriculum.
- I. Continue evaluating course content, course selection and pedagogy.

## Appendix 1A – Learning Objectives for BSPA Courses

Upon completion of the course, students should/should have:

### V263-Public Management:

- Understand the agencies and systems set up to implement policy;
- Understand the role of the manager in these agencies/systems, in particular as an organizer of people for work, as a decision-maker, as a performance evaluator, as an actor in a democratic system.

### V346-Governmental Accounting and Financial Reporting:

- Understand the basics of governmental accounting and financial reporting;
- Perform basic accounting entries;
- Understand how such entries are reflected in financial reports;
- Read and understand financial reports.

### V348-Management Science:

Structure managerial and policy problems using models from operations research;

Organize information in order to implement such models;

Analyze problems using such models and data;

Present results in ways that are relevant to managers (all of this at least at an introductory skill level).

### V362-Nonprofit Management and Leadership:

- Familiarity with major works in the nonprofit management literature
- Knowledge of nonprofit management methods and practices
- Understanding of laws and standards applicable to nonprofit organizations
- Experience in analyzing management dilemmas and proposing responses
- Experience in presenting and defending positions
- Familiarity with resources useful for further investigation of nonprofit management.

### V366-Managing Behavior in Public Organizations:

- Apply the theory and practice of organization behavior to actual work situations, specifically the theory and practice of motivation, individual and group decision-making, communication in organizations, leadership, conflict and negotiation, organization and work design, performance appraisal and reward systems.

### V368-Managing Government Operations:

- Surveyed a broad range of the concepts, models, and techniques of operations management
- Applied a subset of those concepts, models and techniques to a real-world problem in operations
- Gained practice in determining which concepts, model and techniques are appropriate to what problems and settings
- Identified a problem in a real-world operating system, and determined the nature and extent of the problem
- Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data
- Presented results orally and in written form, and defended proposals before a body of critical reviewers.

### V369-Managing Information Technology:

- Experience group learning, project development, and problem solving through electronic media ignoring traditional constraints of time and geography;

- Enhance individual learning and experiences through modern information technologies;
- Understand of how modern information systems are structured and interrelate;
- Understand, recognize, and experience information technology tools and their importance in communications;
- Understand the conceptual framework of:
  - A market economy
  - Adapting the business of an organization towards e-strategies
  - Information technology as a strategic asset
  - Redefining business practices to wield strategic business advantages to the organization
- Experience and develop dynamic/adaptive business and government strategies caused by situational change;
- Utilize information technology to learn course concepts.

#### V370-Research Methods in the Applied Social Sciences:

- Apply the basic methods of evaluation research;
- Critically evaluate existing research;
- Find existing sources of data and assess their quality;
- Assess ethical issues in evaluation research.

#### V372-Government Finance and Budgets:

- Understand the basic concepts, forms, and procedures of public sector financial management and budgeting;
- Understand fiscal institutions;
- Understand the economic principles, which underlie budget and tax policy.

#### V373-Public Personnel Management:

- Understand the major human resources management needs and activities of public organizations;
- Understand some of the major issues confronting public personnel managers, including job analysis, recruiting and selecting job candidates, determining compensation systems, appraising performance, dealing with equal opportunity and affirmative action issues, and handling grievances and labor relations;
- Become involved in the managing of human resources of the student's own organization regardless of the student's specialty or type of organization.

#### V376-Law and Public Affairs:

- Acquire a general background of the legal, practical and political context of the policy process;
- Understand the general processes through which policy is made in the legislative, judicial and executive branches;
- Understand the individual's legal rights and responsibilities when dealing with government'
- Use, at least in a basic way, the resources of a law library.

Appendix 1B – LEARNING OUTCOMES OF BSPA MANAGEMENT MAJOR

Learning Outcomes of Management Major	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Courses in Major:</i>
A. Surveyed a broad range of the concepts, models, and techniques of operations management.	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V348 Management Science V368 Managing Government Operations
B. Applied a subset of those concepts, models and techniques to a real-world problem in operations	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy

Learning Outcomes of Management Major	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Courses in Major:</i>
C. Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
D. Identified a problem in a real-world operating system, and determined the nature and extent of the problem.	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical

		Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
E. Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data.	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
F. Presented results orally and in written form, and defended proposals before a body of critical reviewers.	Eng W131, Eng W231, Comm R110	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations

		V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
--	--	---

Appendix 1C - PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Courses in Major:</i>
<p><b>Communication &amp; Quantitative Skills</b></p> <ul style="list-style-type: none"> <li>-Written Communication</li>   <li>-Oral Communication</li>   <li>-Mathematics</li>   <li>-Computers</li> </ul>	<p>Eng W131 and Eng W231</p> <p>Comm R110</p> <p>M118 Finite Math and K300 Statistics</p> <p>V261 Computers in Public Affairs</p>	<p>All courses numbered 300+ require written assignments. The capstone, V368, requires substantial writing leading to and including a research report.</p> <p>All courses numbered 300+ require heavy class participation and/or presentations</p> <p>Many courses require quantitative problem solving and use of the computer, including</p> <ul style="list-style-type: none"> <li>V346 Intro to Government Accounting &amp; Financial Reporting/V356 Intro to Nonprofit Accounting &amp; Reporting</li> <li>V348 Management Science</li> <li>V368 Managing Government Operations</li> <li>V369 Managing Information Technology</li> <li>V370 Research Methods and Statistical Modeling</li> </ul>
<p><b>Critical Thinking</b></p>	<p>Minimum of 9 credit hours in Communications, 18 credit hours in Social Sciences and Humanities and 9 credit hours in quantitative methods and 8 credit hours in Natural Sciences.</p>	<p>All courses</p>

Appendix 1C: PRINCIPLES OF UNDERGRADUATE LEARNING – continued

<p><b>Intellectual Depth, Breadth, &amp; Adaptiveness</b></p>	<p>All general education courses, including courses in the social sciences, humanities, and natural sciences</p>	<p>All courses, but particularly  V170 Introduction to Public Affairs  E272 Introduction to Environmental Sciences  V221 Nonprofit and Voluntary Sector  V264 Urban Structure and Policy  V376 Law and Public</p>
<p><b>Understanding Society &amp; Culture</b></p>	<p>All general education courses, but particularly in the social sciences, humanities, and natural sciences</p>	<p>All courses, but particularly  V170 Introduction to Public Affairs  E272 Introduction to Environmental Sciences  V221 Nonprofit and Voluntary Sector  V264 Urban Structure and Policy  V376 Law and Public</p>
<p><b>Values &amp; Ethics</b></p>	<p>All general education courses, but particularly in the social sciences, humanities, and natural sciences</p>	<p>All courses, but particularly  V170 Introduction to Public Affairs  E272 Introduction to Environmental Sciences  V221 Nonprofit and Voluntary Sector  V264 Urban Structure and Policy  V376 Law and Public  V473 Management Applications Seminar  And the capstone V368 Managing Government Operations</p>



**INDIANA UNIVERSITY**  
**School of Public and Environmental Affairs**

V368 Managing Government Operations  
Spring Semester, 2002  
Mondays and Wednesdays, 2:30-3:45, BUS/SPEA 2004

Instructor: Michael E. Gleeson

Office: 4065 Business/SPEA Building      Phone: (317) 274-2717

E-Mail: gleeson@iupui.edu

Office Hours: Mondays, 4:00 – 5:15; Fridays, 1:30-3:00; and by appointment.

This is a survey of operations management in public and non-profit agencies. Emphasis is placed on the analysis, design and management of operating systems. Readings, lectures, and structured exercises are used to present concepts, models, and techniques; case projects and lab sessions are used to demonstrate their application.

The course has a very practical edge. It assumes that management of day-to-day operations is something one does, not merely something one studies. Consequently, the heart of this course is a project that each student will undertake to apply the course material to an actual (preferably his/her) work setting. The project will be evaluated on its contribution to improvement of actual, real-world operations.

Upon successful completion of the course, each student should have:

- Surveyed a broad range of the concepts, models, and techniques of operations management;
- Applied a subset of those concepts, models and techniques to a real-world problem in operations;
- Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings, and in what combinations;
- Identified a problem in a real-world operating system, and determined the nature and extent of the problem;
- Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data;
- Presented results orally and in written form, and defended proposals before a body of critical reviewers.

## COURSE REQUIREMENTS

1. Assigned exercises (20% of grade).
2. Examination (20% of grade).
3. Two labs (20% of grade.)
4. Final paper (40% of grade).

Note: V348 is a prerequisite for this course. Readings are to be studied by the dates assigned. Exercises and lab assignments are due in class on the date indicated and will not be accepted for credit after that time. Topics may be changed or rescheduled to meet the needs of student projects. No incompletes will be given.

## TEXTBOOK AND SOFTWARE

James A. Fitzsimmons and Mona J. Fitzsimmons, Service Management. Third Edition. New York: McGraw-Hill, 2000. Textbook includes software and additional software will be provided by the instructor; also, management science software (from V348) will be used again in this course.

## COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Exercise</u>
I. IDENTIFYING OPERATING SYSTEMS			
Jan. 7	Introduction	CHS. 1,2,4; Gleeson and Peterson "Improving the Titlehold Process in a Large Public Library, <u>Interfaces</u> Vol. 25, No, 4 pp.66-80 (July-August, 1995)  [Reserve and IUPUI Library Stacks]	----
Jan. 9	Types and Techniques	CHS. 5, 8	----
Jan. 14	Types and Techniques, continued	CHS. 5, 8	----
Jan. 16	<b>Lab 1</b>	-----	----
Jan. 21	No Class (Martin Luther King holiday)	-----	----

Jan. 23	<b>Lab 1, continued</b>	-----	----
	II. ANALYZING OPERATING SYSTEMS		
Jan. 28	Simulating Operating Systems <b>Lab 1 Paper Due</b>	CH. 11	----
Jan. 30	continued	Handouts	----
Feb. 4	continued	Handouts	1
Feb. 6	continued	-----	----
Feb. 11	Queuing Theory Applications	CH. 12	2
Feb. 13	continued	-----	----
Feb. 18	Applications of Deterministic Models	CHS. 17, 16, 14	3
Feb. 20	continued	-----	----
Feb. 25	<b><u>EXAMINATION</u></b>	-----	----
	III. DESIGNING OPERATING SYSTEMS		
Feb. 27	Organization design	Handout; readings to be assigned	----
Mar. 4	continued	-----	----
	<b>Outline of Final Paper Due</b>		
Mar. 6	continued	-----	----
Mar. 18	Location, layout	CHS. 6, 7	----
Mar. 20	continued	-----	----
Mar. 25	Process and work design	CHS. 5 , 9, 13, 15	4
Mar. 27	continued	-----	----
Apr. 1	continued	-----	----
Apr. 3	<b>Lab 2</b>	-----	---

Apr. 8	Continued	-----	----
	IV. MANAGING OPERATING SYSTEMS		
Apr. 10	Quality	CHS. 3, 18	----
	<b>Draft of Final Paper Due</b>		
Apr. 15	Measurement and Information Systems	CHS. 3, 8, 9	----
Apr. 17	continued	-----	5
Apr. 22	Forecasting	CHS. 10, 19	----
Apr. 24	Continued	----	----
Apr. 29	continued <b>Final Paper Due (multiple copies)</b>	----	----

Date and Time to be announced     **FINAL PRESENTATION**

## V368: Managing Government Operations

### Guidelines for Initial Project Report

On January 28, you will turn in an initial report on your term project. Basically, this will consist of one or more carefully drawn process diagrams reflecting a level of detail sufficient to begin to answer questions of interest. Accompanying the diagram(s) should be about 4-5 pagers of discussion, which at a minimum should include:

1. Background (brief!) on the organization, its “mission,” etc. to set the larger context.
2. An explanation (“walk through”) of your process flow diagram(s), including a description of important performance measures for the system and preliminary data estimates (e.g. capacity rates).
3. An operational level (“detailed”) description of the problem(s) to be addressed (referring to your diagram plus any other exhibits you feel necessary).
4. A justification of the importance of your project in terms of impact on some “bottom line” [to the extent possible, give ballpark estimates of this impact and justify your calculations.]
5. Your estimate of initial data needs for the project and your preliminary plan for obtaining them (including the possibility of “expert opinion” and how you would obtain that).

You will present an oral report to the class on January 16 or 23. This will give you a chance to try out your ideas and get comments. The written report need not be prepared until after you have presented your oral report.

You will probably want to identify and secure the commitment of a “client” for your project. This will make the project more useful, more real and more do-able.

ASSESSMENT: B.S.P.A.—MANAGEMENT

Capstone: V368 Managing Government Operations (Gleeson), Spring Semester, 2001

STUDENT: \_\_\_\_\_

“Upon successful completion of the course, the student should have”:

C. “Surveyed a broad range of the concepts, models, and techniques of operations management”

Minimal	Average		Superior	Performance (Sources: a,b,d,e,f)
1	2	3	4	5

Comments:

D. “Applied a subset of those concepts, models and techniques to a real-world problem in operations”

Minimal	Average		Superior	Performance (Sources: a,b)
1	2	3	4	5

Comments:

C. “Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings”

Minimal	Average		Superior	Performance (Sources: a,b,c,d)
1	2	3	4	5

Comments:

J. “Identified a problem in a real-world operating system, and determined the nature and extent of the problem”

Minimal	Average		Superior	Performance (Sources: a,b)
1	2	3	4	5

Comments:

K. “Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data”

Minimal	Average		Superior	Performance (Sources: a,b,c)
1	2	3	4	5

Comments:

L. "Presented results orally and in written form, and defended proposals before a body of critical reviewers"

Minimal	Average		Superior	Performance (Sources: a,b,c)
1	2	3	4	5

Comments:

Sources of assessment: a) paper, b) labs, c) oral defense, d) class participation, e) exam, f) exercises

## **BACHELOR OF SCIENCE IN PUBLIC HEALTH DEGREE (BSPH)—ENVIRONMENTAL SCIENCE AND HEALTH MAJOR**

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

Mary Smith will be able to work effectively both independently and as a member of a team to identify and analyze environmental and public health problems, evaluate alternatives to solve problems, help implement and manage programs and projects, and communicate complex technical information to decision makers and lay people who have responsibility or are interested in these problems.

The Bachelor of Science in Public Health (BSPH) degree with a major in Environmental Science and Health has two major foci. First, within the framework of the general education coursework, the program provides students with a broad-based experience in the arts and sciences. Second, students are prepared to assume positions in public and private organizations whose mission is to promote environmental protection and improvement and protect public health against environmental hazards. Graduates of the program are expected to be able to communicate effectively both orally and in writing, and they will acquire the knowledge, values and skills that will enable them to rationally analyze the causes and sources of environmental hazards and the problems these agents pose to individuals and communities throughout the United States and the world. They will also be expected to understand how environmental organizations employ policy and management systems to promote and protect public health, social well-being, individual rights, and cultural diversity.

### Major Learning Objectives:

The learning objectives for the Environmental Science and Health major are identified in Appendix A. In addition to demonstrating a mastery of the six Principles of Undergraduate Learning (communication & quantitative skills; critical thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics), students graduating with a BSPH degree in environmental science and health are expected to possess the knowledge and competencies presented in Appendix B. The learning objectives of the major include an understanding of: the nature and extent of environmental hazards; the causes of environmental problems; theories of environmental protection and improvement; how environmental pollution is monitored and measured; how environmental research is conducted; the organization and administration of environmental management agencies; environmental law and policy and its application; the history, evolution, organization and administration of environmental programs and agencies; and the major policies designed to control or reduce environmental pollution and protect public health and the environment.

The liberal arts-oriented general education coupled with professional education in environmental science and health will prepare students to enter the job market or pursue graduate study. In particular, our graduates work in the public and private sectors and enter Masters and Doctoral programs in environmental science, public affairs, public health, law, and other disciplines.

2. How will Mary learn these things?

Mary will learn skills through a carefully designed program that includes classroom instruction, guided classroom research projects, an internship or other practical, professional experience, an integrative capstone course, and informal interaction with faculty, other students, and professionals in the field.

More specifically, students learn the requisite skills and substantive knowledge in the general education and major requirements. Appendix C includes an explanation of where the substantive learning objectives are addressed in the environmental science and health curriculum. Appendix D provides a general discussion of where in their education students are introduced to the Principles of Undergraduate Learning.

The nature and extent of the various levels of student assessment are discussed in the answers to questions 3 and 4.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

At graduation, Mary will be able to demonstrate her knowledge and skills through her grades, examples of her written work, and her ability to engage in thoughtful conversation about substantive issues in environmental science and health and the complex array of factors that complicate solutions to environmental problems.

As described above, the curriculum in the BSPH degree with a major in environmental science and health is designed to address the stated knowledge goals and learning outcomes as described in Appendices A and B. Initial mastery of the principles of undergraduate learning is demonstrated in the general education courses and then students must utilize these skills in the advanced environmental health science courses. The material of the discipline is covered in a similarly systematic way within the concentration: The students acquire a foundation of knowledge of the basic areas of environmental science and health – ecology, population, toxicology, air, land, water, industrial hygiene, food safety and vectorborne diseases – in the introductory class and then explore each area in detail in a more advanced class on each topic. This process culminates in the capstone course, which attempts to integrate the undergraduate experience and document mastery of the basic skills.

For evidence of mastery of the broad areas covered under the principles of undergraduate learning, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, we rely on the faculty in the English department to provide content in W131 and W231 that will provide the knowledge and skills needed by our undergraduate students as they take courses in the environmental science and health curriculum. The second level of review and documentation is provided by the courses within the environmental science and health curriculum. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as knowledge of the particular substantive area. Finally, the capstone course serves as the final check on the overall level of performance of each student and of the program in general. Understanding of the discipline depends primarily on the latter two stages.

Evidence of mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. The environmental science and health courses provide a means of refining and expanding these basic skills and add breadth and depth of content in the discipline. The final evidence of is reflected in the grade received in the capstone course. This process requires that students both acquire the basic skills and retain and utilize them throughout their undergraduate careers.

Relying on grades as evidence of mastery of the desired set of skills depends on maintenance of consistent standards. Such a system must be monitored regularly in order to avoid a dilution of standards through grade inflation. The health faculty strives to maintain uniform standards and grading for themselves and the adjunct faculty who help deliver courses in the environmental science and health program. Full-time faculty serves as mentors to the adjunct faculty to make sure course expectations and grading methods are consistent between full- and part-time faculty. When problems are identified, they are investigated, and corrective action is taken.

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The faculty completed a review of the BSPH program in 2000-2001 that included meetings with students to learn about their perspectives on the BSPH program and reviews of student work. These reviews led, for example, to changes in expectations and to development of the learning outcomes summarized in Appendixes A and B. For example, full-time and adjunct faculty agreed that the writing skills of many students were poor and needed to be improved. As a result, course requirements for writing were changed. More generally, each of the faculty routinely assesses student knowledge and skills through grades for coursework.

To try to ensure consistency across the program, the health faculty mentors and monitors the performance of part-time faculty teaching courses within the program. This process involves discussing course content and performance, as well as, reviewing syllabi and attending class sessions. Related to this process, the Director of Undergraduate Programs reviews the student teaching evaluations and grade distribution for each SPEA course in the curriculum. The faculty also has on-going contact with representatives of environmental science and health agencies that work with our students through service learning, practicum and internship activities. Feedback from these individuals is sought in order to determine if our students are performing at or above the level of entry-level practitioners. The faculty member who is responsible for delivering the “capstone” course (H416) explicitly assesses student performance and mastery of both the basic principles of undergraduate learning and the content of the field. The instructor would meet with other faculty to address any shortcomings noted in the environmental science and health curriculum.

As a result of the above-described process, a number of changes have been implemented over the past few years. For example, our constituent agencies reported that our students needed better communication skills, more computer application experience, and a stronger background in science.

The faculty revised the environmental science and health curriculum by adding a second required course in speech and computer applications. Courses in physics and microbiology were added to the general education requirements of the degree. Finally, written and oral presentations were incorporated into many of the courses that comprise the environmental science and health curriculum.

If at any time, the capstone faculty finds that the seniors, in the aggregate, are having difficulty or lack essential knowledge and skills as prescribed for the curriculum, the environmental science and health faculty will be convened to discuss these matters and appropriate action will be taken to remedy them.

**Appendix A**  
**Learning Outcomes for Environmental Science and Health Majors**

1. Identify environmental agents in the home, workplace, and community; identify pathways of human exposure to biological, chemical and physical hazards; and explain how these hazards cause acute and chronic diseases in humans and affect ecological health.
2. Apply the basic natural sciences and public health sciences in the identification, prevention and control of chronic and infectious diseases and injuries and in management of programs to protect the ambient environment
3. Assess the degree of risk posed by environmental agents in the home, workplace, and community that can cause acute and chronic diseases in humans and affect ecological health.
4. Communicate risks to a variety of groups, ranging from the lay public to the scientific and political community.
5. Determine appropriate use of data and statistical methods for problem identification and resolution, program planning, implementation, and evaluation.
6. Correctly use information search and management skills with databases and electronic search sources.
7. Present accurately and effectively demographic, statistical, programmatic, and scientific information for lay and professional audiences using written, graphic/tabular, and oral formats.
8. Interact sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational and professional backgrounds and with persons of all ages and lifestyle preferences.
9. Identify, interpret, and implement environmental laws, regulations, and policies related to specific programs.

## **Appendix B**

### **Knowledge Domains for**

### **Entry Level Environmental Science and Health Practitioners**

This is a list of the knowledge requirements identified for undergraduate students who are prepared to enter the environmental health profession at the entry level. It is expected that individuals with this knowledge would be prepared for practically any entry level consulting, laboratory, or regulatory position.

#### **CHEMISTRY**

##### **General Principles**

atomic structure, electron balance and configuration, chemical bonding, covalent, ionic, empirical formulas, molecular formulas-weight, structural formulas, isomers, functional groups (OH, COOH, etc.), polarity, reaction mechanisms, ions, free radicals, acids and bases (Bronstead-Lowry), electrophiles, nucleophiles/acids and bases, balancing equations.

##### **Quantitative aspects**

Periodic table groupings (metals, alkali earth, etc) and basic properties, properties of matter (density, solids, liquids), behavior of gases, fundamental gas laws, kinetic and potential energy, Beers law, life compounds (nitrogen, phosphorous), oxidation-reduction, oxidizing compounds, hydrolysis, gram molecular weights, moles, molar weights, stoichiometry, normality, molarity and laboratory safety.

##### **Organic**

Basic classes of organic chemicals and functional groups; hazards and properties of organic chemicals. Carbon structure in detail, carbon bonding-polarity, alkanes, alkenes, halogens, alcohols, phenols, ethers, aromatics, aldehydes, ketones, carboxylic acids, amines, fats/lipids, proteins, carbohydrates, nucleic acids

##### **Analytical; Testing**

Basic wet chemical work-titrations, precipitations, gravimetric, BOD, COD, physical tests, color, turbidity, understanding basics of: light absorption, emission of light energy, spectrophotometric methods (UV and IR), atomic absorption, NMR, mass spectrometry, flame photometry, gas chromatography, numerical data analysis, technical report writing, quality assurance/quality control, chain of custody, study design.

#### **MATHEMATICS**

##### **Functions**

Dependent variable, independent variable, defining functions (describing simple systems as an algebraic function, i.e. area, volume, flows), straight-line equations, slopes, intercepts, graphing.

##### **Conversions/Units**

Basic units or operations, area, mass, energy, work, heat, temperature, algebra of conversions, basic unit conversions for mass, volume, length, time, temperature, parts per million for air and water by volume by weight, percent, weight percent, volume percent.

#### Algebra

How to isolate variables and solve for variables, definition and use of a variable, commutative, associative, distributive properties, multiplicative property of 1, basic factoring, combinations of like terms, solving for unknowns with fractions, division using fractions, fraction laws and combining fractions, common multipliers and terms.

#### Logs/Exponents

Exponent laws (operations) for addition, subtraction, division and multiplication, combining exponents, graphical representation of exponents, basic definitions of logarithms using different bases including natural logs, logarithm operations and graphing.

#### Significant figures/scientific notation

Definitions, rounding, significance of rounding, operations with scientific notation

#### Geometry

Basic use of areas and definitions for circles, areas of triangles, rectangles, volumes of cylinders, blocks, three dimensions.

#### Calculus

Practical application of limits and integrals for: acceleration, gravity, rate of change, volume, area.

#### Models

Basic categorical types, use, limitations, use of simple models for GW, air, biological systems.

### GEOLOGY/HYDROLOGY/ HYDROGEOLOGY

Hydrologic systems, soil structure and composition, minerals, rocks, igneous, sedimentary, metamorphic, geologic time and structure, weathering, river systems, landforms, basic soil structure and composition, surface water, precipitation, infiltration, groundwater systems, aquifers, confining layers, recharge, migration, advection, dispersion, retardation, hydraulic gradient, porosity, potentiometric surface, transmissivity and storage, specific capacity.

#### Monitoring wells/GW sampling

location, composition, screening, well development, drilling, design, purge, sampling

#### Surface water sampling

Lentic and lotic environments, basic sampling, basic water quality, physical, chemical and biological parameters of water quality, water quality standards, whole effluent

toxicity testing, storm water, water and wastewater treatment processes, industrial waste and waste treatment.

## BIOLOGY

Basic understanding of biological systems, classes of organisms, bacteria, viruses, lower order animals, mammals, cell structure, organ structure, functional biological operation, metabolism, fundamental anatomy and physiology, ecological systems, aquatic organisms, indicator organisms, microbiological testing.

## COMMUNICATION

Written: label parts of speech, use proper tense and subject-verb agreement, identify dangling phrases and incomplete sentence constructions, construct complete sentences, use proper referencing within text and for bibliography, use footnotes and endnotes properly, prepare table of contents, prepare appendix, create tables and figures that are properly labeled and professional in appearance, know how to paraphrase properly and with attribution, prepare outline, reads critically and analytically, can distill information that is complex and from multiple sources into concise, coherent and correct writing.

Verbal: prepare outline and note cards, prepare coherent speech that fulfills intended purpose, make an effective delivery with eye contact, voice projection and modulation; can distill information that is complex and from multiple sources into concise, coherent and correct writing.

## MANAGEMENT

Graduates should understand the nature, function and operation of existing public sector organizations at the national, state and local level.

Graduates should possess an understanding of organizational behavior, public policy, and management.

Graduates should understand the theories of public management and how they relate to the practice of public administration. Competency areas include:

- personnel management and the structure of public personnel systems,
- differences between public, private, and non-profit management
- the political context of public administration
- the Federalist System
- roles of managers
- administrative responsibility and ethics
- steps in the policy process including policy development, implementation, and evaluation
- decision making techniques
- management

- information technology
- strategic planning
- "Privatization"
- political negotiations and
- public relations.

Graduates should have a working knowledge of the fundamental concepts and themes which generally shape the theory and practice of public administration.

## ENVIRONMENTAL POLICY

Graduates should understand the evolution of the environmental movement and how it has influenced contemporary environmental policy and processes.

Graduates should understand the policy process and how it works at the local, regional, national, and international levels.

Graduates should understand the many variables that can exert a positive and/or negative impact environmental policy formulation such as:

- gridlock
- incrementalism  
NIMBY
- economics
- the media
- special interest groups, and
- public opinion
- environmental equity and ethics
- cost benefit analysis
- risk assessment
- crisis events

Graduates should understand the key provisions of major environmental laws in the U.S. including:

The Clean Air Act (CAA)

The Clean Water Act (CWA)

The Safe Drinking Water Act (SDWA)

The Resource Conservation and Recovery Act (RCRA)

The Comprehensive Environmental Response, Compensation, and Liability Act (Superfund) and

The Toxic Substances Control Act (TSCA)

Graduates should be able to critically analyze environmental laws and issues and identify those factors that have had or will have an influence on environmental policy in 2000 and beyond.



Appendix C – LEARNING OUTCOMES OF ENVIRONMENTAL SCIENCE AND HEALTH

Learning Outcomes of Environmental Science and Health	Where Learning Outcomes are Addressed in the Degree Requirements <i>General Education Courses:</i> <span style="float: right;"><i>Environmental and Health Courses:</i></span>	
Identify environmental agents in the home, workplace, and community; identify pathways of human exposure to biological, chemical and physical hazards; and explain how these hazards cause acute and chronic diseases in humans.	N100 – Contemporary Biology N251 - Microbiology P201 – General Physics C101/C121 - Elementary Chemistry I C110/C115 – Elementary Chemistry II	H316 - Environmental Health H322 - Epidemiology H428 - Food Science and Sanitation H433 - Industrial Hygiene E410 – Environmental Toxicology E431 – Water Supply and Wastewater Treatment E452 - Solid and Hazardous Waste E451 – Air Pollution
Apply the basic natural sciences and public health sciences in the identification, prevention and control of chronic and infectious diseases and injuries.	N100 – Contemporary Biology N251 - Microbiology P201 – General Physics C101/C121 - Elementary Chemistry I C110/C115 – Elementary Chemistry II	H316 - Environmental Health H322 - Epidemiology H428 - Food Science and Sanitation H433 - Industrial Hygiene H459 – Environmental Science and Health Data Analysis H460 – Techniques in Environmental Science and Health E410 – Environmental Toxicology E431 – Water Supply and Wastewater Treatment E451 – Air Pollution E452 - Solid and Hazardous Waste
Assess the degree of risk posed by environmental agents		H322 – Epidemiology



<p>Present accurately and effectively demographic, statistical, programmatic, and scientific information for lay and professional audiences using written, graphic/tabular, and oral formats.</p>	<p>Eng W131 and Eng W231 or Bus X204</p> <p>Comm R110 and C223</p> <p>K300 Statistical Techniques</p> <p>V261(Computers in Public Affairs) and V369(Managing Information Technology) or E400 (Geographic Information Systems)</p>	<p>H316 – Environmental Health  H322 – Epidemiology  H416 – Environmental Health Policy  H459 – Environmental Science and Health Data Analysis  H460 – Techniques in Environmental Science and Health  E326 – Mathematical Methods in Environmental Sciences  E410 – Environmental Toxicology  E451 - Air Pollution  H433 – Industrial Hygiene</p>
<p>Interact sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational and professional backgrounds and with persons of all ages and lifestyle preferences.</p>		<p>H367 – Environmental Science and Health Practicum  V380 – Internship in Public and Environmental Affairs or H466 – Public Health Field Experience</p>
<p><b>Learning Outcomes of Environmental Science and Health</b></p>	<p><b>Where Learning Outcomes are Addressed in the Degree Requirements</b></p>	
<p>Identify, interpret, and implement environmental laws, regulations, and policies related to specific programs.</p>	<p><i>General Education Courses:</i></p>	<p><i>Environmental and Health Courses:</i></p> <p>H416 – Environmental Health Policy  H428 - Food Science and Sanitation  H433 - Industrial Hygiene  H459 – Environmental Science and Health Data Analysis  H460 – Techniques in Environmental Science and Health  E431 – Water Supply and Wastewater Treatment  E452 - Solid and Hazardous Waste  E451 – Air Pollution</p>

Appendix D - PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements <i>General Education Courses:</i> <i>Environmental and Health Courses:</i>	
<p><b>Communication &amp; Quantitative Skills</b></p> <ul style="list-style-type: none"> <li>-Written Communication</li>   <li>-Oral Communication</li>   <li>-Mathematics</li>   <li>-Computers</li> </ul>	<p>Eng W131 and Eng W231 or Bus X204</p> <p>Comm R110 and C223</p> <p>M153, M154, and K300 (Statistics)</p> <p>V261(Computers in Public Affairs) and V369(Managing Information Technology) or E400 (Geographic Information Systems)</p>	<p>Most environmental science and health courses numbered 300+ require written assignments. H416 requires substantial writing, including a large research paper, and H459 and H460 require technical writing in the form of laboratory reports.</p> <p>All environmental courses numbered 300+ require heavy class participation and/or presentations</p> <p>H459 and H460 – Environmental Science and Health Data Analysis and Techniques in Environmental Science and Health ; E451 and H433 require quantitative problem solving and use of the computer</p>
<p><b>Critical Thinking</b></p>	<p>Minimum of 12 credit hours in Social Sciences and Humanities and 21 credit hours in Natural Sciences.</p>	<p>All environmental and health courses</p>
<p><b>Integration &amp; Application of Knowledge</b></p>	<p>Upper division General Education Courses</p>	<p>All 300 &amp; 400 level environmental and health courses</p>

Appendix D: PRINCIPLES OF UNDERGRADUATE LEARNING – continued

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Environmental and Health Courses:</i>
<b>Intellectual Depth, Breadth, &amp; Adaptiveness</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences	Achieved through completion of 36 credit hours in environmental science and health courses  H416* in particular
<b>Understanding Society &amp; Culture</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 36 credit hours in environmental science and health courses
<b>Values &amp; Ethics</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of a minimum of 49 credit hours in environmental science and health

H416\* This course is the capstone course for the BSPH degree with a major in Environmental Science and Health. Final assessment takes place in this course. In order for students to pass this course and be eligible for graduation they must demonstrate not only a strong understanding of all areas of environmental science and health, but also demonstrate a mastery of the Principles of Undergraduate Learning.



**School of Public and Environmental Affairs**  
**H416 Environmental Health Policy**  
**Spring, 2002**

<b>Instructor:</b>	Dr. David McSwane	<b>Classroom:</b> BS3014
<b>Office:</b>	BS 4067	<b>Class Time:</b> M/W 1:00 – 2:15 p.m.
<b>Telephone:</b>	274-2918	<b>Fax Number:</b> 274-7860
<b>E-mail Address:</b>	dmcswane@iupui.edu	
<b>Office Hours:</b>	Monday and Wednesday 10:00 a.m.- noon Friday by appointment only	

**PURPOSE AND OBJECTIVES:** This is the capstone course for students majoring in Environmental Science and Health. The course is designed to sharpen a student's critical thinking skills in addition to introducing the student to variety of environmental issues and the policy process on the local, regional, national, and international scales. We will study the basic elements of policy-making and the many variables that comprise the dynamic framework for environmental policy formulation. Contemporary thinking about these issues will be surveyed and questions posed about the politics, economics, science, tragedies, events, and processes that influence the nature and scope of environmental policy making. The development, adoption, implementation and interpretation of modern environmental laws, rules and regulations will also be considered.

At the conclusion of the course, the student will better understand our modern environmental laws, how they are formulated, and their current status and impact. Students will be able to critically analyze these laws and issues and identify those factors that have had or will have an influence on environmental policy in the current decade and beyond.

**METHODOLOGY:** This is a seminar course and students are expected to initiate and, to a large degree, take responsibility for their own learning. The instructor will be a facilitator, evaluator and source of ideas and information. You will learn in proportion to your investment of time and effort. If the learning environment provided does not satisfy your needs, you are invited to make suggestions to the instructor. Suggestions for additional presentations, areas of study, seminars or guest lecturers are welcome. The class topic and schedule may be changed from time to time to accommodate speakers, special presentations, or additional topics.

Students are encouraged to read current newspapers, popular magazines, professional journals, and relevant web sites to discover the "latest" events on the environmental agenda. Time will be provided in each class period for sharing this information.

The critical elements that constitute basic policy formulation will be reviewed. Those items that are intrinsic to environmental policy will be presented and analyzed. Readings germane to the discussion topic will be assigned, and class participation is an essential ingredient in the course. **Since this is viewed as a capstone course for environmental science and health majors, a prior knowledge of the scientific and technical aspects of environmental issues will be assumed.**

**TEXTS:**

1. Vig, Norman J. and Michael E. Kraft (2000). Environmental Policy in the 1990s, Fourth Edition, Congressional Quarterly Inc., Washington, D.C.

2. Smith, Zachary A. (2000) The Environmental Policy Paradox, Third Edition, Prentice Hall, Upper Saddle River, New Jersey.
3. Goldfarb, Theodore D. (2000). Taking Sides: Clashing on Controversial Environmental Issues, 9<sup>th</sup>. Edition, Dushkin/McGraw-Hill, Guilford, CT.

**GRADING:** The final grade in this course will be determined based upon the following criteria.

Debate	25%
Research Project and Oral Report	25%
Midterm examination:	25%
Final examination:	25%

**Final Grade Scale**

A+:	98 - 100	C+:	78 - 79
A :	93 - 97	C :	73 - 77
A-:	90 - 92	C-:	70 - 72
B+:	88 - 89	D+:	68 - 69
B :	83 - 87	D :	63 - 67
B-:	80 - 82	D-:	60 - 62
	F :		Less than 60

**DEBATE RULES:**

1. Each debate participant will have up to 10 minutes (7 minutes for 3 member teams) to present a constructive argument;
2. After each speaker makes his/her constructive speech, a member of the other side will have up to four minutes to ask questions. A questioner may receive input from other members of his/her team but must ask the questions. Questioners must ask questions NOT make statements. Questioners may only refer to material presented by the presenters. Answers must be relevant to the question asked. Hostility or pointless harassment is counterproductive. Any participant may challenge the form of a question or answer by objecting to the hearing officer. The hearing officer's ruling is non-debatable;
3. After each group has presented its case and undergone questioning, the debate will stand in recess for 5 minutes; and
4. Each group may take up to 6 minutes to refute earlier arguments, reinforce their own arguments, summarize and emphasize the strengths of their position. No new material is admissible during summary. Groups must make their record during direct presentation and questioning.

	<b>SPEAKER</b>	<b>TIME</b>
1st Affirmative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
1st Negative	Questions to Affirmative	4 min.
2nd Affirmative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
2nd Negative	Questions to Affirmative	4 min.
1st Negative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
1st Affirmative	Questions to Negative	4 min.
2nd Negative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
2nd Affirmative	Questions to Negative	4 min.
	<b>RECESS – 5 min.</b>	
	Negative Rebuttal & Summation	6 min.
	Affirmative Rebuttal & Summation	6 min.

***TIME LIMITS WILL BE CLOSELY MONITORED AND ENFORCED DURING THE DEBATES. DEBATERS WILL BE CUT OFF WHEN THEIR ALLOTTED TIME HAS BEEN USED.***

***DEBATE TIPS:***

1. The group must organize right away. Identification of skills, division of labor, work schedules, meetings, dry runs, and so forth all have to be worked out ASAP;
2. The argument should flow consistently and logically toward its conclusions. The first speaker for each group has the responsibility of clearly outlining the group's position and argument;
3. If you use visual aids, be sure that the audience can see them and digest them in the time allotted;
4. Asking good questions takes practice. Formulating penetrating questions requires knowledge and skill. Craft your questions to elicit simple clear answers, which help your case. If you don't think the answer will help, don't ask it. A series of short answers and questions generally works much better than long complicated questions and answers.

Don't make statements or get argumentative while questioning. If you are attempting to answer a question, it will be to your advantage to refrain from expounding at length. Stick to the question. You don't make points during the question period; you make them in your closing speech. Therefore, you must keep track of the answers to your questions;

5. Dress up. It adds verisimilitude to an otherwise bald and unconvincing discourse; and
6. Remember that you win or lose in your closing statement.

**RESEARCH PROJECT:** Each student will be required to write a research paper focusing on an **environmental policy issue**. This paper should contain an analysis of the problems and circumstances which caused the issue's rise to prominence, the variables which influenced its development, the intent of the resulting policy/law, the successes and failures of policy implementation and interpretation, and the current status of the policy and the issue that prompted it. Don't forget, the emphasis of your research must be on an environmental policy. This policy may be local, regional, national, or international in scope. Students will be required to present a 15-20 minute summary of their research during class sessions on April 16, 18, 23, 25, and 30. During this time you will be expected to present the findings of your research and answer questions posed by other members in the class. **As a courtesy to your classmates who will be making their oral presentations during these class periods, attendance at these five sessions is mandatory.** Research topics should be identified by February 12, 2001, in the form of a one-page outline and an initial bibliography consisting of at least five (5) primary, scholarly sources that have already been reviewed. Duplication of topic areas will be held to a minimum and it is therefore recommended that the topical outline be presented to the instructor for review and approval as soon as possible.

The paper should be approximately 15 - 20 typed, double-spaced pages and presented using an accepted scholarly format. **RESEARCH PAPERS ARE DUE ON APRIL 16, 2001.**

Research reports will be evaluated on the following criteria:

1. Applicability/Timeliness (Is the information presented in the paper current relevant to a contemporary environmental policy?)
2. Comprehensiveness (Does the research go beyond a simple description of a problem and the policy enacted to address it?)
3. Depth of Analysis (Does the research provide an analysis of the causes and effects of the problem and policy as well as the short- and long-term implications for society? Are the conclusions supported by the content of the paper?)
4. Quality of the Report (Does the research paper contain correct grammar and sentence structure?)
5. Quality of the Sources (Is there a sufficient number of sources provided, and are they timely and of acceptable quality?)

**LATE PAPERS:** A letter grade will be deducted for each day that a research paper is late unless there is a medical or personal emergency which can be documented.

**EXAMINATIONS:** The midterm and final examinations will be of the take home variety. Students will be allowed to use their notes, textbooks and other related materials when taking the midterm and final examinations. The final examination will be comprehensive and will cover topics presented in the class throughout the semester. Information presented during student research reports will be fair game for the final examination.

DATE	TOPIC	READINGS
January 7	Introduction - Setting the Stage	<b>Text 1: Ch. 1- 5</b> Text 2: Ch. 1 and 2
January 9 and 14	Evolution of the Environmental Movement and The State of the Environment	Text 1: Ch. 1- 5 Text 2: Ch. 1 and 2
January 16 and 23	Federal Institutions and The Policy Process, Politics of Changing Environmental Policy-making and Public Policy Dilemmas	Text 1: Ch. 6 - 8 Text 2: Ch. 4
January 28	Strategic Directions for Environmental Programs and Services in Indiana. Guest speaker from the Indiana Department of Environmental Management	<b>This class session will meet in room 4147 of the Regenstrief Health Center located between Wishard Hospital and Riley Hospital on Wishard Drive</b>
January 30	The Impact of Lobbying on the Policy Process  Guest Speaker: Joseph Lackey, Indiana Grocers and Convenience Store Association	
February 4	A Visit to the Indiana Legislature	This class will meet at the Indiana State Capitol Building
February 6	Economics, Incentives and Environmental Regulation	Text 1: Ch. 9 Text 2: Ch. 3 Text 3: Issues 1, 5 and 8

DATE	TOPIC	READINGS
February 11	Risk Assessment and Communication Strategies and Compliance Alternatives	Text 1: Ch. 10 Text 2: Ch. 3 Text 3: Issues 1, 2 and 6
February 13	Environmental Equity and Justice <b>RESEARCH PAPER OUTLINE DUE</b>	Text 1: Ch. 11 Text 3: Issue 6 Handout Materials
February 18 and 20	Global Population Policy	Text 1: Ch. 15 Text 3: Issue 7
February 25 and 27	Clean Air Policy	Text 2: Ch. 4 Text 3: Issues 12 and 18
March 4 and 6	Work on Earth Day Project and Midterm Examination  <b>Midterm Examination is due on March 6<sup>th</sup>.</b>	
March 18 and 20	Clean Water Policy <b>Debate 1 March 20</b>	Text 2: Ch. 6
March 25 and 27	Energy, Natural Resources and Land Management Policy <b>Debate 2 - March 28</b>	Text 1: Ch. 14 Text 2: Ch. 7 and 9 Text 3: Issues 2 and 3
April 1 and 3	Controlling Solid and Hazardous Waste <b>Debate 2 – March 28</b>	Text 2: Ch. 8 Text 3: Issues 13, 14, 15 and 17
April 1	Work on Earth Day Project	
April 3	New Horizons in Environmental Results: How we can break through barriers to implement the environmental solutions we know are needed  Mark Winstein – Guest Speaker	Text 1: Ch. 12 and 16 Text 2: Ch. 10 and 11 Text 3: Issues 16 and 19

DATE	TOPIC	READINGS
April 8	Food Safety Laws and Policy	Text 3: Issues 9, 10, and 11
April 10, 15, 17, and 29	Student Research Presentations ALL TERM PAPERS ARE DUE ON April 10	
April 22	Work on Earth Day Project	
April 24	Present Earth Day Project for the campus	
May 1	Final Examination Due	

New Horizons in Environmental Results: How we can break through barriers to implement the environmental solutions we know are needed

Mark is most interested in talking with students who want to implement policies and get results to protect and restore the environment. He will talk about some general aspects of leadership that are not commonly discussed at the college level, and then open the discussion to see how these paradigms of leadership could impact the issues students are tackling today. He will assume that students know about environmental problems as well as environmental solutions. The question remains: how can we accelerate our rate of implementing environmental solutions to match the rate at which problems are occurring? His talk will be both practical and inspiring.

## Guidelines for Evaluating Student Performance in Writing and Presenting Major Projects in H474

1. Prior to evaluating any student's performance, one must keep in mind the goals and objectives related to the two aspects of grading for this project. For review purposes, the oral and written ethical analysis projects are included in this class to accomplish the following:

1. Demonstrate your ability to find, analyze, assimilate and report in written and oral format technical, statistical and philosophical data and analyses from key contributors in the field.
2. Strengthen conceptual and analytical ability
3. Build confidence and skills in making oral presentations
4. Strengthen written communication skills
5. Broaden knowledge about a particular ethical challenge facing the health care field
6. Assist in understanding and developing professional values
7. Familiarize student with most recent ethical policy topics in the field.

In general, I evaluate your written and oral presentations by asking the following questions. The first questions focus on the written assignment and the second set on the oral assignment.

### **Written Project (Individual)**

1. Are structural and logical frameworks for the paper evident?
2. Does student present a convincing introduction identifying the issue?
3. Does student provide an appropriate overview of the major literature associated with this question?
4. Does paper identify and cite the major "shakers and movers" in the area of the selected ethical debate?
5. Does student identify options available to solve the ethical problem and provide some comparative evaluation?
6. Does the student clearly identify his/her own personal stance on the ethical issue and justify it with philosophical and empirical support?
7. Is the depth of analysis appropriate for the paper?
8. Are the uses of "state of the art" theory, principles, models, etc. apparent? Does student apply utilitarian, deontological or other approaches to the analysis.
9. Does the conclusion of the paper draw logically from the body of the paper.

### **Oral Presentation (Group)**

1. Is the presentation well-planned, well-presented, and logically organized?
2. Is the structure appropriate for audience: use of overview, transition, summaries, and framing?
3. Is the level of presentation suitable for the situation and the audience?
4. Does the presentation make use of models, charts, graphs, tables, simulations or cases, etc. to improve content?
5. Does the student maintain appropriate eye contact with audience or does he/she read too much?
6. Does he/she seem nervous/ hesitant, or forgetful?
7. Does it appear that the presentation was practiced prior to class to reach an appropriate time? Did the presentation drag on too long and have to be cut off? Was the presentation too short?
8. Did student utilize impression management techniques in his/her presentation?

9. Is conclusion a strong summary, or does the presentation wander off without tying everything together?
10. Does it appear that each team member contributed appropriately to the presentation?

## H416 Environmental Health Policy

### Term Paper Evaluation

- \_\_\_\_\_ Applicability and Timeliness (10)
- \_\_\_\_\_ Comprehensiveness (20)
- \_\_\_\_\_ Depth of Analysis (20)
- \_\_\_\_\_ Quality of the Report (20)
- \_\_\_\_\_ Quality of the Sources (20)
- \_\_\_\_\_ Quality of Oral Report (10)

## H416 Environmental Health Policy

### Term Paper Evaluation

- \_\_\_\_\_ Applicability and Timeliness (10)
- \_\_\_\_\_ Comprehensiveness (20)
- \_\_\_\_\_ Depth of Analysis (20)
- \_\_\_\_\_ Quality of the Report (20)
- \_\_\_\_\_ Quality of the Sources (20)
- \_\_\_\_\_ Quality of Oral Report (10)

### The paper should include the following components:

1. **Introduction:** identify what the ethical problem is that you are addressing and why it is an important issue for the health care field.

2. **Review of Literature:** include information from your assigned readings if appropriate, and from other sources both library and internet. These should allow you to identify the major thinkers, shakers and movers who work on this particular problem. Include some statistical information if relevant, covering things such as prevalence of the problem (number needing various types of organ donations, number of deaths that were potential physician assisted suicides, etc).

3. **What are the Philosophical Debates:** In this section you will provide an overview of both the pro and con side of the issue you have selected. Obviously, this section will include data contributed by your teammates in the oral presentation. You should share as much information as possible.

4. **What Is Your Philosophical Stance:** this portion of the paper must be totally independent of your teammates. You must present your own opinion and justify why you have come to that conclusion drawing from philosophical guidelines for decision making, philosophical paradigms such as deontology, etc. You may want to include a brief scenario about any personal experience you have had with this particular problem. That approach is optional and no points will be deducted if you have no personal experience with the problem.

5. **Conclusion:** provide a summary of the key points of the arguments, a brief review of your opinion that was presented in section 4 and end the paper with an analysis of why your opinion/choice is the stronger position among the options.

6. **Bibliography:** you may follow any notation type you prefer as long as you are consistent. My preference is the APA format, but many of you may have trained using the MLA approach and that is okay, too. Just be consistent. You must cite any internet sources used. You may not rely totally on internet sources. At least 50% of your resources must come from peer reviewed sources rather than technical reports on the internet.

7. **Appendices:** You may attach charts, tables, graphs, etc if you believe these will strengthen your arguments.

There are no hard and fast rules about length for this type of paper. The issue in grading is whether or not you have addressed the issues identified in the different sections. Because this class is a senior seminar, I expect you to be thorough and professional in preparation of this final product. We consider the written product from this capstone course as an outcome measure for the entire program. Therefore, we are looking for a demonstration from you that you have learned how to write skillfully, gather and assimilate a great deal of information, and present it in a professional format.

Debate Evaluation Form

Debate Topic 1: Ocean pollution is a serious problem and the earth's oceans are in peril from human generated waste and pollution.

**First Affirmative –**

<b>Outstanding</b>	<b>Poor</b>	<b>Satisfactory</b>		
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You provided a good introduction to the problem of ocean pollution, including the major sources and types of ocean pollution, the utility of oceans for different countries and the benefits of having healthy oceans. Your presentation was clear and concise. You responded well to questions from the negative and your questions to the negative were thought provoking. Your summary and final rebuttal were very good. Sorry that we had to delay this part of the debate until the next class period.

**Second Affirmative –**

<b>Outstanding</b>	<b>Poor</b>	<b>Satisfactory</b>		
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You provided a good discussion of the various impacts of ocean pollution on aquatic organisms and human health and well being. Your presentation was filled with good facts that supported your team’s position in the debate. In the second part of your presentation you provided viable solutions for controlling ocean pollution problems. You responded well to the questions posed by the negative and your questions to the negative were thought provoking

**First Negative –**

	<b>Poor</b>	<b>Satisfactory</b>	<b>Outstanding</b>	
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You argued that the magnitude of the ocean pollution was being blown out of proportion by the media, environmental zealots, etc. However, you did not present facts to back up that statement. Your point about being willing to give up things in order to curb ocean pollution was a valid one. This is something that people don't want to face. More information on the GOOS system and how it can help solve the problem would have valuable. Your questions to the affirmative were good, and your answers to questions from the affirmative were satisfactory.

**Second Negative–**

	<b>Poor</b>	<b>Satisfactory</b>	<b>Outstanding</b>	
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You presented a comprehensive discussion of current laws, regulations, and strategies that are being used to combat ocean pollution. You presented viable facts and examples to support your argument. Many individuals in the audience did not agree with your premise that the degree of ocean pollution is over-stated and that prevents us from concentrating on the "real" environmental problems of air and groundwater pollution. However, the audience also thought you presented a convincing argument that more regulation may not be the solution to this problem.

#### General Comments

Overall, both teams served up arguments that provided for a spirited debate. It is always more difficult to be the first group to debate. You probably did not have any prior debate experience, and you did not have the opportunity to witness any other debates in the class. With these facts in mind, I think the overall performance of both teams was quite satisfactory.

#### Audience Vote on the Outcome of the Debate:

  8   votes for the affirmative

  1   votes for the negative

  1   tie

## **BACHELOR OF SCIENCE IN PUBLIC HEALTH DEGREE (BSPH)—HEALTH ADMINISTRATION MAJOR**

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

Mary Smith will be able to work effectively both independently and as a member of a team to manage organizations and personnel in a variety of public, nonprofit and for profit health care organizations. She will be able to identify and analyze public health problems, evaluate alternatives to solve problems, help implement and manage programs and projects, and communicate complex technical information to decision makers, stakeholders, and lay people who have responsibility or are interested in these problems.

The Bachelor of Science in Public Health (BSPH) degree with a major in Health Services Administration has two major foci. First, within the framework of the general education coursework, the program provides students with a broad-based experience in the arts and sciences. Second, students are prepared to assume management positions in public and private health sector organizations that provide direct clinical services, develop health sector policies or provide analytical support to decision making bodies. Graduates of the program are expected to be able to communicate effectively both orally and in writing, and they will acquire the knowledge, values and skills that will enable them to assess organizational challenges, determine appropriate solutions and translate these into organizational goals and objectives. They will also be expected to understand how health care organizations promote and protect public health, social well-being, individual rights, and cultural diversity.

### Major Learning Objectives:

The learning objectives for the Health Services Administration major are identified in Appendix A. In addition to demonstrating a mastery of the six Principles of Undergraduate Learning (communication & quantitative skills; critical thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics), students graduating with a BSPH degree in health services administration are expected to possess the knowledge and competencies presented in Appendix B. The learning objectives of the major include an understanding of: ethical decision making guidelines in personal leadership activities as program development; analysis of data to determine problems, risks and best practice solutions; mission statements, goals and measurable objectives for health organizations; programmatic development and implementation within a particular political, social, cultural, legal and administrative process; staffing and quality control issues; financial analysis; leadership styles and philosophies; regulatory and legal parameters of the health service industry; evaluation strategies; presentation skills; risk assessment for population-based management; and how to work as a productive team member or leader.

The liberal arts-oriented general education coupled with professional education in health services administration will prepare students to enter the job market or pursue graduate study. In particular, our graduates work in the public, nonprofit, and private sectors and enter Masters and Doctoral programs in public health, law, business administration and health administration.

2. How will Mary learn these things?

Mary will learn skills through a carefully designed program that includes classroom instruction, guided classroom research projects, an internship or other practical, professional experience, an integrative capstone course, and informal interaction with faculty, other students, and professionals in the field.

More specifically, students learn the requisite skills and substantive knowledge in the general education and major requirements. Appendix C includes an explanation of where the substantive learning objectives are addressed in the health services administration. Appendix D provides a general discussion of where in their education students are introduced to the Principles of Undergraduate Learning.

The nature and extent of the various levels of student assessment are discussed in the answers to questions 3 and 4.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

At graduation, Mary will be able to demonstrate her knowledge and skills through her grades, examples of her written work, and her ability to engage in thoughtful conversation about substantive issues in health services administration and the complex array of factors that complicate solutions to micro- and macro-level health policy challenges.

As described above, the curriculum in the BSPH degree with a major in health service administration is designed to address the stated knowledge goals and learning outcomes as described in Appendices A and B. Initial mastery of the principles of undergraduate learning is demonstrated in the general education courses and then students must utilize these skills in the advanced health service administration courses. The material of the discipline is covered in a similarly systematic way within the concentration: The students acquire a foundation of knowledge of the basic areas of health services administration – ethics, accounting, finance, personnel management, health law, health policy, epidemiology, planning, operations analysis, marketing, leadership, quality control- and then explore each area in detail in a more advanced class on each topic. This process culminates in the capstone course, (H474), which attempts to integrate the undergraduate experience and document mastery of the basic skills.

For evidence of mastery of the broad areas covered under the principles of undergraduate learning, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, we rely on the faculty in the English department to provide content in W131 and W231 that will provide the knowledge and skills needed by our undergraduate students as they take courses in the health services administration curriculum. The second level of review and documentation is provided by the courses within the health services administration curriculum. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as knowledge of the particular substantive area. Finally, the capstone course serves as the final check on the overall level of performance of each student and of the program in general. Understanding of the discipline depends primarily on the latter two stages.

Evidence of mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal

mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. The health services administration courses provide a means of refining and expanding these basic skills and add breadth and depth of content in the discipline. The final evidence of is reflected in the grade received in the capstone course. This process requires that students both acquire the basic skills and retain and utilize them throughout their undergraduate careers.

Relying on grades as evidence of mastery of the desired set of skills depends on maintenance of consistent standards. Such a system must be monitored regularly in order to avoid a dilution of standards through grade inflation. The health faculty strives to maintain uniform standards and grading for themselves and the adjunct faculty who help deliver courses in the health services administration program. Full-time faculty serves as mentors to the adjunct faculty to make sure course expectations and grading methods are consistent between full- and part-time faculty. When problems are identified, they are investigated, and corrective action is taken.

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The faculty completed a review of the BSPH program in 2000-2001 that included meetings with students to learn about their perspectives on the BSPH program and reviews of student work. These reviews led, for example, to changes in expectations and to development of the learning outcomes summarized in Appendixes A and B. For example, full-time and adjunct faculty agreed that the writing skills of many students were poor and needed to be improved. Faculty also determined that courses in functional areas of health care such as hospital administration and long term care were no longer in today's market and that students needed a broader coverage of many components along the health care continuum. As a result, course requirements for writing were changed, and a new course integrating various components of the system was developed as an applied management course. More generally, each of the faculty routinely assesses student knowledge and skills through grades for coursework.

To try to ensure consistency across the program, the health faculty mentors and monitors the performance of part-time faculty teaching courses within the program. This process involves discussing course content and performance, as well as, reviewing syllabi and attending class sessions. Related to this process, the Director of Undergraduate Programs reviews the student teaching evaluations and grade distribution for each SPEA course in the curriculum. The faculty also has ongoing contact with representatives of the health delivery environment and stakeholder agencies that work with our students through service learning, practicum and internship activities. Feedback from these individuals is sought in order to determine if our students are performing at or above the level of entry-level practitioners. The faculty member who is responsible for delivering the "capstone" course (H474) explicitly assesses student performance and mastery of both the basic principles of undergraduate learning and the content of the field. The instructor would meet with other faculty to address any shortcomings noted in the health services administration curriculum.

As a result of the above-described process, a number of changes have been implemented over the past few years. For example, our constituent agencies reported that our students needed better

communication skills, more computer application experience, and a stronger background in finance. The faculty revised the health services administration curriculum by adding a second required course in speech and computer applications. Additional courses in finance and health economics were added to the schedule. Finally, written and oral presentations were incorporated into many of the courses that comprise the environmental science and health curriculum. The capstone instructor identified a weakness in student's understanding of philosophical underpinning of ethical analysis, and a course in ethics was added to the general education curriculum.

If at any time, the capstone faculty finds that the seniors, in the aggregate, are having difficulty or lack essential knowledge and skills as prescribed for the curriculum, the health services administration faculty will be convened to discuss these matters and appropriate action will be taken to remedy them.

## Appendix A

### Learning Outcomes for Health Services Administration Majors

1. Demonstrate the capacity to apply ethical decision making guidelines to personal leadership activities and to program development activities.
2. Utilize state of the art data analysis products to determine problems, needs, and best practice options for problem solutions.
3. Develop mission statements, goals and measurable objectives for health care organizations.
4. Prepare implementation plans for programmatic and policy initiatives taking into account the political, social, cultural, legal and administrative processes.
5. Design staffing models and job descriptions that integrate total quality management philosophies to improve productivity, effectiveness, and efficiency.
6. Design budgeting models to track financial health of health care organizations.
7. Develop organizational leadership philosophy and design incentives for motivating staff and colleagues to achieve organizational goals.
8. Recognize regulatory and legal parameters of program management in the health care field.
9. Design evaluation plans and select structure, process, and outcome measures for formative and summative evaluations including components of quality, cost and client satisfaction.
10. Prepare graphic and other media supported presentations and publications to educate and persuade stakeholders and decision makers concerning organizational needs and goals.
11. Apply basic natural sciences and public health sciences in the assessment of risk, prevalence of disease, service utilization patterns for population-based management.
12. Work as a productive team member or leader in ongoing group tasks/activities.

## Appendix B

### Knowledge Domains for Entry Level Health Service Managers

This a list of knowledge requirements identified for undergraduate students who are prepared to enter the health services administration profession at the entry level. These concepts are agreed upon by AUPHA for program certification. It is expected that individuals with this knowledge would be prepared for practically any entry level management, consulting or policy position in the health care field.

General Liberal Arts content

**Communication (Written and Oral): Written:** label parts of speech, use proper tense and subject-verb agreement, identify dangling phrases and incomplete sentence constructions, construct complete sentences, use proper referencing within text and for bibliography, use footnotes and endnotes properly, prepare table of contents, prepare appendix, create tables and figures that are properly labeled and professional in appearance, now how to paraphrase properly and with attribution, prepare outline, read critically and analytically, can distill information that is complex and from multiple sources into concise, coherent and correct writing.

**Verbal:** prepare outline and note cards or graphic support, prepare coherent speech that fulfills intended purpose, make an effective delivery with eye contact, voice projection and modulation; can distill information that is complex and from multiple sources into concise, coherent and correct oral presentation.

**Quantitative: Functions:** Dependent variable, independent variable, defining functions (describing simple systems as an algebraic function), straight-line equations, slopes, intercepts, graphing.

Algebra: How to isolate variables and solve for variables, definitions and use of a variable, commutative, associative, distributive properties, multiplicative property of 1, basic factoring, combination of like terms, solving for unknowns with fractions, division using fractions, fraction laws and combining fractions, common multipliers and terms.

Logs/exponents: exponent laws (operations) for addition, subtraction, division and multiplication, combining exponents, graphical representation of exponents, basic definitions of logarithms using different bases including natural logs, logarithm operations and graphing.

Significant figures/scientific notation: definitions, rounding, significance of rounding, operations with scientific notation

Geometry: basic use of areas and definitions for circles, areas of triangles, rectangles, volumes of cylinders, blocks, three dimensions.

Calculus: practical application of limits and integrals for: rate of change, proportional hazards.

Models: basic categorical types, use, limitations, use of simple models for utilization patterns.

**Natural/Biological Sciences:** Basic understanding of biological systems, in particular human, classify organisms, bacteria, viruses, lower order animals, mammals, cell structure, organ structure, functional biological operation, metabolism, fundamental anatomy and physiology, ecological systems, genetic structure.

## **Technical Competencies**

### **General Management**

Theories of management with content in business, law, and organization theory and behavior

### **Functional areas of management**

Accounting

Financial Management

Human resources management

Management Information Systems

Marketing

Operations analysis

Planning

Quality management

Research methods

Statistics

### **Managerial Skills**

Interpersonal skills

Leadership

Strategic Management

## **Health Services management**

1. Determinants and measurement of health and disease (epidemiology and public health)
2. Health services organization and delivery (structure and function of health organizations, professions and delivery systems across the continuum of care.
3. Characteristics of the economic, historical, legal, managerial, political, regulatory and social aspects of health services organization and delivery. This area may include bioethics, health finance, health law, health economics, and health policy.

Demonstration of integration of conceptual and technical competencies.



Appendix C – LEARNING OUTCOMES OF HEALTH SERVICES ADMINISTRATION

Learning Outcomes of Health Services Administration	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Health Services Administration Courses:</i>
<p>Demonstrate the capacity to apply ethical decision making guidelines to personal leadership activities and to program development activities.</p>	<p>Philosophy P120 Ethics</p>	<p>H120 Contemporary Issues in Public Health                      H316 - Environmental Health                      H320 –Intro to the U.S. Health Care System                      H322 – Epidemiology                      H441 Health Law                      H420 Health Policy                      H474 Health Administration Seminar</p>
<p>Utilize state of the art data analysis products to determine problems, risks, needs and best practice options for problem solutions.</p>	<p>K300 Statistical Techniques                      SPEA V261 Computers in Public Affairs                      SPEA V369 Managing Information Technology                      SPEA V370 Research Methods and Statistical Modeling</p>	<p>H316 - Environmental Health                      H322 - Epidemiology                      H320 Intro to U. S. Health Care System                      H352 Health Finance and Budgeting                      H401 Strategic Planning for HCO                      H353 Advanced Health Finance and Budgeting                      H354 Health Economics                      H432 Health Care Marketing                      H420 Health Policy                      H474 Health Administration Seminar</p>
<p>Develop mission statements, goals and measurable objectives for health care organizations.</p>		<p>H322 – Epidemiology                      H320 Intro to U.S. Health Care System                      V263 Public Management                      V362 Nonprofit Management and</p>

		Leadership V366 Management Behavior in Public Organizations H401 Strategic Planning in Health Care Organizations H432 Health Care Marketing
<b>Learning Outcomes of Health Services Administration</b>	<b>Where Learning Outcomes are Addressed in the Degree Requirements</b>	
	<i>General Education Courses:</i>	<i>Health Service Administration Courses:</i>
Prepare implementation plans for programmatic and policy initiatives taking into account the political, social, cultural, legal and administrative processes.	Social Science and Humanities electives ECON E201 Introduction to Microeconomics ECON E 202 Intro to Macroeconomics	H320 Intro to U.S. Health Care Systems H322 – Epidemiology H316 Environmental Health H420 Health Policy H401 Strategic Planning H472 Applied Health Administration Practice H474 Health Administration Seminar
Design staffing models and job descriptions that integrate total quality management philosophies to improve productivity, effectiveness and efficiency.		SPEA V263 Public Management SPEA V 362 Nonprofit Management and Leadership SPEA V366 Management Behavior in Public Organizations SPEA V368 Managing Government Operations SPEA V373 Personnel Management in the Public Sector
Design budgeting models to track financial health of health care organizations.	Math M118 K300 Statistics	H352 Health Finance and Budgeting H353 Advanced Health Finance and Budgeting H354 Health Economics V348 Management Science V368 Managing Government Operations
Develop organizational leadership philosophy and	Social Science and Humanities electives	SPEA V263 Public Management SPEA V362 Nonprofit Management and

design incentives for motivating staff and colleagues to achieve organizational goals	PHIL P120 Ethics	Leadership SPEA V366 Management Behavior in Public Organizations SPEA V373 Personnel Management H401 Strategic Planning for Health Organizations
Recognize regulatory and legal parameters of program management in the health care field.		H441 legal Aspects of Health Care Administration H320 Intro to U.S. Health Care Systems V368 Managing Government Operations V373 Personnel Management H472 applied management H474 Seminar in Health Administration
<b>Learning Outcomes of Health Services Administration</b>	<b>Where Learning Outcomes are Addressed in the Degree Requirements</b>	
	<b><i>General Education Courses:</i></b>	<b><i>Health Services Administration Courses:</i></b>
Design evaluation plans and select structure, process, and outcome measures for formative and summative evaluations including components of quality, cost and client satisfaction.	K300 Statistics	H354 Health Economics H352 Health finance and budgeting V370 Research Methods and Statistical Modeling H472 Applied Health Management
Prepare graphic and other media supported presentations and publications to educate and persuade stakeholders and decisions makers concerning organizational needs and goals.	Eng W 131 Elementary Composition I Eng W 231 Professional Writing Skills (or) Bus X204 Business Communications Comm R110 Fundamentals of Speech Communication Comm C223 Business and Professional Communication SPEA V261 Computers in Public Affairs SPEA V369 Managing Information Technology	H354 Health Economics H352 Health finance and budgeting V370 Research Methods and Statistical Modeling H472 Applied Health Management H466 Internship
Apply basic natural sciences and public health sciences in the assessment of risk, prevalence of disease, service utilization patterns for population-based management.	BIOL N212 Human Biology and BIOL N213 BIOL N214 Human Biology and BIOL N215	H320 Intro to U.S. Health Care Systems H322 – Epidemiology H316 Environmental Health

		H472 Applied Health Administration Practice H474 Health Administration Seminar
Work as a productive team member or leader in ongoing group tasks/activities.		V366 Management Behavior in Public Organizations H420 Health Policy H472 Applied management H474 Health Administration Seminar H466 Internship

Appendix D - PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements <i>General Education Courses:</i> <i>Health Service Administration Courses:</i>	
<p><b>Communication &amp; Quantitative Skills</b></p> <ul style="list-style-type: none"> <li>-Written Communication</li>   <li>-Oral Communication</li>   <li>-Mathematics</li>   <li>-Computers</li> </ul>	<p>Eng W131 and Eng W231 or Bus X204</p> <p>Comm R110 and C223</p> <p>M153, M154, and K300 (Statistics)</p> <p>V261(Computers in Public Affairs) and V369(Managing Information Technology) or E400 (Geographic Information Systems)</p>	<p>Most health services administration courses numbered 300+ require written assignments. H474 requires substantial writing including a policy analysis paper as does H420 Health Policy. Several 300 and 400 level courses require executive memo problem analysis assignments.</p> <p>H352 Health finance and Budgeting, H353 Advanced Health Finance and Budgeting,, H354 Health Economics and V348 Management Science require quantitative problem solving and use of computers.</p>
<p><b>Critical Thinking</b></p>	<p>Minimum of 15credit hours in Social Sciences and Humanities and 6 credit hours in Natural Sciences.</p>	<p>All health services administration courses</p>
<p><b>Integration &amp; Application of Knowledge</b></p>	<p>Upper division General Education Courses</p>	<p>All 300 &amp; 400 level health services administration courses, particularly the capstone and internship.</p>

Appendix D: PRINCIPLES OF UNDERGRADUATE LEARNING – continued

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Health Services Administration Courses:</i>
<b>Intellectual Depth, Breadth, &amp; Adaptiveness</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences	Achieved through completion of 48 credit hours in health services administration courses  H474* in particular
<b>Understanding Society &amp; Culture</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 48 credit hours in health services administration courses
<b>Values &amp; Ethics</b>	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of a minimum of 48 credit hours in health services administration.

H474\* This course is the capstone course for the BSPH degree with a major in health services administration. Final assessment takes place in this course. In order for students to pass this course and be eligible for graduation they must demonstrate not only a strong understanding of all areas of health services administration, but also demonstrate a mastery of the Principles of Undergraduate Learning.



**INDIANA UNIVERSITY  
SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS  
BACHELOR OF SCIENCE IN PUBLIC HEALTH  
H-474 SEMINAR IN HEALTH ADMINISTRATION  
SPRING, 2002  
Thursday, 1-3:40**

Karen S. Harlow, Ph.D., Associate Professor Public and Environmental Affairs  
Adjunct Professor, Department of Family Medicine  
Director, Institute for the Study of Government and the Nonprofit Sector  
1110 West Michigan, LO 227B  
278-0300

**FAX:** 274-4444 (o) or 826-1123 (h)

**E-MAIL:** [kharlow@iupui.edu](mailto:kharlow@iupui.edu) or ksharlow2@home.com

**OFFICE HOURS:** Wednesday, 1-3:30 and by appointment. Appointments are available excluding Monday.

**INTRODUCTION:** This course is designed as the capstone course of the undergraduate BSPH program for majors in health administration. As such, it is organized to bring together many concepts you have learned in your degree program and to provide an opportunity to apply that knowledge to managerial decision making. This course follows a case-study approach to examine ethical decision making challenges from an individual managerial perspective. Broader policy issues associated with ethical dilemmas at an institutional/societal level are also explored. The demonstration of professional values and specific job-oriented presentation and analytical skills is expected. Your work products are expected to demonstrate intellectual depth, an understanding of society and culture and how they influence the work environment; professional values and ethics, competency in communication and quantitative skills, skills in critical thinking, and ability to integrate and apply new knowledge to make decisions and further the goals of society.

### OBJECTIVES

By the end of this course, students will be able to:

1. Demonstrate an understanding of ethical managerial decision making through applications of ethical analytical models and decision making strategies in health services delivery.
2. Prepare professional recommendations in executive memo format comparable to those that will be required in the job market upon graduation.
3. Identify and apply the guidelines for ethical decision making in various case studies.
4. Demonstrate successful team work, presentation skills, and written analytical skills.
5. Prepare independent study/research projects in self-directed research.

### TEXTBOOKS:

1. E. P. Flynn. **Issues in Health Care Ethics**. Prentice Hall, 2000.
2. Beauchamp, D. and Steinbock, B. **New Ethics for the Public's Health**, 2001.

### COURSE REQUIREMENTS

Students will be expected to read the assignments before the class and to take an active role in class discussion. Class discussion questions and case studies involving decision making will be analyzed in almost every class. The class will operate as a senior seminar so the expectations are for a high level of preparation and discussion. General lecture outlines will be available on ONCOURSE.

Early in the semester, we focus on general theories of ethical decision making and the social obligations of health care providers. A second focus for the term includes a series of case studies that illustrate ethical challenges in everyday managerial activities. Each case study will be presented by one student who presents a solution to the problem and one student who critiques that solution. A third emphasis will be on refining your research and presentation skills and will include a team presentation and development of an issue debate paper associated with the team topic..

The assignments reflect these different emphases.

1. **Case study analysis.** Each individual will choose one case study to orally present a solution (50 points) and a different case study to orally present a critique of someone else's solutions (50 points). All students are expected to read every case study and participate actively in each debate. A participation grade is assigned at the end of the semester based on your active involvement in the case study discussions (50 points). Therefore, missing class directly impacts your participation grade.
2. **Executive memo analysis of case.** Each individual will select one case (other than the ones selected for oral presentation solutions or critiques) and prepare an executive memo presenting a solution to the problem (2 page maximum). Written memos will be due on the day the topic is covered in class (100 points).
3. Student teams (maximum 4 per team) will be responsible for presentation of pro/con debates on topics covered during the semester. Each team is expected to use media to support their presentation (overheads, handouts, Powerpoint or Excel graphics) and to demonstrate use of internet resources to support the presentation. That information will be due to the professor two class days prior to the presentation date to enable placement on the web for classmates. A position paper associated with the presentation is expected from each team. Guidelines for the development of the formal paper will be provided on ONCOURSE. Both internet and peer-reviewed sources are required for the formal paper. Although presentation dates will vary by topics, **all position papers associated with the topics will be due on April 18.** This project (**team presentation and position paper**) is worth **150 points. All students will submit an evaluation form for each presentation and this component will constitute 10 points of the assignment grade. Evaluation of other team members will constitute an additional 10 points of the grade.**
5. A combination take-home and in-class **final exam** will be conducted on April 25 and May 2 (tentative date). Take-home questions will be distributed on or before April 18, and those responses will be due on April 25. The in-class portion will focus on readings assigned during the semester, and that portion of the exam is tentatively scheduled for May 2. The combined portions of the final will be worth 150 points.

Assignments are due on the scheduled day. Late work is usually not accepted. If late work is accepted due to extremely unusual circumstances, the work will receive a penalty of deducting one letter grade per day after the due date. You are encouraged to use my FAX number to send

assignments if you expect to be away from class.

Final course grades will be determined as follows:

Case study oral presentation	
Solution	50
Critique	50
Executive Memo	100
Team presentation and position paper	150
Final Exam	150
Class Participation	50

Total points available for the semester=550. Grades will be calculated by multiplying the total points by 94%, 90%, 88%, 84%, 80%, 78%, 74%, 70%, 68%, 64% and 60% to determine A, A-, B+ etc. Any total below 60% will receive a grade of F.

**STUDENT ETHICS:** Students are expected to adhere to professional principles of ethics and honesty in class work and to respect the rights and opinions of other students in the classroom. Cheating or plagiarism will not be tolerated and can result in your expulsion from the university. Class attendance (THROUGHOUT THE ENTIRE CLASS PERIOD) is expected.

**COMMUNICATION WITH PROFESSOR:** I will try to be available to you as much as possible for appointments. In addition to my regular office hours or scheduled appointments, I can meet with you before class either day or after class on Thursdays. I also encourage you to rely upon e-mail. I am a regular user and you can usually get to me much faster electronically than any other way. **When you send messages to me, please use both my addresses** because I work in different locations on different days and cannot always access both accounts. **Please do not leave important messages on my voice mail because I do not check it regularly. You must use e-mail for fast turnaround communication with me.**

#### **ASSIGNMENT SCHEDULE:**

\*\*\*\*\*Some modifications may be necessary during the semester if we have snow days. Check your e-mail regularly during the week to determine if any changes in the syllabus are necessary.\*\*\*\*\*

January 10: **Introduction of Syllabus, Class Philosophy and Overview of Ethical Guidelines**  
Review class topics and sign up for case study assignments and team topics.

January 17: **Theoretical Orientations of Ethical Analysis**  
“Introduction: Ethical Theory and Public Health,” p. 3 in Beauchamp and Steinbock.  
“Race or Class...” by Vincent Navarro in Beauchamp and Steinbock, p 39.  
“Ethical Decision Making in the Health Care Context,” Chapter 1 in Flynn, p. 3.

January 24: **Institutional and Business Ethics**  
“Paternalism and Autonomy,” Ch 14 in Flynn p. 237.  
“Professionalism in Health Care Occupations,” Ch 15 in Flynn, p. 249.

“What Brought Bernadine Healey Down? **NYTimes**, handout in class.

Film Study: **The Insider** Please be in class promptly because the movie takes almost the entire class time. Discussion on this topic will spill over into next week’s topic.

January 31: **Medicine and the Common Good**

“Roles of the Courts, Government, and Professional Societies in Health Care Ethics,” Ch 16 in Flynn.

“Medicine and Public Health, Ethics and Human Rights,” J. Mann, in Beauchamp and Steinbock, p. 83.

“Public Health as Social Justice,” Beauchamp, p 101 in Beauchamp and Steinbock.

**Case Study Debate:** Judge Pamela Smith-Martin, Ch. 16 in Flynn.

Presenters: Solution: \_\_\_\_\_; Critique: \_\_\_\_\_.

**Case Study Debate:** Who Owns the Genes? (Case Study Text can be downloaded on Oncourse)

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

**Case Study Debate:** DNA Registry for Military, p. 98 in Flynn

Presenters: Solution: \_\_\_\_\_; Critique: \_\_\_\_\_.

Any of these may be selected as written case study assignment by those not presenting.

February 7: **Violence and Injury**

“Public Health Policy for Preventing Violence,” by Mercy, et al. in Beauchamp and Steinbock, p. 188.

“Violence Prevention: Criminal Justice or Public Health?” by Moore, in Beauchamp and Steinbock, p. 200.

**Case Study Debate:** DNA Crime Data Base (text can be downloaded on Oncourse)

Presenters: Solution: \_\_\_\_\_; Critique: \_\_\_\_\_

This case may be selected as written case study assignment by those not presenting.

February 14: **Alcohol, Tobacco and Other Drugs**

“New Dimensions in Alcohol Policy” Mosher and Jernigan, in Beauchamp and Steinbock, p. 135.

“Drug Prohibition: A Public Health Perspective,” by Steinbock in Beauchamp and Steinbock, p 150.

“Controlling Tobacco Advertising: The FDA Regulations and the First Amendment,” by Glantz in Beauchamp and Steinbock, p. 164.

February 21: **Applications of Genetic Science**

“Ethical Implications of Testing Asymptomatic Individuals” by Fost in Beauchamp and Steinbock, p. 344.

“Prenatal Genetic Testing and Screening: Constructing Needs and Reinforcing Inequities,” by Lippman in Beauchamp and Steinbock, p. 353.

“Germ-Line Gene Therapy,” by Walters and Palmer in Beauchamp and Steinbock, p. 366.

**Case Study Debate:** Genetic Screening of Employees (text can be downloaded on Oncourse)

Presenter: \_\_\_\_\_; Critique: \_\_\_\_\_

Case may be used as written case study assignment by those not presenting.

This topic is available for team presentation. If selected, Team Members are 1.

\_\_\_\_\_;

2. \_\_\_\_\_; 3. \_\_\_\_\_; 4. \_\_\_\_\_.

**February 28: Caring for Compromised Newborns**

“Caring for Compromised Newborns,” Ch 4 in Flynn, p. 69.

**Case Study Debate:** Adam Ford case in Flynn p. 81.

Presenters: Solution \_\_\_\_\_; Critique: \_\_\_\_\_

**Film Study:** The Case of Baby L.

This topic is available for a team presentation. If selected, Team Members 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_; 4. \_\_\_\_\_.

**March 7: Abortion and Assisted Reproduction:**

“Abortion,” Ch 2 in Flynn p. 25.

“Assisted Reproduction and Cloning,” Ch 3 in Flynn, p. 45.

“The Resurgence of Eugenics,” by Reilly in Beauchamp and Steinbock, p. 303.

“Infertility as a Public Health Problem: Why Assisted Reproductive Technologies Are Not the Answer,” by Heitman in Beauchamp and Steinbock, p. 314.

**Case Study Debate:** Marla Sitler Abortion Case, p. 42 in Flynn.

Presenters: Solution: \_\_\_\_\_; Critique: \_\_\_\_\_.

**Case Study Debate:** Sarah Johnson early menopause and infertility case, p. 65 in Flynn.

Presenters: Solution: \_\_\_\_\_; Critique: \_\_\_\_\_.

Either of these cases may be selected as a written case study assignment by those not presenting.

The Assisted Reproduction topic may be selected for a team presentation. If selected: Team members are

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

**March 11-15: Spring Break**

**March 21: Fetal Tissue Transplants and Organ Retrieval**

“Fetal Tissue Research and Transplantation,” Ch. 6 in Flynn

“Organ Retrieval and Transplantation,” Ch 10 in Flynn, p. 166.

**Case Study Debate:** Fetal Tissue Research Medical Facility Policy, p. 110 in Flynn.

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

**Case Study Debate:** Theresa Rodriguez bone marrow transplant

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

Organ Transplantation Policy is a topic that may be selected for a team presentation. If selected, team members are:

1. \_\_\_\_\_; 2. \_\_\_\_\_; 3. \_\_\_\_\_; 4. \_\_\_\_\_.

**March 28: Field Work/Out of Class Assignment**

Watch the movie “Whose Life Is It Anyway,” for discussion in class next week. It is an old movie and you need to make sure you can locate it at the library for rental or at any blockbuster, etc. Class will not meet this week because of religious holiday.

April 4: **End of Life Issues**

“Artificially Provided Nutrition and Hydration, Ch 7 in Flynn, p. 112.

**Case Study Debate:** Susan Stafford Case

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

**Film Study:** Wit

April 11: **Experimentation in Medicine**

“Experimentation in Medicine,” Ch 9 in Flynn p. 149..

**Case Study Debate:** Fred Nadler, HIV case, p. 162 in Flynn.

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

**Case Study Debate:** Breast Cancer Research Ethics (Text can be downloaded from ONCOURSE)

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

Cases may be selected as topics for written case study assignment for those not presenting.

April 18: **More End of Life Issues**

“Advanced Directives,” Ch 11 in Flynn, p. 187.

**Case Study Debate** on Advanced Directives, Roger Allen case p. 201 in Flynn.

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

Team Presentation: Euthanasia/Physician Assisted Suicide

Members: 1. \_\_\_\_\_; 2. \_\_\_\_\_ 3. \_\_\_\_\_; 4. \_\_\_\_\_.

---

**Film Study:** Calling Dr. Death

**Take Home Exam Questions distributed today.**

April 25: **Even More End of Life Issues**

“Euthanasia,” Ch. 12 in Flynn p. 203

“ Treatment of the Terminally Ill: Important Distinctions,” Ch 13 in ‘Flynn, Ch 13.

**Case Study Debate:** Jim Warner Case, p. 218 in Flynn

Presenters: Solution: \_\_\_\_\_; Critique \_\_\_\_\_.

**Case Study Debate:** Thelma Morgan, p. 233.

Presenters: Solutions: \_\_\_\_\_; Critique \_\_\_\_\_.

Either case may be selected for written case study assignment for those not presenting.

**Take-Home Exam questions due today.**

Review for In-Class Final Exam

Class evaluation is tentatively scheduled for this date.

May 2: **In-class portion of final exam is tentatively scheduled for regular class time.**

I am attaching an assignment planning sheet to this syllabus. I recommend you select your case studies as soon as possible and verify your selections with your professor for approval.

## ASSIGNMENT PLANNING SHEET FOR H474

1. Case study selection for solutions assignment: \_\_\_\_\_ . Due date:  
\_\_\_\_\_.
2. Case study selection for critique assignment: \_\_\_\_\_ . Due date:  
\_\_\_\_\_.
3. Case study selected for executive memo \_\_\_\_\_ . Due date:  
\_\_\_\_\_.
4. Team presentation topic  
    a. Oral Presentation \_\_\_\_\_ Due date:  
    b. Written Section \_\_\_\_\_ Due date:  
        April 18
5. Take-home exam questions \_\_\_\_\_ Due date:  
April 25
6. In-class final exam \_\_\_\_\_ Tentative-  
May 2

## Guidelines for Evaluating Student Performance in Writing and Presenting Major Projects in H474

1. Prior to evaluating any student's performance, one must keep in mind the goals and objectives related to the two aspects of grading for this project. For review purposes, the oral and written ethical analysis projects are included in this class to accomplish the following:

1. Demonstrate your ability to find, analyze, assimilate and report in written and oral format technical, statistical and philosophical data and analyses from key contributors in the field.
2. Strengthen conceptual and analytical ability
3. Build confidence and skills in making oral presentations
4. Strengthen written communication skills
5. Broaden knowledge about a particular ethical challenge facing the health care field
6. Assist in understanding and developing professional values
7. Familiarize student with most recent ethical policy topics in the field.

In general, I evaluate your written and oral presentations by asking the following questions. The first questions focus on the written assignment and the second set on the oral assignment.

### **Written Project (Individual)**

1. Are structural and logical frameworks for the paper evident?
2. Does student present a convincing introduction identifying the issue?
3. Does student provide an appropriate overview of the major literature associated with this question?
4. Does paper identify and cite the major "shakers and movers" in the area of the selected ethical debate?
5. Does student identify options available to solve the ethical problem and provide some comparative evaluation?
6. Does the student clearly identify his/her own personal stance on the ethical issue and justify it with philosophical and empirical support?
7. Is the depth of analysis appropriate for the paper?
8. Are the uses of "state of the art" theory, principles, models, etc. apparent? Does student apply utilitarian, deontological or other approaches to the analysis.
9. Does the conclusion of the paper draw logically from the body of the paper.

### **Oral Presentation (Group)**

1. Is the presentation well-planned, well-presented, and logically organized?
2. Is the structure appropriate for audience: use of overview, transition, summaries, and framing?
3. Is the level of presentation suitable for the situation and the audience?
4. Does the presentation make use of models, charts, graphs, tables, simulations or cases, etc. to improve content?
5. Does the student maintain appropriate eye contact with audience or does he/she read too much?
6. Does he/she seem nervous/ hesitant, or forgetful?
7. Does it appear that the presentation was practiced prior to class to reach an appropriate time? Did the presentation drag on too long and have to be cut off? Was the presentation too short?
8. Did student utilize impression management techniques in his/her presentation?

9. Is conclusion a strong summary, or does the presentation wander off without tying everything together?
10. Does it appear that each team member contributed appropriately to the presentation?

**The paper should include the following components:**

1. **Introduction:** identify what the ethical problem is that you are addressing and why it is an important issue for the health care field.

2. **Review of Literature:** include information from your assigned readings if appropriate, and from other sources both library and internet. These should allow you to identify the major thinkers, shakers and movers who work on this particular problem. Include some statistical information if relevant, covering things such as prevalence of the problem (number needing various types of organ donations, number of deaths that were potential physician assisted suicides, etc).

3. **What are the Philosophical Debates:** In this section you will provide an overview of both the pro and con side of the issue you have selected. Obviously, this section will include data contributed by your teammates in the oral presentation. You should share as much information as possible.

4. **What Is Your Philosophical Stance:** this portion of the paper must be totally independent of your teammates. You must present your own opinion and justify why you have come to that conclusion drawing from philosophical guidelines for decision making, philosophical paradigms such as deontology, etc. You may want to include a brief scenario about any personal experience you have had with this particular problem. That approach is optional and no points will be deducted if you have no personal experience with the problem.

5. **Conclusion:** provide a summary of the key points of the arguments, a brief review of your opinion that was presented in section 4 and end the paper with an analysis of why your opinion/choice is the stronger position among the options.

6. **Bibliography:** you may follow any notation type you prefer as long as you are consistent. My preference is the APA format, but many of you may have trained using the MLA approach and that is okay, too. Just be consistent. You must cite any internet sources used. You may not rely totally on internet sources. At least 50% of your resources must come from peer reviewed sources rather than technical reports on the internet.

7. **Appendices:** You may attach charts, tables, graphs, etc if you believe these will strengthen your arguments.

There are no hard and fast rules about length for this type of paper. The issue in grading is whether or not you have addressed the issues identified in the different sections. Because this class is a senior seminar, I expect you to be thorough and professional in preparation of this final product. We consider the written product from this capstone course as an outcome measure for the entire program. Therefore, we are looking for a demonstration from you that you have learned how to write skillfully, gather and assimilate a great deal of information, and present it in a professional format.

## Self and Group Evaluation Form for H474

Name \_\_\_\_\_

Name of Group Members:

Topic of Presentation:

1. Describe the division of duties and estimated percent each person spent on each activity. Include your own time allocation as well as that of other members of your group.

Name \_\_\_\_\_

Graphics preparation  
Text/paper preparation  
Data gathering/research  
Preparation of bibliography  
Editing/finalizing/polishing

2. Group Process:

Did everyone contribute appropriately to the group process (attend meetings, make contributions)? If not, specify problems experienced?

Give each group member including yourself a grade in terms of their contribution to the final product.

Give each person including yourself a grade on the group/team work process (thinking about things such as leadership, cooperation, compromise, participation in process.)

Is there anyone in the group that made a particularly outstanding contribution that you believe should be rewarded? If so, what did they contribute that went beyond the normal group process requirements as you perceived them?

Name \_\_\_\_\_

### Evaluation Reviews, H474

Title of Presentation:

.Name  
Name  
Name  
Name.

On a scale of 10 with 10 being perfect with no mistakes or problems and 1 being no evidence of preparation or value, please rate the groups on the following measures. Do not think of a 9 as A, 8 as B etc. On this scale, a 5 would be an average, passing score. Add commentary about each presenter strengths or weaknesses as you feel appropriate. These will be summarized and typed to show to presenters without reference to names of evaluators.

1. Was the presentation well planned, well presented and logically organized? Score: \_\_\_\_\_
2. Did the presentation make use of models, charts, graphs, tables, simulations or cases, etc to improve content? Score \_\_\_\_\_
3. Did the presenters maintain appropriate eye contact with the audience or did any of the group read too much? Score \_\_\_\_\_
4. Did the presenters seem nervous/hesitant, or forgetful? (a low score represents a poor evaluation, and high score represents ease and comfort in the presentation) Score \_\_\_\_\_
5. Does it appear the presentation was practiced prior to class? Was the timing appropriate? Score \_\_\_\_\_
6. Were multiple ethical perspectives presented adequately? Score \_\_\_\_\_
7. Did the presentation include an overview of factual issues surrounding the policy concerns? Score \_\_\_\_\_
8. Did the team end with a strong conclusion and persuasive pitch for the importance and relevance of the topic? Score \_\_\_\_\_

Average Score: Add your scores and divide by 8

Average Score: \_\_\_\_\_

Please add any comments about individual presenters you felt were particularly good OR who had habits or styles that might need to be modified. Your identify will be kept confidential in summaries.

## Matrix for Critical Thinking as a Learning Outcome Across the Campus

School	Approach to Critical Thinking	Learning Objectives Associated with Critical Thinking Skills	Strategies for Applying and Improving Critical Thinking Skills	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
<b>SPEA</b>	Recognize and define problems, develop multiple hypotheses, choose effective strategies/correct solutions, critique professional literature, and analyze rationales for reliability and validity	Integrated throughout all courses within the curriculum for undergraduate degrees. This is a specific course outcome in many general education and specialty courses that comprise each undergraduate degree and major.	Class discussions, written materials, individual and group projects, internships, field experience, and laboratory experiences stress critical thinking and problem solving.	Senior capstone courses are used to integrate critical thinking skills within disciplinary proficiencies. Assessment of course work, participation in course and group activities, capstone experience and laboratory/fieldwork are undertaken to assess critical thinking.	

## Matrix for Intellectual Depth, Breadth and Adaptiveness Across the Campus

School	Forms of Depth, Breadth & Adaptiveness	Learning Objectives associated Depth, Breadth & Adaptiveness	Examples of Strategies for Applying and Improving Depth, Breadth & Adaptiveness	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
<b>SPEA</b>	The curricula are highly integrated and were created to enable students to build upon the knowledge and skills acquired through the general education component of the program. The specialty courses taken by students offer the opportunity to form depth, breadth & adaptiveness in their respective discipline.	Apply prior knowledge and experience to new situations. Content mastery in related disciplines is expected and commitment to life-long learning is nurtured.	Use case studies and problem based learning projects to encourage the integration and application of knowledge. Encourage students to take advantage of service learning, internship and community service opportunities.	Surveys from graduates and employers. Input from preceptors on internships and field experience.	

## Matrix for Quantitative Analysis as a Student Learning Outcome Across the Campus

School	Forms of Quantitative Analysis	Learning Objectives associated with Quantitative Analysis	Strategies for Applying and Improving Quantitative Analysis	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
<b>SPEA</b>	The quantitative component of the curricula consists of mathematics, statistics, and computer applications. Problem-based learning and extensive training in mathematical and statistical techniques including management, analysis, computation and interpretation of data.	Ability to solve problems and perform quantitative analysis	Depending on the degree and discipline, students are provided a variety of opportunities via case studies, examinations, assignments and laboratory experiences that require quantitative analysis.	Individual faculty assessment of course assignments and examinations.	

## Matrix for Comprehending, Interpreting, and Analyzing Texts as a Student Learning Outcome Across the Campus

School	Forms of Comprehending, Interpreting, and Analyzing Texts	Learning Objectives associated with Comprehending, Interpreting, and Analyzing Texts	Strategies for Applying and Improving Comprehending, Interpreting, and Analyzing Texts	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
<b>SPEA</b>	Research papers, class discussions, debates, reading assignments, and field and lab experiences.	Ability to understand and interpret written information related to discipline. Ability to compare, evaluate, and synthesize diverse information and building vocabulary unique to the student's discipline	Teach the techniques of critical analysis and provide opportunities to apply these skills inside and outside the classroom.	Text-based examinations, graduate and employer surveys, and capstone experiences.	

## Matrix for Oral Communications as a Student Learning Outcome Across the Campus

School	Forms of Oral communication	Learning Objectives associated with Oral Communication	Strategies for Applying and Improving oral Communication	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of progress
<b>SPEA</b>	Student presentations, class discussions, debates, individual and group reports, oral case study reports, and communication with professionals and the general public during practicum and internship sessions.	Effective use of oral communication.	Use class discussion, group work, debates and presentation of research findings to practice and hone communication skills.	Some capstone courses include a process for assessing students' ability to communicate effectively and provide feedback to students on oral presentations.	

## Matrix for Technology as a Student Learning Outcome Across the Campus

School	Forms of Technology	Learning Objectives associated with Technology	Strategies for Applying and Improving Technology	Evaluation and other means of gathering and reporting evidence of	Use of Evidence of Progress
<b>SPEA</b>	Library and internet searches for research, use of Oncourse in classes, computer applications for public affairs. Presentations in class using PowerPoint and other technology and information resources.	Use the World Wide Web; Manage information technology; Utilize Oncourse; Effective use of Internet and library resources.	Use of library and Internet searches; E-mail correspondence between students and faculty; Use of computer lab as part of Computer Applications course.	Student performance evaluations; Surveys from graduates and employers; Assessment of students' proficiency in computer applications course.	

## Matrix for Writing as a Student Learning Outcome Across the Campus

School	Forms of Written Communication	Learning Objectives associated with Written Communication	Strategies for Applying and Improving Written Communication	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
<b>SPEA</b>	Term papers, case studies, review of articles, essay exams, laboratory reports, and internship reports.	Communicate clearly and concisely; Varied writing styles are incorporated through different types of writing assignments; Emphasis is on proper grammar and sentence structure, higher order of thinking, synthesis of thought, logic and research and creative ideas; Collecting and analyzing data and making conclusions.	Written assignments including case studies, essay examinations, and article summaries; Organization and writing of term papers; Written correspondence including memos.	Writing is assessed in examinations, term papers, case studies, laboratory reports and internship reports; Feedback is provided by faculty to students on all written assignments; Evaluations from preceptors during internships.	

## Matrix in Understanding Society and Culture

School	Learning Objectives for Understanding Society and Culture	Strategies for Building Knowledge of Society and Culture	Assessment of Student Progress on Learning Objectives
<b>SPEA</b>	Recognize the impact of social, cultural, economic and political systems on public affairs; Take societal differences into consideration when planning solutions to problems related to criminal justice, public affairs, and public health.	Class discussion on policy issues;  Capstone course in each program provides opportunities through examinations, papers, presentations and exercises;  Service Learning  Internships and practicum experiences.	Ratings on internships and practicum experiences;  Capstone course in each program evaluates performance on each learning outcome through examinations, papers, presentations and exercises

## Matrix in Values and Ethics

<b>School</b>	<b>Learning Objectives for values and Ethics</b>	<b>Strategies for Building Knowledge of Values and Ethics</b>	<b>Assessment of Student Progress on Learning Objectives</b>
<b>SPEA</b>	<p>Graduates will adhere to the ethical standards of their respective profession.</p> <p>Graduates will incorporate ethical decision-making into practice.</p>	<p>Reading assignments and discussion in capstone course;</p> <p>Internships and field experience;</p>	<p>Evaluation of assignments;</p> <p>Assessment of field performance</p>

# COMPREHENSIVE ASSESSMENT INITIATIVES

## UNIVERSITY COLLEGE

### 1998-2002

**Assessing Curricular aspects of the *Template for First Year Seminars*.** Faculty Fellows, Ann Lowenkron and Richard Magjuka collected survey data and analyzed syllabi in order to assess how completely the curricular components and learning outcomes specified by the *Template* have been adopted and implemented in first year seminars. Findings were used to revise the template including reduction in the total number of total learning outcomes; imbedding diversity, critical thinking and information literacy across a number of learning outcomes; clarification of instructional team roles; and the addition of a section on classroom environment.

**Review of Best Practices for Instructional Teams .** Faculty Fellows Rebecca VanVoorhis and William Orme conducted a comprehensive review of the team approach to instruction in the learning communities. Results identified both best practices and challenges. Findings have been utilized to develop clearer definitions of the appropriate roles of advisors, librarians and student mentors and a revision of the materials used in the orientation and training of instructional team members.

**Enhancing academic and faculty connections in UC Advising.** Faculty Fellow, Rosalie Vermette undertook an “ethnographic” study of UC, with a focus on strengthening the connection between UC advisors and the faculty and schools to which students matriculate. The findings resulted in a re-organization of advising assignments; appointment of numerous joint advising positions, a more consistent role for advisors in the learning community instructional teams and a better integration of advisors in UC decision-making.

**Peer Mentors in the First Year Seminar:** Faculty Fellow, Linda Haas conducted a detailed analysis of the training, role definition, workload and supervision of peer mentors assigned to first semester learning communities. National literature on the use of student mentors in such courses was exhaustively reviewed. Findings resulted in a significant revision of our learning communities mentor program, including moving responsibility for it from the Learning Center to Orientation; significant enhancements to mentor training and supervision, closer involvement of faculty in recruitment of mentors, and clearer definition of peer mentor roles and responsibilities.

**RUSS External Review of Learning Communities:** Supported by a grant from the PEW Charitable Trusts, and in collaboration with Temple and Portland State Universities, a comprehensive review of the IUPUI first year learning communities

program was conducted . An intensive self-study was followed by a site visit conducted by four national higher education leaders. The recommendations in their final report have resulted in: strengthening the connection between the first year seminar and linked discipline courses; the development of schedule blocks; development of required academic support components; development of Honors learning communities; approach of “mainstreaming” transitional education supports; increased support for instructional team formation.

**Learning Center Task Force:** This task force assessed the various course-related student mentoring activities (Supplemental Instruction, department-based mentoring) supported by UC’s Learning Center. Of particular concern was the clear need to establish a closer connection between faculty teaching the supported courses and the mentoring activities. Programmatic changes based on task force recommendations include priority focus on freshman courses; redefinition of mentor role and method of compensation; enhanced communication with departments regarding mentoring; expansion of SLA model.

**Gateway Retention Program:** Conducted in collaboration with the Office of Professional Development, the Gateway Program encompasses a set of assessment and faculty development activities focused on increasing retention. One aspect of this has included regular meetings with departments which offer Gateway courses and a series of town hall discussions in an attempt to assess some common challenges to first year student learning and to identify effective strategies to meet these challenges. Findings from these conversations have resulted in a pilot project of an administrative withdrawal policy (to address the challenge of student attendance) and a document , *Principles of Good Practice in Gateway Courses* which is disseminated to Gateway faculty and departments.

**Transitional Education Task Force:** This group of faculty, advisors and staff was charged with assessing the needs of first year students for transitional support in the areas of collegiate-level reading, writing, analytic and learning skills; examining national best practices at peer institutions; and, recommending the development of new programs and strategies of academic support for IUPUI. The assessment work included analysis of student data and academic success predictors; site visits to other institutions; use of external consultants; and review of theoretical literature related to developmental education. The findings and recommendations of the task force have included: addition of U112, Critical Inquiry to the curriculum; replacement of prior reading placement test with ACT/COMPASS; new rubrics for in-coming student course placement by UC advisors; development of SLA model of student mentoring.

# **IMIR Standard Reports for Learning Communities**

## **Understanding Learning Community Participant Characteristics (Needs and Process Assessment)**

At the beginning of the Fall semester (shortly after the Fall census) we will produce a series of reports to monitor who is participating in Learning Communities at IUPUI. These reports will display the number of students enrolled in Learning Communities by section. We will also examine the basic demographics of beginning freshmen participants in Learning Communities to enhance understanding of this population as compared to the non-participants. Please see Table 1 and Table 2 in the Appendix to view examples of these reports.

## **Understanding the Impact of Learning Communities on Academic Performance and Persistence (Outcome Assessment)**

Following a review of the Learning Community participants and non-participants we will determine the appropriate analyses to conduct to examine the impacts of LC participation on academic performance and retention. Shown in Table 3 in the Appendix are the types of analyses we will employ if it is deemed appropriate to compare participants with non-participants. In this series of reports, we will examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences.

We will also examine academic performance and retention rates of conditional and regular admit students by LC Type. An example of this type of report is shown in Table 4 in the Appendix. In an effort to identify those sections that are performing well and alternatively those sections where improvements may be needed, a series of reports that display the expected versus actual retention rate, Fall course grade, and DFW Rate for each LC Type will be completed. An Example of this type of report is presented in Table 5 of the Appendix.

Shown in Table 6 is an example of a report produce to examine LC program impact on long term retention.

## **Potential Follow-Up Studies and Inquiries (Process Assessment)**

Learning Community implementation varies greatly across academic units and schools. In order to further understand what implementation strategies and components are contributing to differences in academic performance and retention, process evaluations and plans for further inquiry should supplement these standards reports. An integration of process data will facilitate understanding of why particular sections are successful and conversely why other sections are less successful. This integration will provide context and is likely to result in a better understanding of outcomes.

Another source of data that could be potentially used to understand student learning outcomes (self-reported) by section is the U110 Evaluation Form. Results that could be traced back to an individual instructor would not be reported.

# Appendix

## Learning Community Report Examples

**Table 1 – Example of Learning Community Participants**

Course	Sect.	Beginning Freshmen	Transfers	Other Students	Total	
AHLT W101	A037	26	2	0	28	
	A039	25	4	0	29	
BUS X103	A770	20	4	4	28	
	A771	19	4	4	27	
	A772	17	3	8	28	
	A773	13	6	5	24	
	A774	14	2	11	27	
	A775	17	1	7	25	
	A776	9	1	17	27	
	A777	13	3	10	26	
	A778*	26	0	0	26	
	A779*	8	3	1	12	
	A780	9	9	9	27	
	A781	20	3	3	26	
	A782	8	8	6	22	
	A783	13	5	4	22	
	A784	6	6	4	16	
	A785	8	3	3	14	
	A786	19	3	4	26	
	A787	20	4	3	27	
	A788	18	6	3	27	
	A789*	22	3	0	25	
	A790	18	2	7	27	
	A791	5	2	4	11	
EGTC	CNT 105	B569	16	4	2	22
	CPT 102	B469	20	0	0	20
		B471	17	3	0	20
		B474	13	4	1	18
	EET 103	B932	15	3	1	19
	ENGR 195	B971	26	2	1	29
		B972	21	4	2	27
		B973	35	0	0	35
		V004	26	4	1	31
	MET 101	C770	18	4	1	23
		C771	16	6	0	22
*Part of block scheduling						

**Table 2 - Example of Beginning Freshmen Participants vs. Non-Participants in Learning Communities**

<b>FALL XXXX BEGINNING FRESHMEN</b>					
		<b>Total Beginning Freshmen</b>	<b>Learning Community Participants</b>	<b>Non-Participants</b>	<b>Pct. Participating in Learning Community</b>
Total Beginners		100	80	10	80%
Gender	Female	60	45	15	75%
	Male	40	35	5	88%
Ethnicity	Afrn Amer	10	8	2	80%
	Asian Amer	5	3	2	60%
	Hispanic Amer	5	2	3	40%
	Natv. Amer	1	1	0	100%
	White Amer	107	82	25	77%
	International	5	4	1	80%
	Unknown	1	0	1	0%
Entry Type	Dual Admit	20	19	1	95%
	UC Regular	20	15	5	75%
	UC Conditional	60	46	14	77%

Note: Data are not real. This is just a sample report

**Table 3 – Example of Report Comparing Participants with Non-Participants**

**Impact of Participation in a Learning Community:**

**Average First Semester GPA**

	Learning Community	N	Average Fall GPA	Adjusted Fall GPA
<i>Regular Admits</i>	Non-Participants	219	2.68	2.70
	Participants	560	2.63	2.63
	Overall	779	2.65	
<i>Conditional Admits</i>	Non-Participants	397	1.88	1.89
	Participants	1067	2.00	2.00
	Overall	1464	1.97	

Note: Adjusted controlling for differences in demographics, enrollment, and academic preparation.

Differences in GPA among participants and non-participants are marginally significant for Conditional Admits (**p < .10**)

Data suggests that participation in a Learning Community adds on average of .118 points to Fall GPA - after controlling for background characteristics (conditional admits).

**Impact of Participation in a Learning Community:**

**One-Year Retention**

	Learning Community	N	Retention Rate	Adjusted Rate
<i>Regular Admits</i>	Non-Participants	274	67%	71%
	Participants	609	75%	73%
	Overall	883	73%	
<i>Conditional Admits</i>	Non-Participants	429	45%	51%
	Participants	1105	57%	55%
	Overall	1534	54%	

Note: Adjusted controlling for differences in Fall GPA (no LC) and Fall Hours taken.

Differences in retention among participants and non-participants are not significant for Regular or Conditional Admits.

**Table 4 – Example of Report Displaying Retention by LC Type and Admit Type**

**One Year Retention Rates for Learning Community Participants:  
Regular Admits**

<b>Learning Community</b>	<b>N</b>	<b>Retention Rate</b>	<b>Adjusted Retention Rate</b>
Allied Health	21	81%	79%
Business	100	74%	76%
Engr Teaching	52	69%	68%
Herron	63	84%	78%
Journalism	13	92%	98%
Liberal Arts	10	40%	51%
Nursing	21	90%	77%
Science	92	71%	75%
Public & Env Aff	33	70%	74%
Social Work	2	100%	98%
Tourism, Conv., Event Mang.	11	82%	84%
University College	191	76%	75%
<b>Overall</b>	<b>609</b>	<b>75%</b>	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken).

**One Year Retention Rates for Learning Community Participants:  
Conditional Admits**

<b>Learning Community</b>	<b>N</b>	<b>Retention Rate</b>	<b>Adjusted Retention Rate</b>
Allied Health	45	58%	63%
Business	242	60%	60%
Engr Teaching	112	60%	57%
Herron	3	100%	71%
Journalism	22	55%	66%
Liberal Arts	29	45%	53%
Nursing	42	55%	54%
Science	40	48%	50%
Public & Env Aff	77	48%	53%
Social Work	12	67%	56%
Tourism, Conv., Event Mang.	36	50%	57%
University College	445	58%	56%
<b>Overall</b>	<b>1105</b>	<b>57%</b>	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken) and academic preparation (units of math taken).

**Table 5 - Example of Report Displaying Expected Verses Actual DFW Rates by LC Type**

Actual v. Predicted **Course DFW Rate - Fall 2000**

	Actual	Predicted	Difference
MET	20.0%	36.4%	-16.4%
CNT	16.7%	31.3%	-14.6%
SWK	14.3%	23.7%	-9.4%
CIMT	26.7%	36.0%	-9.3%
ENGR	14.1%	19.7%	-5.6%
NURS	31.8%	36.2%	-4.4%
AHLT	33.3%	36.7%	-3.4%
BUS	15.6%	17.6%	-2.0%
UCOL	24.9%	26.1%	-1.2%
TECH	27.5%	27.8%	-0.3%
HER	8.0%	7.6%	0.4%
SCI	21.8%	21.1%	0.6%
JOUR	32.8%	29.8%	3.1%
CPT	30.6%	26.0%	4.6%
SPEA	40.6%	30.6%	10.0%
RHIT <sup>1</sup>	50.0%	36.5%	13.5%
PSY	33.3%	19.7%	13.6%
SLA	57.4%	43.5%	14.0%

**Table 6 – Example of Report Examining LC Impact on Long-Term Retention**

**Learning Communities - Retention to Spring 1999**  
 "New to IU" Beginning Students - Conditional Admits

Cohort	<i>Population Size</i>		<i>% Retained to Spring 1999</i>		p.level <sup>1</sup>	Sig.
	Participants	Non-Participants	Participants	Non-Participants		
Fall 1995	133	924	21.8%	27.8%	0.145	
Spring 1996	95	262	33.7%	22.1%	0.026	*
Fall 1996	309	1193	34.3%	29.8%	0.130	
Spring 1997	164	299	28.7%	24.4%	0.319	
Fall 1997	558	619	47.7%	41.7%	0.039	*
Spring 1998	179	123	45.8%	37.4%	0.146	
Fall 1998	823	751	80.6%	71.2%	0.000	*

<sup>1</sup>p.level associated with chi-square test for independence of retained versus non-retained student by group (df=1)

Note: Non-participants include students enrolled in non-learning community sections of courses offering learning communities.

Excludes Educ X150 learning communities.

# QUALITATIVE STUDIES OF UNIVERSITY COLLEGE PROGRAMS

## Assessing First-Year Seminar Processes and Outcomes

- Processes:
  - Instructors' Interpretation and Prioritization of Outcomes
  - Instructors' Experience with Pedagogical Strategies
  - Students' Perception of Valuable Components
  - Students' Criticism of Seminar
- Outcomes:
  - Instructors' Ratings of Outcome Attainment
  - Students' Reports of Improvements in Ability
  - Students' Reports of Changes in Behavior

First study: Open-ended interviews with 18 faculty and 22 other members of instructional teams of Fall 2000 sections

Second study: Open-ended surveys and group discussions with 221 students in 15 Fall 2001 sections; post-semester feedback to instructors on findings

## Findings on First-Year Seminar Processes:

### Instructors' Experience

- Instructors used some common activities but varied in how they pursued several course goals.
- Team coordination was sometimes a problem.
- Instructors reported having to coordinate a lot of short-term assignments to cover outcomes.
- Instructors reported good experiences with extended, integrative assignments.
- Outcome priorities varied widely, and some instructors de-emphasized low-priority outcomes.

### Instructors' Prioritization of Learning Outcomes

	<u>Min</u>	<u>Max</u>	<u>Mdn</u>
● Values of Higher Education	1	8	4.0
● Positive Learning Environment	1	8	3.5
● Communication Skills	1	8	4.0
● Critical Thinking	1	8	4.0
● Use of Library	2	8	4.0
● Use of Information Technology	1	8	6.0
● Self-Awareness as Learner	1	8	5.0
● Full Use of IUPUI Resources	1	8	7.0

(1=most important; 8=least important; n=18)

### Students' Experience in First-Year Seminar

- 51% of 221 students reported positive experience, 28% mixed, and 21% negative.
- Most valuable aspects were getting to know each other, regular contact with advisors and instructors, and learning to find their way around IUPUI.
- Students were critical of some activities for lack of evident payoff, especially in other courses.

## Findings on First-Year Seminar Outcomes:

### Instructors' Ratings of Student Attainment

	<u>Min</u>	<u>Max</u>	<u>Mean</u>	<u>S.D.</u>
● Values of Higher Education	3	5	3.78	.81
● Positive Learning Environment	2	5	4.22	.94
● Communication Skills	2	5	4.17	.92
● Critical Thinking	1	5	3.39	1.09
● Use of Library	2	5	3.72	1.18
● Use of Information Technology	1	5	4.08	1.11
● Self-Awareness as Learner	1	5	3.94	1.11
● Full Use of IUPUI Resources	1	5	3.53	1.04

(1=low attainment; 5=high attainment; n=18)

### Students' Report of Improvement in Abilities (n=221)

● Find resources at IUPUI	62%
● Use the library	53%
● Seek help when needed	52%
● Use online resources	51%
● Understand course expectations	47%
● Participation in class discussion	47%
● Manage own time	39%
● Cope with stress	28%
● Write for course assignments	24%
● Think critically	23%

### Students' Report of Changes in Behavior

- About half the 221 students reported changes in one or both of two clusters of attitudes and behavior: becoming a better student and becoming more outgoing.
- Becoming a better student
  - Taking course demands more seriously
  - Developing better study habits
  - Organizing time better
- Becoming more outgoing
  - Trying to get to know students and instructors in other courses
  - Expressing self more, having more self-confidence

### Program Implications for First-Year Seminar:

- Simplify, clarify template learning outcomes
- Front-load seminar in semester
- Differentiate, clarify, and integrate team member responsibilities
- Improve preparation and ongoing support for faculty
- Clarify relationship to linked academic course
- Give students more feeling of having accomplished something
- Make amount of work appropriate for one credit course
- Treat students like college students, not children

## Assessing Summer Bridge Program

- Focus: Process and outcomes of pilot program (integrated with First-Year Seminar) in Summer 2001
- Assessment: Open-ended survey & discussion with students; feedback to instructors
- Process findings: Students were highly appreciative of experience, especially opportunity to getting to know each other and IUPUI before semester started.
- Outcome findings: Students reported that program had increased their self-confidence about doing well in college.
- Program Implications: Make program available to more first-year students; individualize math instruction.

## Assessing Pilot Year of Critical Inquiry Course

- Focus: Processes and outcomes in pilot sections of Critical Inquiry course in Fall 2000 and Spring 2001.
- Assessment: Open-ended survey and discussions with students in 8 sections; post-semester feedback to instructors.
- Process Findings: For many, progress in the linked course was facilitated by increased class time and development of study skills, although skill focus varied with subject area of linked course.
- Outcome Findings: 90% of students would recommend CI to a new student, and 75% would take another CI section linked to another course; some were uncertain about meaning of CI; some expressed doubts about value of CI.
- Program Implications: Focus models of critical inquiry, tighten linkage to academic course.

# *University College Assessment*

## *IMIR Reports and Analyses*

***IMIR provides a series of reports that provide an enhanced understanding of student characteristics, program participant profiles, and program impacts.***

### **Student Profiles and Program Participation Rates**

Student Profile - beginners vs. other, full-time vs. part time, ethnicity, admission status (conditional, regular, dual). IMIR also provides additional information including age, school, entry date, financial status, etc.

Number of Students Enrolled in Select Academic Support Programs

Number of Students Enrolled in Learning Communities

Course-Taking Patterns for Freshmen.

Freshman Courses with High DFW Rates or Enrollments

### **Program Impacts and Implementation Effectiveness**

IMIR produces a series of on-going reports that examine program impacts on student retention and academic performance. In order to understand program-related effects, we examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences. Additionally, we examine predicted vs. actual retention, course grades, and DFW rates.

The following programs are examined by a series of analyses and reports:

Learning Communities - student participation rates by LC type, student participant demographics and background characteristics, program impact on academic performance, retention rates, and DFW rates, comparisons of learning communities by sponsoring school controlling for mentors' presence in the classroom, instructor type, etc.

Supplemental Instruction – program impact on course grade and course withdrawal rates.

Structured Learning Assistance – program impact on course grade and course withdrawal rate.

Critical Inquiry - program impact on course grade, course withdrawal rate and semester academic performance.

Gateway Courses - program impact on DFW and one-year retention rates for full-time freshmen; grade distributions and analysis of trends in select courses.

Summer Bridge Program – program impacts on student engagement (over-sampled on NSSE), Fall semester GPA, and retention (compared to a matched control group).

Administrative Withdrawal - initial review of policy implications (will continue to monitor implications of this policy with a series of reports and analyses).

Advising – student satisfaction with advising (advising satisfaction survey, Continuing Satisfaction and Priorities Survey)

Orientation – orientation exit surveys (program review currently in progress).

Performance Indicators – beginning freshmen matriculants’ participation in remedial courses, academic performance (avg. hours attempted, % hours passed, mean GPA, mean GPA in writing and math courses) and retention.

Block Scheduling – method of evaluation of block scheduling has not been planned. However, we foresee doing on-going analyses and reports similar to those produced for assessing Learning Community impact.

## **Student Surveys**

Entering Student Survey

Continuing Satisfaction and Priorities Survey

National Survey of Student Engagement (NSSE)

Lilly Freshmen

Non-Returning Student Survey

Alumni

Advising

Orientation Exit Survey

# **IMIR Examples of Reports and Analyses**

# University College Current and Future Projects

2002

- 1. Orientation Task Force:** Campus-wide assessment effort including surveys of all stakeholders, individual interviews, and focus groups.
- 2. Study on Library Instruction in Learning Communities:** Faculty fellowship to study the feasibility and projected effectiveness of utilizing Tilt, a computerized library instruction model.
- 3. Academic Policy Issues:** Active and ongoing involvement in the process of evaluating the effect of standard academic policies on entering students in order to better serve the needs of freshmen and increase retention rates.
- 4. Course Templates:** Currently revising the template for academic objectives for learning communities and creating a template for *Critical Inquiry*.
- 5. Campus Portfolio Project:** taking an active role in the development of portfolio assessment for beginning students.

## University College 3-Phase Assessment Framework

<b>Needs Assessment</b>	<b>Entering Student Survey</b>
	<b>*Continuing Satisfaction and Priorities Survey</b>
	<b>IMIR Enrollment Reports</b>
	<b>Non-Returning Student Survey</b>
	<b>Task Forces (e.g., Transitional Education, Learning Center)</b>
	<b>Faculty Fellowships: advising, mentors, U110 Template</b>
	<b>**Gateway Program</b>
<b>Process Assessment</b>	<b>Qualitative Assessment of Program Processes (e.g., focus groups, personal interviews, questionnaires).</b>
	<b>Reports Displaying Participation Rates by Basic Demographics</b>
	<b>*National Survey of Student Engagement</b>
	<b>Course Participation and Enrollments</b>
	<b>Faculty Fellowships and Instructional Teams</b>
	<b>Self-Studies (e.g., RUSS)</b>
<b>Outcome Assessment</b>	<b>Program Impact on Retention and Persistence</b>
	<b>Program Impact on Academic Performance (GPA's)</b>
	<b>Self-Reported Learning Outcomes (focus groups, interviews, questionnaires, surveys)</b>
	<b>Student Satisfaction</b>
	<b>Student Engagement</b>
	<b>External Reviews (e.g., RUSS)</b>

\* Some campus-wide surveys appropriately serve to help understand students' needs, student activities and engagement, program processes, and the program outcomes.

\*\* Internal on-going program assessments are a critical component of the UC Assessment Framework. These formative assessment activities involve all 3 phases: needs, processes, and outcomes.

## **Program Review and Assessment Committee**

**Thursday, April 11th, 2002**

9:30-11:00 a.m. AO 103

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

### **AGENDA –**

1. Approval of Minutes of the March Meeting.....I. Ritchie
2. Report of Assessment Grants Subcommittee.....B. Jackson
3. Discussion of PRAC Annual Reports for 2002.....T. Banta
4. Small-Group Discussion of Performance Indicators for  
NCA Teaching and Learning Self-Study.....Membership

### **MINUTES –**

Present: W. Agbor-Baiyee, S. Avgoustis, T. Banta, K. Black, D. Boland, C. Guba, S. Heiliger, K. Johnson, D. Koerner, J. Kuczkowski, J. McDonald, S. Milosevich, H. Mzumara, A. Olson, R. Osgood, M. Phillabaum, M. Plummer, I. Ritchie, K. Rome, D. Schuetz, E. Sener, R. Vertner, R. White, G. Williams, C. Yokomoto

#### **Approval of March minutes (I. Ritchie)**

- o Minutes approved

#### **Report of Assessment Grants Subcommittee (C. Yokomoto)**

C. Yokomoto reported that the subcommittee is still awaiting responses from the developers of the postponed proposals. Subcommittee members will contact the developers of the postponed proposals about their responses. Report postponed.

#### **Discussion of PRAC Annual Reports for 2002 (T. Banta)**

T. Banta distributed a handout on the 2001-02 PRAC reports, detailing the reporting options. These reports will be made available to the NCA accreditation

review team for their fall visit. Reports are due at the end of the spring term or June 1, 2002 at the latest.

S. Milosevich, M. Plummer, and D. Koerner requested copies of the Assessment Plan submitted to the North Central Association in 1995.

Yokomoto asked whether this year's PRAC presentations were on the Web. S. Heiliger answered that they are available on the Web and are linked to the minutes at <http://www.planning.iupui.edu/prac/minutes/2001-2002/01-02minutes.html> .

I. Ritchie mentioned that committee members can view and suggest updates to the PULs faculty associates' matrices at <http://www.iport.iupui.edu/OLD%20SITE/matrix.asp> .

### **Small Group Discussion of Performance Indicators for NCA Teaching and Learning Self-Study. (T. Banta)**

Banta asked members to form four groups to discuss the Teaching and Learning major performance indicators/objectives. The purpose of the discussions was to provide the NCA Steering Committee with guidance on IUPUI's strengths and weaknesses in these areas. She asked that each group assign a traffic light designation and explain why that designation is appropriate for each of two assigned performance objectives from the blue handout.

- Green is at or above desired level
- Yellow is slightly below desired level
- Red is significantly below desired level
- "I" means that improvement is underway

She further asked each group to complete the green worksheet, with particular attention to question three: "Why would you make this assessment? That is, on what basis would you make your argument? Are any of the performance indicators in the right columns of the matrix helpful? Would you add other indicators? If so, what would you add?"

Ritchie asked how this information would be used. Banta explained that the information will be useful to Susan Kahn as she writes the Teaching and Learning self study.

The committee divided into four groups to work on the task.

#### **GROUP 1**

A1. *Maintain teaching as an institutional priority*

D. Boland reported that the group designated this objective as yellow, green, and improving. She noted that while institutional resources dedicated to this objective have significantly improved, there is often a disconnect between campus priorities and school/disciplinary priorities for teaching. Department chairs seem to value research over teaching and this message is what gets communicated to faculty. In many departments, faculty are expected to bring in external funds.

**Individual comments:** 1. Over the years, the administration has made available more resources and has recognized and supported teaching and encouraged faculty to collect, review, and utilize evidence of student accomplishments. 2. Faculty are focused, generally, on research in order to survive professionally. Therefore, teaching is an institutional priority, but this emphasis has not evolved to a level that might be exemplified by a four-year teaching college.

**Additional Indicators:** The group suggested that faculty members' reputation/recognition for teaching excellence and their publications on teaching might be additional indicators of effectiveness.

*A2. Provide adequate resources for teaching*

Boland noted that the group gave this objective a red light. The group found it difficult to judge the objective because of disparity among the sub-indicators. Class size often is dictated by resources. Group members believed that the current expectation of a minimum enrollment of 10-15 students per section in some departments slows student progress and/or increases faculty workloads. Workloads are affected because faculty members often work with students in independent study courses to substitute for canceled sections; these independent study courses do not count as part of faculty workload. In addition, advisors/faculty often allow students to substitute courses that may not be entirely comparable to the canceled sections, depriving students of potentially richer learning experiences.

She added that IUPUI lacks sufficient facilities for celebrations of student success and the like. There is little time available for curriculum and professional development. The group felt that technology resources on campus are good, but was concerned that current budget constraints may impede further growth in this area.

**Individual comments:** 1. Physical facilities, e.g., classrooms, severely need improvements. 2. Technology is great, campus-wide, but support of specialty needs at unit levels is almost non-existent in some areas. 3. Curriculum development effort is good. 4. Control over class size and available class sections is severely limited.

**Group 2**

*A3. Maintain and enhance inclusiveness in the curriculum*

K. Johnson reported that the group assigned this objective a yellow light and improving. Group members also suggested that the objective be changed to read: "Student opportunities to become aware of/exposed to a variety of other cultures and belief systems within the curriculum and other campus experiences." The group believed that curricula cannot be all-inclusive and that co-curricular experiences can also contribute to student learning about other cultures and belief systems.

**Additional indicators:** 1. General education comparative culture requirements. 2. Minority Scholars Program and targeted scholarships. 3. Programs and departments specifically devoted to this area (Women's Studies, African-American Studies, Anthropology, etc.). 4. Student/Instructor groups (like Black Engineers, etc). 5. Hiring and retention of faculty and students from different cultures. 6. Priority given to international experiences and related activities. 7. Faith in the Academy and similar groups for faculty and staff and/or students. 8. Ethics classes and other ethics components in various programs.

**Other suggestions:** Change the evaluation form to include the possibility of combining an "I" rating with "G", "Y", or "R." Make sure that this kind of information is collected in a central place to minimize chances of overlooking evidence.

*A4. Use of evidence of student learning to guide teaching and curricular improvement*

The group assigned this objective a yellow light and improving also. They suggested that the objective be changed to read: "Use of assessment results to support and enhance effective teaching and student learning and course and curriculum changes."

**Additional indicators:** 1. Gateway initiatives. 2. Learning Communities. 3. Institutional grants for work on assessment.

**Other suggestions:** The group suggested that the indicator "Course-embedded assignments for electronic student portfolio" be revised to emphasize the evaluation or assessment of the assignments, not their number. Finally, the group recommended that the indicator "PRAC reports" include a more specific statement about the PRAC reports as sources of information on use of assessment evidence and resulting improvements.

### **Group 3**

*B1. Continually improve students' general and major-specific learning outcomes.*

E. Sener reported that the group did not reach a consensus on what light to assign this objective. Three out of five gave this objective a green light, while two

said it was improving. They did not feel knowledgeable enough to make overall judgments about the status of this objective at the campus level.

**Individual comments:** 1. I do not know exactly what is going on in each school and/or department. I think a better approach to this undertaking would have been to start at the department level and go up. 2. Most schools are making efforts to establish and measure learning outcomes, but they are not where they would like to be in implementing this goal. Once a good foundation of measurable learning outcomes is established, it will take years to realize improvements. 3. I sense that not all schools have complete assessment programs/findings. From the school oral reports, it appears that schools have integrated learning outcomes across the curriculum to varied extents. Would rate this as Y+. 4. We are moving toward assessing everything we do. Assessment is a part of IUPUI's vocabulary.

**Additional indicators:** 1. Results from the department's campus-initiated program review. 2. Department self-studies and accreditation reports for external bodies. 3. Other accountability measures for schools' attention to the principles – efforts like PRAC that pull schools together to work as one. 4. A list of new courses, new certificates, and new minors since last NCA study (curricular enhancements).

*B2. Enhance quality of the learning environment.*

Three of five members gave this objective a yellow light, while two gave it a green light. Sener suggested that indicators of improvement of the learning environment might include establishment of new labs, professional registrations for faculty, and internal reviews of departments.

**Individual comments:** 1. Enrolled student and alumni surveys continue to show students' overall satisfaction with faculty, curriculum, facilities, etc. I rate this area higher. Experiential work opportunities, e.g., internships, appear to be on the rise. Employer support of career fairs, talks to classrooms, clubs, etc., is very high or steady. These all add an element of realism to the learning environment, albeit an off-campus/workplace extension of the classroom. 2. My personal knowledge regarding students' satisfaction with the quality of teaching in and outside their majors at IUPUI is extremely limited. My guess is that it is improving but could improve more??. Rating Y+ or Y. 3. Still think student co-curricular could have a higher rate of participation.

**Additional indicators:** 1, Development of labs for specific area/discipline use. 2. Internal and external grants to revise curriculum and teaching. 3. Presentations on teaching and learning at professional meetings. 4. Attendance at teaching and learning conferences. 5. Add some student feedback; uniform student evaluations. 6. How do you measure time faculty spend with students outside class? 7. Percent of faculty in professional schools holding professional registrations. 8. Number of years faculty have spent

practicing what they are teaching. 9. Student and faculty involvement in service learning. 10. Number of different types of learning environments employed (e.g. field trips, lab work, etc.).

#### **Group 4**

*B3. Support and demonstrate student academic progress and achievement.*

This group felt they needed more information to designate a light for these objectives, since they didn't have the appropriate data. The group's general sense was that this objective may be between a red and yellow light because of the campus-wide focus on improving retention.

**Additional comments:** Clarify "honors distinctions" to include both 1. GPA-based honors--grad with honors, and 2. GPA + other-based honors—Top 100, Dean's list.

**Additional Indicators:** 1. Top 100 students. 2. Internship opportunities. 3. Dean's list/honor distinctions. 4. Scholarships.

*B4. Produce graduates who contribute to their professions and communities, economically, socially, and culturally*

**Additional Indicators:** 1. Alumni survey. 2. Exit interviews. 3. Alumni Association survey. 4. Alumni giving rates. 5. Local publications listings (top people, e.g., IBJ or Star). 6. Exit interviews at school level. 7. Alumni news (self-reported)—e.g., new job. 7. Community service. 8. College/university partnerships. 9. Internships. 10. Identify IUPUI student rankings from national publications. 11. Offer a "JAG brag" pin to those alumni who report news of new jobs/promotions.

Banta thanked the groups and explained that these objectives are based on IUPUI's strategic plan. She suggested that PRAC will become the primary overseer of these Teaching and Learning objectives. The plan is to revisit these in the fall. Banta will bring in V. Borden and M. Wince of IMIR to present data from the National Survey on Student Engagement (NSSE) and other surveys administered recently to enrolled students and alumni, respectively.

Plummer asked whether NCA will be comparing us in teaching and learning to peer institutions and, if so, how we measure up. Banta explained that it is difficult to find comparative national data. The NSSE is one resource; graduation rates and grades are another.

Banta added that she believes PRAC's work on assessment, and the fact that we are addressing our problems, means that we are further along than many other institutions of our size and complexity. She hopes that the next time we revisit

these objectives the group will feel more confident about discussing IUPUI's progress campus-wide.

**NEXT MEETING**  
**May 9<sup>th</sup>, 9:30-11:30**  
**AO 103**

# Program Review and Assessment Committee

## *Annual Reports for 2001-02*

Sometime during the summer of 2002 NCA reviewers will begin to peruse the IUPUI self-study at [www.iport.iupui.edu](http://www.iport.iupui.edu). A prominent component of that site will be the school annual assessment reports currently posted to the PAII website ([www.planning.iupui.edu](http://www.planning.iupui.edu)). We certainly want to be sure that every school is represented there with a current report by **June 1, 2002** at the latest.

PRAC representatives from several schools have expressed interest in providing a summary of progress in assessment that has occurred over the past several years. This would make an excellent introduction to an update of the matrix that has served as the basis for PRAC reports in recent years.

Other representatives have responded conscientiously to the questions that have guided the oral presentations this year and may prefer to submit an annual report based on their oral presentation.

Still others may wish simply to continue the process of updating the matrix to which the school began to contribute years ago.

Thus there are at least three ways to complete your school's assessment report for 2001-02:

- 1) Complete the matrix\* as initiated previously (continue your usual method of reporting).
- 2) Add a history of assessment in your school to the updated matrix.
- 3) Use the presentation you made to PRAC during 2001-02 as the basis for your report.

In any case, please complete your report and submit it to Trudy Banta on email or diskette by the end of the spring term, or **June 1** at the latest.

**\*Please Note:** The heading for Column 6 of the matrix we have been using should be changed from "What improvements MIGHT BE based on assessment findings?" to "What improvements HAVE BEEN based on assessment findings?" (Making improvements is no longer a matter for speculation—we have done it!)

**Worksheet on Performance Indicators  
for NCA Self-Study on Teaching and Learning  
April 11, 2002**

1. Performance Objective (circle one):

A1    A2    A3    A4

B1    B2    B3    B4

2. How would you assess IUPUI's performance on this objective?

**G**  
**Green Light**  
(At or beyond  
desired level)

**Y**  
**Yellow Light**  
(Slightly below  
desired level)

**R**  
**Red Light**  
(Significantly below  
desired level)

**I**  
**Improving**

3. Why would you make this assessment; that is, on what basis would you make your argument? Are any of the performance indicators in the right columns of the matrix helpful? Would you add other indicators? If so, what would you add?

## **Program Review and Assessment Committee**

**Thursday, May 9, 2002**

9:30-11:30 a.m. AO 103

Ingrid Ritchie, Chair

Patti Holt, Recorder

### **AGENDA –**

1. Approval of April Minutes .....Ritchie
2. Grants Subcommittee Report..... Jackson
3. Information Literacy Subcommittee Report .....Mzumara
4. Report on April 12 Colloquium, "From Principles to Practice" .....Hamilton
5. Summary of Annual Reports: Implications for the Campus .....Ritchie

### **MINUTES –**

Present: W. Agbor-Baiyee, S. Baker, T. Banta, K. Black, P. Boruff-Jones, C. Dobbs, C. Guba, S. Hamilton, B. Jackson, K. Johnson, S. Kahn, J. Kuczkowski, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, R. Osgood, M. Phillabaum, I. Queiro-Tajalli, I. Ritchie, K. Rome, R. White, C. Yokomoto, N. Young.

#### **Approval of April minutes (I. Ritchie)**

- Minutes approved.

#### **Announcements (I. Ritchie)**

- There are funds available to send two people to the AAHE Assessment Conference in Boston on June 20-23. (An informational handout was distributed.) Members were asked to contact T. Banta's office this week if interested in attending. S. Kahn provided the Web site for more information: [www.aahe.org](http://www.aahe.org).
- A tentative schedule for next year's PRAC meetings was distributed. The first meeting of the new year will be held on Thursday, August 29, 1:30-3:00 p.m. in UL 1126.

#### **Report of Assessment Grants Subcommittee (B. Jackson)**

B. Jackson reported on the three remaining grant proposals:

1. C. Goodwin: This proposal was withdrawn, because the project in question has been completed.

2. R. Lehnen: The remaining questions have been answered satisfactorily; thus, funding for the project has been approved.
3. E. Sener: C. Yokomoto consulted with Sener, who will consider re-submitting a revised proposal next year.

### **Information and Technology Literacy Subcommittee Report (H. Mzumara)**

H. Mzumara reported on the initial work of the Information and Technology Literacy Subcommittee with a brief presentation entitled “Information and Technology Literacy Assessment at IUPUI.” (A copy of his overheads is attached.) He emphasized the need for consistency among teaching, testing, and overall assessment of information literacy and the importance of assessing this skill at multiple points in students’ educational careers.

Jackson asked about the effectiveness of discipline-specific information literacy courses and noted that Martha McCormick and David Sabol are working on this issue for U112. She suggested that Mzumara contact them for more information and added that information literacy testing and training are currently available through NETg.

J. Mac Kinnon asked whether the committee had considered basic information competence, and looked into whether we’re familiar with what students are currently able to do and whether they’re entering IUPUI with basic computer competence. Mzumara replied that the group is looking at all basic competences related to PUL 1e. Mac Kinnon suggested that students are increasingly more computer-literate, but less information-literate. Mzumara agreed and noted that that is why we need to carry out this project—so that we can better understand what students know and how we can improve their skills.

I. Ritchie asked whether competence testing would allow students to test out of basic courses. P. Boruff-Jones replied that the committee hoped that the process would allow students to test out of certain courses. Ritchie also asked whether there was an Advanced Placement test on information literacy. Boruff-Jones responded that she was not aware of an AP test in this area, but thought there might be an I-STEP test. She added that entrance tests and post-test options were being investigated.

W. Agbor-Baiyee asked about the shelf-life of such tests, given that computer technology changes so rapidly. Mzumara said that, like Microsoft certifications, these tests have a self-life and that students would need to update their “certifications” as technology changes. It was further noted that different skills are needed at different times in a student’s program (first year, sophomore,

junior, senior, and entering a career, for example), thus requiring multiple testing points.

J. Kuczkowski asked whether we have a good sense of what is currently required by the curriculum and whether we need to add a test to other kinds of assessment already occurring. He questioned whether we might find ourselves overemphasizing this skill and “teaching to the test,” and noted that we also need to consider the issue of students who transfer in after the freshman year and don’t take the first-year seminar, which introduces students to information literacy, along with the other PULs. Boruff-Jones seconded the concern about the relevance of commercially available tests, adding that the group had been asked to look at Tek.Xam specifically, but is willing to continue investigating the whole issue.

C. Yokomoto asked whether precise definitions of “computer literacy” and “information literacy” exist. Mzumara explained that the committee is currently looking at definitions provided by the Association of College and Research Libraries (ACRL). He agreed that we need to define information and technology (computer) literacy and related levels of competence more clearly. We must also build definitions for IUPUI students, based upon the PULs, that take the role of critical thinking in information literacy into account.

Banta added some background information on this effort. She explained that it began with a request from Dean Plater to check out Tek.Xam. Ultimately, assessment of information and technology literacy will depend on the results of our current initiative to define levels of attainment of the PULs more precisely. She thanked the committee for its work so far, emphasizing that the group has led the way for further work on assessment of the PULs.

Ritchie concluded the discussion by asking whether the committee had discussed whether we necessarily want to test. Mzumara answered that it had and had decided that testing for this skill is important.

### **Report on April 12 Colloquium, “From Principles to Practice” (S. Hamilton)**

S. Hamilton presented the “First Draft Report of the April 12, 2002 Campus Colloquium on the Principles of Undergraduate Learning at IUPUI.” She noted that the document represents an initial effort to define “introductory” and “intermediate” levels of accomplishment of the PULs and, as the product of a single day’s work, is necessarily incomplete. The next step will be to review the document and begin to fill in the missing areas. In particular, the columns on “Knowledge, Skill, or Intellectual Ability” and “How it May be Taught or Learned” need additional work. Hamilton invited PRAC members to review course offerings in their schools that address these items, and, working with their teaching and learning committees, to examine ongoing efforts that might help to complete the document.

Hamilton noted several issues raised by the efforts on April 12. For example, English W131 asks students to accomplish all of the tasks required by PUL 1a. Does this mean, in this case, that the required W131 student portfolio satisfies this PUL? Answering such questions is a next step for all of the PULs as we continue this initiative.

Hamilton initially suggested that she would like to complete the work on introductory and intermediate competences by August. Kuczkowski pointed out, however, that the School of Science Assessment Committee is not scheduled to meet again until September and the same is probably true for many school-level committees. Hamilton replied that we might, in that case, aim for the end of the first semester. Ritchie added that she will plan to reintroduce the document at the August PRAC meeting.

Kuczkowski commented that the document really addresses learning experiences, not just courses, and suggested that students might demonstrate given levels of competence with materials they produce for their jobs or other purposes outside their formal coursework. He noted that we will need to provide students with guidelines for the electronic portfolio so that they understand what is appropriate for inclusion in the portfolio.

Yokomoto asked about the purpose of this process—is it to gather information about what schools are doing or to make teaching of the PULs more uniform across the campus? Will it be communicated to the schools as information or as a new mandate? Hamilton replied that she preferred “coherence” over uniformity and that our purpose is simply to ensure that all students are indeed attaining the outcomes stated in the PULs. Yokomoto further inquired whether we are carrying out this exercise for our own purposes or to satisfy North Central. Are we diverging from the original concept of the PULs whereby schools agreed on outcomes, but were free to determine for themselves how students would work toward these outcomes? Hamilton responded that we are working toward greater consistency of outcomes for first- and second-year students and trying to understand more richly and deeply how students attain these outcomes. In addition, we want to ensure that all schools are taking responsibility for the PULs and for students’ continued development of these skills through the baccalaureate—not assuming that introductory writing courses provide sufficient experience in undergraduate writing, for example.

Banta added that some schools are likely to welcome the guidance and information provided by the document; others may recognize that they are not, in fact, doing everything they can to ensure student mastery of each PUL. Ultimately, this initiative is intended to provide helpful information to the schools, so that they are better able to determine how well their students are doing. It is not intended as an extra layer of assessment (grades should already reflect how well students write, think critically, and so on) nor as a way to punish schools or

deans. She compared it to the student satisfaction surveys we conduct; where weaknesses exist in particular schools, those deans want to address these.

Kuczkowski asked where current student e-ports can be found. Are they up on the Web yet? Hamilton replied that the e-ports are not publicly available on the World Wide Web yet. Kuczkowski further inquired about how human subjects issues related to the e-ports will be addressed. Noting that in addition to human subjects issues, developers of the e-port are also concerned with copyright issues, Hamilton explained that the e-port Security Subcommittee has worked closely with Kenny Crews. The e-port design incorporates multiple levels of security; students can control who has access to each piece of work uploaded to their portfolios. At the tightest level of security, only the course instructor will have the ability to view any given item placed on a student's portfolio; at other levels, students might choose to allow members of the IUPUI campus community to view an item or might make the item open to anyone on the Web. Students will also be able to give access to items on their portfolios to specified individuals, such as potential employers, for a specified period. In addition, the design will allow students to go back and customize security levels for portfolio items at any time.

Kuczkowski asked whose responsibility the e-ports would be—the university's? Schools? Departments? Will they be mandatory and is there an implementation deadline? Hamilton said that she hoped to conduct beta testing this fall, so that we can make the portfolios mandatory by Fall 2003. Issues of responsibility will need to be decided by the administration and faculty governance. Jackson suggested that the next phase of beta testing for the student e-ports should be done through University College, since the testing will be occurring in UC courses.

I. Queiro-Tajalli asked for a summary of the questions posed during this discussion, as they had raised new concerns for her. She would like to see a summary of the goals, design, ways in which the e-ports will be used, and other ramifications of this initiative. Banta suggested that it would be useful for the e-port Steering Committee to provide a white paper on this topic for the benefit of the entire campus.

### **Summary of Annual Reports: Implications for the Campus (I. Ritchie)**

Ritchie explained that the PRAC Steering Committee had met to discuss recurring themes in the school reports presented at PRAC meetings throughout this year and to begin developing a set of recommendations based on these themes. She handed out a set of draft recommendations from the meeting and asked the group to skim the list and suggest revisions.

Agbor-Baiyee commented that the wording for Bullet 4, Item 1 ("Establish faculty development grants that include assessment in the guidelines") was ambiguous.

Banta explained that the oral school reports suggested a need for faculty development in the area of assessment and that grants for faculty to gain further expertise in assessment might be one solution. The item will be reworded to make clear that these would be grants for projects aimed at developing faculty expertise in assessment. Kahn further suggested that grant recipients be required to make a presentation or give a workshop on how their project could be applied to assessment in practice.

Kuczkowski mentioned that the National Academic Advising Association has an excellent model for grants that provide opportunities to gain expertise; prospective grantees must submit a plan explaining how they will use that expertise, if funded.

Jackson agreed that faculty need more support to increase their expertise in assessment and suggested that, in addition to providing additional support for faculty to attend assessment conferences (as recommended in Bullet 6, Item 1), we consider developing and providing additional on-campus assessment workshops.

Ritchie asked for comments on Item 2, "Increase student involvement in assessment."

Agbor-Baiyee said he was unsure about the meaning of bullet 2, "Embed assessment in course assignments and examinations so that it's not an add-on activity for faculty or students." Mac Kinnon explained that the idea is to include work to be used for assessment purposes within students' regular graded assignments and tests, rather than making assessment an "add-on" activity. For example, a reflective paper written at the end of a course might serve as the basis for assessment.

Kahn referred to the R110 Fundamentals of Speech Communication course, where course assignments are used for assessment purposes. She noted that this recommendation was included because of comments in the school reports throughout this past year about the difficulty of getting students involved with assessment when they view it as an "extra" activity that is not part of regularly assigned coursework.

K. Johnson asked to hear more about the purpose of approaching assessment in this way—is it to see whether a student has learned particular aspects of the course material? Kuczkowski explained the process he uses of looking first at individual test grades and then looking across an entire class to see how well students did as a group on test items. If only 40 percent of students answered a question correctly, then he might rethink his approach to teaching this material.

Banta noted that in addition to considering how well students may have learned material, there is also the question of how well a particular assignment worked. What did students get out of it?

Johnson suggested that this bullet might be reworded to include the idea of encouraging and assisting faculty in determining how to use course assignments for assessment purposes and how to make assessment more meaningful to students. R. White commented that faculty may still interpret this as another extra task they are expected to do.

Agbor-Baiyee suggested having students who have just completed a course assess the course objectives and how well they were met. Banta observed that Queiro-Tajalli has used this method with students, asking them which assignments had helped them meet course objectives.

Ritchie concluded the discussion and invited more feedback. Once feedback has been received, the Planning Committee will meet again to revise the recommendations.

### **NCA Update**

Kahn passed out new outlines for the special emphasis self-study on teaching and learning and explained that the organization of the self-study narrative had been revised. Rather than being organized around the objectives and indicators in the strategic plan, the self-study narrative will focus on major themes IUPUI has pursued in the area of teaching and learning. Organizing the material in this way should allow us to include the critical information relevant to the objectives and indicators, but with less redundancy.

Kahn reviewed the prospective themes (see attached draft outlines) and briefly explained what would be addressed within each theme. She invited suggestions for examples, major topics, or other ways of conceptualizing the themes.

Suggestions for examples under the major themes included:

- Under “Resources and Support” for teaching: Faculty learning communities—Agbor-Baiyee
- Under “Resources and Support” for teaching: Fostering an environment for instructional teams—Kuczkowski
- Under “Engagement in Learning”: The Honors Program; directed readings and writings—Johnson
- Under “Resources and Support” for learning: The Minority Research Scholars Program (featured on the cover of *Black Collegian* last year) and

other focused scholarships, like Masarachia Scholarships for students pursuing careers in community service (information available from Gail Plater's office)—Kuczkowski

- Under “Resources and Support” for learning: Special opportunities for international students—Ritchie
- Under “Resources and Support” for learning: The Hesburgh Award—Kuczkowski

Kahn asked for feedback within the next two weeks.

### **Concluding Remarks (T. Banta and I. Ritchie)**

Banta explained that PRAC may want to become involved in the new faculty orientation process; this would give us an opportunity to introduce the PULs and assessment grant opportunities to new faculty members. The general consensus of the group was that they would like to be involved.

She also reminded the group to send in information for the PUL matrices on the portfolio/self-study. We are particularly anxious to have information on improvements made this year—our NCA team will want to see the currently empty cells filled in.

Ritchie and Banta thanked the group for their hard work over this past year and wished everyone a good summer.

**NEXT MEETING**  
**August 29, 1:30-3:00 p.m.**  
**UL 1126**

SECOND DRAFT REPORT OF APRIL 12, 2002 CAMPUS COLLOQUIUM ON  
THE

Principles of Undergraduate Learning at IUPUI

Sharon Hamilton  
June 30, 2002

Key: Introductory competence is represented in regular type  
Intermediate competence is represented in **boldface**

Competencies that are the same for both, but are demonstrated developmentally, are in *italics*

**(Based on comments from faculty on the Program Review and Assessment Committee in addition to faculty who attended the April 12 Colloquium. The next step will be to distribute this report to relevant departments for input from a wider range of faculty. Specifically, we will ask faculty for three kinds of assistance:**

- 1. to modify current descriptions of introductory or intermediate competence for clarification;**
- 2. to add areas of competence not mentioned (or to suggest deleting some that are);**
- 3. to refer to particular courses or course assignments that would enable students to demonstrate introductory or intermediate competence as presented in the document.)**

**PUL 1 (a)**

**Core Communication and Quantitative Skills:** These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

- a) express ideas and facts to others effectively in a variety of written formats**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students identify their intended audience for each piece of writing (Introductory)</p> <p><b>1. Students analyze audience needs and articulate how their writing responds to these needs (Intermediate)</b></p>	<p>W131: any final draft</p> <p><b>W132, W231, or W233 any final draft</b></p>
<p>2. Students demonstrate their awareness that different audiences have different rhetorical needs</p> <p><b>2. Students demonstrate relationship between their rhetorical choices and the needs of their intended audience</b></p>	<p>W131: Writer's Statement for final draft</p> <p><b>R110: Audience analysis W132 and W231: Writer's statements that discuss and demonstrate this relationship</b></p>
<p>3. Students identify characteristics of their own writing processes within the context of awareness of different writing processes</p> <p><b>3. Students utilize different writing processes for different rhetorical tasks.</b></p>	<p>W131: Writer's Statement for final portfolios</p> <p><b>3. Writer's statement that outline different writing processes for different kinds of writing tasks, possibly in different disciplinary areas.</b></p>
<p>4. Students write clearly, selecting language and style appropriate to the function and audience of the text</p> <p><b>4. Students write clearly and effectively, selecting language and refining their style appropriately to the function and audience for their text.</b></p>	<p>W131: any final draft</p> <p><b>Any combination of written report, essay, critique, or analysis at the 200-level or above. Preferably 2-3 different kinds of examples.</b></p>
<p>5. Students use focus and specificity of details or examples to develop their ideas.</p> <p><b>5. Students employ a wide range of specific details and examples to develop, support, and extend their ideas. These details and examples are relevant and significant; students also include awareness of details and examples that might contradict their ideas.</b></p>	<p>W131: any final draft</p> <p><b>Any paper, report, essay, critique, explanation, or written discussion – in final draft form – from any course at the 200-level or higher.</b></p>
<p>6. Students identify the purpose or function of their writing, within the context of awareness that there are several reasons for writing</p> <p><b>6. Students demonstrate their ability to write for a variety of purposes and functions.</b></p>	<p>W131: Writer's Statement for final portfolio</p> <p><b>Any combination of paper, report, essay, critique, explanation, or written discussion – in final draft form – from any courses at the 200-level or higher.</b></p>
<p>7. Students use conventions and format appropriate to function and audience.</p> <p><b>7. The function of the writing is in complete accord with the rhetorical choices of the writer, including tone, style, format, vocabulary,</b></p>	<p>W131: any final draft</p> <p><b>Any paper, report, essay, critique, explanation, or written discussion – in final draft form – from any course at the 200-level or higher</b></p>

<b>degree of specificity, and organization.</b>	
8. Students gather, use, and cite information properly  8. Students employ a range of sources, cited and referenced appropriately according to a recognized citation scheme (MLA, APA, or Chicago Manual) to develop their ideas.	W131: assignment requiring sources  Any paper from any course at the 200-level or beyond that requires source material.
9. Students organize content effectively  9. Students use a variety of organizational patterns as an effective rhetorical strategy to achieve different purposes for different audiences in different disciplines.	W131: any final draft  Any combination of paper, report, essay, critique, explanation, or written discussion – in final draft form – from any courses at the 200-level or higher.

### PUL 1 (b)

**Core Communication and Quantitative Skills:** These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

#### b) Comprehend, Interpret, and Analyze Texts

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
1. <i>Students draw upon a repertoire of reading strategies when reading different kinds of text</i>  <b>(??? I have put these in italics on the assumption that the skill is the same at the introductory and intermediate levels, but the manner of demonstrating the competence is different. However, if you think that a more developmental iteration of this skill should be articulated for any or all of these seven aspects of comprehending, interpreting, and analyzing texts, please feel free to make some suggestions)</b>	Critical Inquiry Courses UC112; appropriate assignment  Gateway courses: juxtapose different genres and provide pre-reading questions (demonstrated with papers from at least two different kinds of text)
2. <i>Students identify the main idea of a passage</i>	Critical Inquiry Courses UC 112: appropriate assignment

???	<b>Gateway courses or 200-level courses: Reader-response papers; any appropriate, relevant assignment</b>
3. Students make and articulate connections between a) <i>ideas in the text and their personal life experiences</i> b) <i>ideas in the text and other course content</i> c) <i>ideas in the text and broader contexts (such as an historical context, or another course, or societal issues, etc.)</i> ???	Critical Inquiry Courses UC 112: appropriate assignment  <b>Gateway courses or 200-level courses: Written responses; class discussion Compare/contrast assignment Pre-discussion brainstorming exercise</b>
4. Students distinguish among facts, assertions, and opinions ???	Critical Inquiry Courses UC 112: appropriate assignment  <b>Gateway courses or 200-level courses: any appropriate or relevant assignment.</b>
5. Students identify the purpose or function of the text. ???	Critical Inquiry Courses UC 112: appropriate assignment  <b>Gateway courses or 200-level courses: any appropriate or relevant assignment</b>
6. Students evaluate the internal logic of the text. ???	Critical Inquiry Courses UC 112: appropriate assignment  <b>Gateway courses or 200-level courses: any appropriate or relevant assignment</b>
7. Students evaluate credibility of the text and of sources within the text. ???	Critical Inquiry Courses UC 112: appropriate assignment  <b>Gateway courses or 200-level courses: any appropriate or relevant assignment</b>

### PUL 1 (c)

**Core Communication and Quantitative Skills:** These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

#### c) Communicate orally one-on-one and in group settings

<b>KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY</b>	<b>HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED</b>
1. Students identify their own (and each others?) strengths in oral communication ???	R110: Any appropriate assignment.  ???
2. Students assess characteristics of intended audience ???	R110: Any appropriate assignment  ???
3. Students adapt their oral communication to identified and analyzed audience characteristics	R110: Any appropriate assignment

???	???
4. Students identify features of their own paralinguistic or non-verbal communication ???	R110: Any appropriate assignment ???
5. Students apply critical listening skills to the oral communication of others. ???	R110: Any appropriate assignment ???
6. Students employ paralinguistic or non-verbal communication skills effectively ???	R110: Any appropriate assignment ???
7. Students convey a specific purpose when communicating orally ???	R110: Any appropriate assignment ???
8. Students employ effective delivery skills when communicating orally ???	R110: Any appropriate assignment ???
9. Students organize the content of their oral communication effectively to accomplish their purpose ???	R110: Any appropriate assignment ???

#### PUL 1 (d)

**Core Communication and Quantitative Skills:** These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

#### d) Solve problems that are quantitative in nature

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<ol style="list-style-type: none"> <li>1. Students use calculation skills of everyday life (percents, decimals, fractions, operations, etc.) and basic algebra skills to solve mathematical problems</li> <li>2. <b>Given a mathematical problem, students employ additional problem-solving skills appropriate to their areas of interest</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration; models in textbooks; practice; strategies developed in mathematical courses; assignments that require applications to daily life contexts.</li> <li>2. <b>Demonstration, models in textbooks, practice, and other strategies used in mathematical courses; assignments that require students to employ additional problem-solving skills appropriate to their areas of interest.</b></li> </ol>
<p>Students use the information in written descriptions of problems in order to solve them.</p> <p><b>Students recognize when additional information or mathematical tools are required in order to solve a mathematical problem</b></p>	<p>Simple word problems on exams or assignments; assignments that require students to explain how they have used information in written descriptions of problems in order to solve them.</p> <p><b>Assignments that ask students to work with quantitative problems that require additional information or mathematical tools.</b></p>

	<b>Laboratories, textbook exercises, homework, projects relevant appropriate to recognizing the need for and applying additional information or mathematical tools.</b>
Given a graph, chart, or table, students answer basic questions about the information provided and describe relationships among the data.  <b>Given graphs, charts, or statistical information, students identify possibilities and limitations in the potential application of the data.</b>	Assignments that ask students to work with or compile graphs, charts, or tables.  <b>Assignments that ask students to work with or compile graphs, charts, or tables and require them to articulate the possibilities and limitations in the potential application of the data; laboratories; Internet searches; textbook graphics; homework projects</b>
Students interpret symbolic language when it is presented in problems.  <b>Given an application, students collect data and use basic statistical language to describe that data.</b>	Assignments that ask students to work with quantitative problems; labs; text exercises; homework projects  <b>Assignments that ask students to work with or compile and interpret statistical information; laboratories; Internet searches; textbook readings; homework; projects</b>
Students identify one or more potential approaches to solving problems.  <b>Students analyze potential approaches and implement effective solutions in problem solving.</b>	Assignments that ask students to work with quantitative problems, using more than one approach; labs; textbook exercises; homework; projects.  <b>Assignments that ask students to work with quantitative problems, identify possible approaches to solving the problem, and articulate reasons for their choice; laboratories; textbook exercises; homework; projects.</b>

### PUL 1 (e)

**Core Communication and Quantitative Skills:** These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

- e) **Make efficient use of information resources and technology for personal and professional needs.**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
---	--

<p>1. Students effectively interact with multiple computer programs and platforms to create, edit, save, and manage files.</p> <p><b>1. ???</b></p>	<p>UITS training (Steps; ProSteps; NETg) and Knowledge Base (<a href="http://kb.iu.edu">http://kb.iu.edu</a>) CPT 106 First Year Experience Courses Discipline-specific information literacy courses Demonstration of competence will include one or more assignments that draw(s) upon more than one computer program and/or platform.</p> <p><b>???</b></p>
<p>2. Students use university-specific online applications (Oncourse; IUCAT, email)</p> <p><b>2. ???</b></p>	<p>Threaded class discussion; evidence of use of Oncourse or e-mail or IUCAT.</p> <p><b>???</b></p>
<p>3. Students use the following kinds of software:\</p> <ul style="list-style-type: none"> <li>a) communication software (email; chatrooms, etc.)</li> <li>b) presentation software/graphics</li> <li>c) word processing software</li> </ul> <p><b>3. ???</b></p>	<p>Assignments requiring evidence of use of communication software; presentation software, and word processing software.</p> <p><b>???</b></p>
<p>4. To complete assignments, students make use of</p> <ul style="list-style-type: none"> <li>a) web browsing</li> <li>b) basic computer operating systems</li> <li>c) databases; spreadsheets; statistical software (as appropriate or applicable)</li> </ul> <p><b>4. ???</b></p>	<p>Assignments requiring evidence of use of web browsing, basic computer operating systems, databases or spreadsheets or statistical software.</p> <p><b>???</b></p>
<p>5. In locating information resources, students:</p> <ul style="list-style-type: none"> <li>a) determine extent of information needed</li> <li>b) recognize when additional information is needed</li> <li>c) identify appropriate types of information</li> </ul> <p><b>5. Students can locate and use discipline-specific library resources (databases, etc.)</b></p>	<p>Assignments that require students to determine the extent of information they need for the assignment; recognize when additional information is needed; and identify appropriate types of information.</p> <p><b>Librarian-led sessions in classes One-on-one sessions with librarians Demonstrated through assignments that require students to locate and use library resources, data bases, etc.</b></p>
<p>6. Students access needed information efficiently and effectively</p> <p><b>6. ???</b></p>	<p>Assignments that require students to reflect on their process of accessing information.</p> <p><b>???</b></p>
<p>7. Students evaluate information sources critically, including legal and ethical issues</p> <p><b>7. ???</b></p>	<p>Assignments that require students to evaluate their information sources critically, including legal and ethical issues related to using information.</p> <p><b>???</b></p>
<p>8. Students organize and use information effectively to accomplish a specific purpose</p> <p><b>8. ???</b></p>	<p>Assignments that require students to organize and use information effectively to accomplish a specific purpose.</p> <p><b>???</b></p>

## PUL 2

**Critical Thinking**: The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- a) analyze complex issues and make informed decisions;
- b) synthesize information in order to arrive at reasoned conclusions;
- c) evaluate the logic, validity, and relevance of data;
- d) solve challenging problems; and
- e) use knowledge and understanding in order to generate and explore new questions.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. Students demonstrate an openness to critical thinking by</p> <ul style="list-style-type: none"> <li>a) raising questions about ideas being explored/discussed</li> <li>b) developing skills of rational inquiry and skepticism</li> <li>c) pursuing ideas raised by intellectual curiosity</li> <li>d) participating in class discussions</li> <li>e) drawing upon their observation skills</li> <li>f) identifying and articulating problems related to their academic studies, or life, or society</li> <li>g) articulating their problem-solving processes, including steps taken</li> </ul> <p>1. <b>Students maintain their openness to critical thinking by</b></p> <ul style="list-style-type: none"> <li>a) <b>raising questions about ideas being explored/discussed</b></li> <li>b) <b>developing skills of rational inquiry and skepticism</b></li> <li>c) <b>demonstrating intellectual</b></li> </ul>	<p>Critical Inquiry Courses UC 112: All pertinent assignments; Any appropriate assignments and class discussions in 100-level courses.</p> <p>Any appropriate or relevant assignments or class discussions in Gateway and 200-level courses.</p> <p>???</p>

<p><b>curiosity</b>  <b>d) participating actively in class discussions and activities</b></p>	
<p>2. Students consider multiple perspectives in their work by</p> <ul style="list-style-type: none"> <li>a) discerning, comparing, and contrasting varying perspectives and sources of information</li> <li>b) recognizing the difference between a perspective and its source</li> </ul> <p><b>2. Students apply multiple perspectives to an example of problem-solving or writing</b></p>	<p>Critical Inquiry Courses: UC 112; Introductory Anthropology courses; Introductory Religious Studies courses; Introductory Philosophy courses; Introductory History courses; Introductory Literature courses.</p> <p>Demonstrate with any assignment from the above or other pertinent 100-level or Gateway courses that requires students to consider and analyze multiple perspectives, and requires students to recognize the difference between a perspective and its source.</p> <p><b>Any assignment in a Gateway or 200-level course that requires students to apply multiple perspectives to an example of problems-solving or writing.</b>  <b>???</b></p>
<p>3. Students employ habits of logical thinking by</p> <ul style="list-style-type: none"> <li>a) identifying the logic of their own thinking;</li> <li>b) sorting evidence and sources of evidence according to credibility and relevance;</li> <li>c) recognizing and tolerating ambiguity and/or incomplete data.</li> </ul> <p><b>3. Students employ habits of logical thinking by</b></p> <ul style="list-style-type: none"> <li>a) critiquing own thinking</li> <li>b) selecting and explaining choice of appropriate resources</li> <li>c) analyzing concepts</li> </ul>	<p>Critical Inquiry Courses: UC 112: any pertinent assignment; Introductory Philosophy; Introductory Anthropology; Introductory Sociology.</p> <p>Demonstrate with any assignment that requires students to articulate the logic of their own thinking, to sort evidence and sources of evidence according to credibility and relevance; and to recognize and tolerate ambiguity or incomplete data.</p> <p><b>Any assignment from a Gateway or 200-level course that requires students to critique their own thinking, select and explain their choice of resources, and analyze the concepts they present.</b>  <b>???</b></p>
<p>4. Students demonstrate their application of critical thinking by</p> <ul style="list-style-type: none"> <li>a) organizing information for problem-solving;</li> <li>b) demonstrating basic knowledge and use of symbolic representation of information;</li> <li>c) identifying components of context that influence problem-solving activity;</li> <li>d) demonstrate respect for multiple perspectives</li> </ul> <p><b>4. Students demonstrate their application of critical thinking by:</b></p> <ul style="list-style-type: none"> <li>a) making reasonable inferences from observations and evidence</li> <li>b) identifying and using discipline-specific problem-solving framework(s)</li> <li>c) applying previously learned concepts to new situations</li> <li>d) applying multiple perspectives in an</li> </ul>	<p>Critical Inquiry UC 112: any relevant or applicable assignment(s); applicable assignments from Gateway or Introductory courses that require students to organize information for problem-solving, demonstrate basic knowledge and use of symbolic representation of information, identify components of context that influence problem-solving ability, and demonstrate respect for multiple perspectives.</p> <p><b>Any assignments from Gateway or 200-level courses that require students to make inferences from observations and evidence, identify and use discipline-specific problem-solving framework(s), apply previously learned concepts to new situations, and apply multiple perspectives in an example (not every assignment needs to demonstrate all the above; students may use more than one assignment to demonstrate this</b></p>

example	level of competence).
<p>5. Students apply their critical thinking skills by</p> <ul style="list-style-type: none"> <li>a) generating original questions</li> <li>b) examining new information in context of existing or previous knowledge.</li> </ul> <p><b>5. Students apply their critical thinking skills by</b></p> <ul style="list-style-type: none"> <li>a) incorporating concepts and theory in the generation of questions</li> <li>b) applying previously learned information to new situations</li> <li>c) applying problem-solving strategies in realistic but guided or supervised setting</li> <li>d) working collaboratively in groups</li> </ul>	<p>Critical Inquiry Courses UC 112: any appropriate assignment.</p> <p>Any assignment(s) from any Gateway or 100-level course(s) that require(s) students to generate original questions and examine new information in the context of previous or existing knowledge.</p> <p><b>Any assignment(s) from any Gateway or 200-level course(s) that require(s) students to incorporate concepts and theory in the generation of questions, apply previously learned information to new situations, apply problem-solving strategies in a realistic but guided or supervised setting, and work collaboratively in groups. Group participation may be shown in a brief video.</b></p> <p>???</p>

### PUL 3

#### Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- a) enhance their personal lives;
- b) meet academic and professional standards and competencies; and
- c) further the goals of society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. Students recognize and identify 2-way connections of course concepts within personal, professional, and social situations</p> <p><b>1. Students analyze and synthesize 2-way connections of course concepts with personal, professional, and social situations</b></p>	<p>UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and report on the connections within personal, professional, and social situations.</p> <p><b>Any Gateway or 200-level course assignment that requires students to research a situation and role play problems or cases that have students analyze or synthesize connections among course concepts and personal, professional, and social situations.</b></p> <p>???</p>
<p>2. Students analyze and synthesize 2-way connections of course concepts within personal, professional, and social situations</p> <p><b>2. Students evaluate and apply 2-way connections of course concepts within personal, professional, and social situations.</b></p>	<p>UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and role play problems or cases by demonstrating or articulating the connections within personal, professional, and social situations</p> <p><b>Any Gateway or 200-level course assignment that requires students to research a situation and role play problems or cases that have students analyze and evaluate connections among course</b></p>

	<p>concepts and personal, professional, and social situations.</p> <p>???</p>
<p>3. Students recognize the dynamics of change</p> <p><b>3. Students manage the dynamics of change</b></p>	<p>Introductory anthropology. Know OCM (Organizational Change Management)</p> <p><b>Organizational Change Management</b></p> <p>???</p>
<p>4. Students recognize follow-up feedback mechanisms ???</p> <p><b>4. Students follow through on implementation and feedback mechanisms ???</b></p>	<p><i>Know CCC Lifelong learning</i> <i>Integrator courses</i> <i>Link courses</i> <i>Interdisciplinary majors</i></p> <p>???</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:

- a) **Intellectual depth** describes the demonstration of substantial knowledge and understanding of at least one field of study.
- b) **Intellectual breadth** is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
- c) **Intellectual adaptiveness** is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED
<p>1. Students articulate the idea that different disciplines/subdisciplines approach problems with different methods and different perspectives.</p> <p><b>1. Students identify assumptions, core beliefs, premises, and/or major concepts of different disciplines and/or subdisciplines.</b></p>	<p>Windows on Science: any pertinent assignment. Any assignment(s) from Gateway Courses or Critical Inquiry courses that require students to articulate differences in method and perspective among different disciplines.</p> <p>Show historical relationships among different approaches (e.g. behavioral psychology as reaction against psychoanalytic approach)</p> <p><b>Assignment(s) from any Gateway or 200-level course(s) that compare and contrast different opinions and approaches (e.g. through comparing readings that take different perspectives or express different opinions)</b></p>
<p>2. Students apply discipline-specific criteria to determine and evaluate reliability of information.</p> <p><b>2. Students demonstrate foundational knowledge of a discipline (e.g. artist's portfolio)</b></p>	<p>Assignments that ask students to apply discipline-specific criteria, such as "the scientific method," to a given case or problem</p> <p><b>Any assignment in a 200-level or Gateway course that addresses the foundational knowledge of their major.</b></p> <p>???</p>
<p>3. Students adapt communication of ideas to</p>	<p>W131; R110; any Gateway or 100level course that</p>

different situations and audiences.	requires students to write or speak about issues in different contexts.
<b>3. Students express orally or in writing several perspectives on an issue.</b>	<b>Assignment from any Gateway or 200-level course that requires students to model different approaches to an issue or problem.</b> <b>???</b>
4. Students express orally or in writing their own perspectives and knowledge about an issue.	W131; R110; W130; UC 110; and Gateway or 100-level course assignments that requires students to express orally or in writing their own perspectives and knowledge about an issue.
<b>4. Students express orally and in writing perspectives different from their own.</b>	<b>Any Gateway or 200-level course assignment that requires students to apply different perspectives, including perspectives different from their own, to an issue or a problem.</b> <b>???</b>

### 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. This skill is demonstrated by the ability to:

- a) compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- b) analyze and understand the interconnectedness of global and local concerns; and
- c) operate with civility in a complex social world.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p><i>1. Students assess their own beliefs, attitudes, and behaviors regarding society and culture, including their characteristics, origins, strengths, and limitations</i></p> <p><b>(The assumption in these italics is that the skill is the same for both introductory and intermediate levels, but will be demonstrated differently and developmentally. However, this assumption may not be correct. Please feel free to suggest Intermediate level competences for any or all four of these ways to understand different</b></p>	<p><i>Anthropology; Religious Studies; Sociology; Literature</i></p> <p><i>Self-reflection paper</i></p> <p><i>Advocacy statements</i></p> <p><i>Oral interviews</i></p> <p><b>???</b></p>

<b>societies and cultures.)</b> <b>???</b>	
2. Students articulate discipline-specific knowledge and understanding of the conditions that contribute to social and cultural development, locally, nationally, and internationally <b>???</b>	<i>Anthropology; Religious Studies; Sociology; Literature</i> <i>Research activities</i> <i>Service learning</i> <b>???</b>
3. Students identify, describe, and critically examine statements and representations about society and culture  <b>???</b>	<i>Anthropology; Religious Studies; Sociology; Literature</i> <i>Debates</i> <i>Position papers</i> <i>Article critiques</i> <i>Film critiques</i> <b>???</b>
4. Students demonstrate respect and civility toward others in a variety of social and academic contexts  <b>???</b>	<i>Anthropology; Religious Studies; Sociology; Literature</i> <i>Group work</i> <i>Collaborative projects</i> <b>???</b>

## PUL 6

### Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

- a) make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and
- b) recognize the importance of aesthetics in their personal lives and to society.

<b>KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY</b>	<b>HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED</b>
1. Students articulate their own system of values* (*values implies ethics, citizenship, and aesthetics)	Case studies, writing assignments, BookMarks series, journals, role-playing, debates, modules in courses, service learning, learning communities
<b>1. Students identify and apply ethics and values in real situations</b>	<b>Attend and discuss cultural events; case studies, writing assignments, BookMarks series, journals, role-playing, debates, modules in courses, service learning.</b>
2. Students explain the elements in their own background that have led to these values.	(Continued from above): special projects, professional journal articles and reflection, directed readings, self assessment, critiques, self-reflection, group discussions.

<p><b>2. Students identify conflicts between their own value system and the value systems of others, or conflicts within their own value system and develop a process to resolve these conflicts.</b></p>	<p><b>Learning Communities, special projects, professional journal articles and reflection, directed readings, self-assessment, critiques, self-reflection, group discussions, internships, guest speakers, attend and discuss cultural events.</b></p>
<p>3. Students link their values to choices of conduct, behavior, citizenship</p> <p><b>3. ???</b></p>	<p>Courses: Gateway, Learning Communities, social and behavioral sciences, humanities (suggestion: ask departments and schools for feedback about what courses address these; bring it back to PRAC, APPC, or wherever appropriate)</p> <p><b>???</b></p>
<p>4. Students demonstrate awareness of other values systems</p> <p><b>4. ???</b></p>	<p>Comparative Culture Courses</p> <p><b>Comparative Culture Courses</b></p> <p><b>???</b></p>
<p>5. Students connect their own value system and the value systems of others to personal and societal consequences</p> <p><b>5. ???</b></p>	<p>Service learning, senior projects; departmental student organizations.</p> <p><b>Service learning, senior projects; departmental student organizations.</b></p> <p><b>???</b></p>

**Revised  
8-9-02**

## **Suggestions from 2001-02 PRAC Presentations for Moving Assessment Forward**

### Involvement in Assessment

1. Increase Faculty Development and Involvement in Assessment
  - Help faculty develop guidelines for incorporating assessment of the Principles of Undergraduate Learning in syllabi
  - Provide access to assessment experts
  - Provide more dollars to support PRAC grants
  - Establish grants that support development of faculty expertise in assessment
  - Support the scholarship of teaching
  - Provide support for more faculty to attend assessment conferences
  - Develop campus-based workshops on assessment
  - Increase support for online teaching
2. Increase student involvement in assessment
  - Provide funds for more involvement of students in assessment-related research and development
  - Assist faculty in determining how to use course assignments for assessment purposes, so that assessment is not viewed as an “add-on” activity by students
3. Engage deans more fully in assessment by stressing benefits to schools (e.g., assuring that students enter the major with certain levels of competence; assuring that introductory courses have aligned goals so that students enter advanced courses with more consistent preparation)
4. Expand the assessment conference—do it more often, include more IUPUI faculty and administrators

### Rewards and Incentives for Assessment

1. Revise promotion and tenure criteria to include assessment
2. Include involvement in assessment in guidelines for teaching awards and honors

### Infrastructure for Assessment

1. Develop a basic general education core with campus-wide committee support to make it happen
2. Increase PRAC time to discuss assessment tools
3. Disseminate effective examples via sharing sessions
4. Increase focus on general education
5. Appoint a PRAC representative to Faculty Council
6. Have an assessment committee in each school
7. Select/develop technology for keeping track of assessment data
8. Provide help in increasing alumni responses to surveys

**Enhance Undergraduate Student Learning and Success**  
**Draft 5/6/02**

- I. Introduction
- II. Engagement in Learning
  - A. Learning Communities (UC programs, Student Life, co-curricular programs and activities, diversity/inclusiveness)
  - B. Active/"Hands-On" Learning (service learning, internships, UROP, PBL, use of pedagogies that encourage engaged, active learning)
  - C. Learning Environments (work on developing a physical environment conducive to student interaction, community, and engagement, including the Learning Environments Committee and the plans for the Campus Center and student residences; also use of technology to create effective learning environments—OnCourse, IUPUI Online)
- III. Resources and Support for Learning
  - A. Library and technology resources
  - B. Off-campus learning opportunities (CLN, distance degree programs)
  - C. UC and other school support services (like the Math Assistance Center, mentoring, advising, etc.)
  - D. The Gateway Program
  - E. Opportunities for minority students (like MEAP and MROP)
- IV. Planning and Assessing for Learning
  - A. PAII, PRAC, IMIR: becoming more intentional and evidence-based in our approach to supporting learning
  - B. The PULs: development, implementation, assessment
  - C. Assessment in the major: approaches, use of results to inform improvement, other themes from PRAC reports
  - D. Use of surveys of current and former students and of employers: what we've learned, how they've fed back into curriculum and pedagogy

## **Support and Enhance Effective Teaching**

### **Draft 5/6/02**

- I. Introduction
- II. Resources and Support
  - A. Faculty development resources (including OPD, FACET, CSL, school programs; note opportunities for Associate Faculty; diversity initiatives)
  - B. Assessment and evaluation resources (PAII, PRAC, IMIR, Testing Center)
  - C. Technology support and initiatives
  - D. Physical facilities
- III. Rewards and Incentives
  - A. Promotion and tenure
  - B. Teaching awards/other recognitions (e.g., Chancellors' Professorships, FACET, internal grants)
  - C. Faculty/Librarian Review and Enhancement
  - D. Full-Time Lecturer Initiative
  - E. Rewards/incentives for Associate Faculty
- IV. Special initiatives and accomplishments, notable innovations
  - A. Support from grants/participation in national initiatives (RUSS, UUPP, Pew Course Redesign, Greater Expectations, Creating Learning-Centered Institutions)
  - B. Gateway Program
  - C. Diversity initiatives
  - D. Technology initiatives
  - E. The Scholarship of Teaching and Learning