Assessing General Education Outcomes in the Disciplines at IUPUI

TABLE I

School (with Majors)	Learning Goals for Majors that Encompass PULs are Specified	Multiple Assessment Measures are in Place	Assessment Findings are Used
Business	Yes	1. Capstone & I-Core project reports 2. Portfolio reviews 3. Professional certification exams 4. Faculty survey based on learning outcomes 5. Surveys for internship supervisors 6. Exit surveys for seniors 7. Student focus groups 8. Employer surveys	Yes Faculty development is occurring and changes are being made in career services that tailor the services to students' needs.
IIUPU Columbus • Division of Business		1 Capstone simulation and I-Core Case reports 2 Surveys for interns and employers 3 Career development portfolios 4 Business partners' feedback 5 Exit interviews with graduates	Yes

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• Division of Education	Yes	1. National PRAXIS exams 2. Locally-developed performance assessments based on national standards (3 program benchmarks) 3. Student, employer, field placement teacher and advisory board surveys	In 2004 redesigned field placement procedures and expectations. Established an advisory board with representation from all field placement sites. In 2005 implemented first of two phases of changes to field experience, created a Field Expereince Handbook for students based on feedback from advisory board and mentor teachers. Will begin internal self-study during Summer 2006 in preparation for state and national program review and accreditation In 2006 will implement second phase of change to field experience expectations.
• Division of Liberal Arts	Yes	1. Course assignments, exams, projects, oral presentations, journals, portfolios 2. Capstone courses	Data across students in a course or across courses will be studied by faculty collectively to determine warranted improvement actions.
• Division of Nursing LPN to ASN Mobility Program RN to BSN Mobility Program	Yes	1. National licensure exam (NCLEX) 2. Clinical performance 3. Practicum / Capstone evaluation 4. Course evaluation including online courses 5. ATI assessments 6. ATI NCLEX blueprint predictor 7. Exit surveys / Focus Groups 8. Alumni survey	Introduction of ATI assessment testing in Spring of 2006 to evaluate students retention of course material plus identifying areas of further study needed in preparation for taking the NCLEX exam. Offered multiple online courses for the RN to BSN program in Spring, 2006 for flexible degree options to students. Redesigning and refining online courses per student evaluations. Use of Focus groups and exit program surveys to evaluate and improve each Nursing program.

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• Division of Science	Yes	1. Assignments, lab reports, project reports 2. Exams, including common finals in some areas 3. Lab practical exams 4. Research proposals and reports, including capstone 6. Presentations (individual and group) 7. State board exams 8. Self-evaluation and supervisor evaluation of practicum experiences 9. Midterm and end of semester course evaluations 7. Employer feedback 8. Alumni feedback	Yes
School of Continuing Studies Associate of Arts in General Studies Bachelor of General Studies	Yes	To the extent they are measured in each of the other academic departments. General Studies students take courses from all of the disciplines on campus. Students are therefore exposed to the PUL's in a variety of ways. The Learning Community and the Capstone, the only courses taught in the major, both cover the PUL's. In the Capstone course, the students create a portfolio of the PUL's from their work both at IUPUI and experientially.	Assessment findings are used to further develop the capstone course, serve as a basis for review and update of the curriculum, and serve as a justification for the development of the Threshold course.
Dentistry • Dental Hygiene	Yes	1. National Board Exam 2. State and regional licensing exams 3. Student focus groups 4. Student exit surveys 5. Alumni surveys	Yes

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Education	Yes	1. National PRAXIS exams 2. Locally-developed performance assessments based on national standards 3. Several student surveys 4. Employer survey 5. Alumni survey 6. Student focus groups	Yes In 2005 the faculty decided to follow-up Benchmark I, completed at the end of block I, by having the faculty use the same instrument at the end of block 2. Students are given feedback on improvements, on-going concerns, and any new concerns arising in block 2. Benchmark III in the elementary program was changed to a reflective piece addressing the student teaching final evaluation completed by the mentor teacher and coach.

Engineering and Technology
  a. Biomedical
        Engineering
	The first BS degrees are planned to be awarded in May of 2008. Some of the first steps in meeting the ABET will be the establishment of an External Advisory Board and the writing of our Program and Educational Objectives. This will happen during the remainder of 2005.	The success of the program will have the following assessment components:
		1. Student learning through student works,
		2. Industry's satisfaction with our graduates using surveys and focus groups,
		3. Alumni satisfaction using surveys and focus groups, and
		4. Matriculation rates, graduation rates, job placement, graduate school admissions, and advancements.
			The new BME Department will take advantage of the internal review process directed by Vice Chancellor Banta's office, the Fall of 2005. A self study is being written this summer and will provide the roadmap for further elucidating and reaching our department goals as well as noting the progress in the ABET process for our new degree. It should be noted that the ABET assessment criteria will be mapped to the campus' Principles of Undergraduate Learning.
			
			We are on track with establishing our department and implementing our new curriculum. We have yet to reach a point of a full assessment where action could be taken. Our first such point will be our IUPUI department review this Fall.

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b. Computer Information Technology	Yes. Our learning goals are embedded in our assessment of our Program Outcomes for ABET TAC accreditation. Each of the Program Outcomes is mapped onto the PULs.	1. Assignments, tests, lab reports, project reports and presentations, final exams in courses 2. Student satisfaction surveys 3. Student exit surveys 4. Alumni surveys 5. Employer surveys 6. Industrial Advisory Board appraisals	Although we are not yet accredited by ABET, we have been using the ABET/TAC program outcomes to help us assess student learning, which we have mapped onto the IUPUI PULs. We have begun to create a more systematic assessment plan. This has been prompted by our plan to seek accreditation under the new ABET IT criteria, and we have recently mapped all course objectives to the new ABET IT criteria. We will be creating a schedule of artifact collection to ensure that all outcomes are assessed within a three-year cycle. In addition we will be mapping the new IT outcomes to the TAC outcomes we have been using so we can use previous assessment results. In addition, we are planning to institute two new assessment measures: surveys of student confidence of his/her knowledge of the course outcomes, and assessment of student internship/project reports. The department will be able to use information from these activities to help us modify the teaching/learning process.

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c. Construction Technology	Yes, on each course syllabus PULs are listed as well as ABET criteria	1. Assignments, lab reports, projects and presentations, final exams in courses 2..Capstone project reports 4. Student satisfaction surveys 5. Student exit surveys 6. Alumni surveys 7. Employer surveys 8. Industrial Advisory Board appraisals	We have mapped these onto the IUPUI Principles of Undergraduate Learning to show that all PULs are thus assessed. We found that for the last calendar year indicate that for the ABET/PUL criteria, students are meeting or exceeding our expectations. In fact, we are concerned with this overwhelming success and will investigate and refine the connection between work items and measurable outcomes to better substantiate this data. As a department and particularly thru our curriculum committee we intend to qualify and quantify the connection between learning objectives and outcomes for core classes ART 117, ART 120, ART 155, CNT 280 and CET 104. Although we have all faculty educated in and involved in the collection of work items and outcomes data, we are not getting the participation of enough faculty for dependable and consistent data collection every semester. And the data we are getting is not as focused on tying student outcomes to student objectives as we would like, thus leading us to a reliance on a few core courses for in depth scrutiny of the impact of changes and improvements in student learning (in both the two and four year programs). These courses assess almost all of our accreditation-based program outcomes and we think will prove to be good indicators of student learning. Additionally exit surveys of students in upper level courses along with surveys of alumni and employers have been done to complement the direct evidence that was obtained by assessing student works.

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d. Electrical and Computer Engineering	Yes. Our learning goals are embedded in our assessment of our Program Outcomes for ABET accreditation. Each of the Program Outcomes is mapped onto the PULs.	1. Capstone project reports 2. Laboratory reports 3. Final exams 4. Hourly exams 5. Student satisfaction surveys 6. Alumni surveys 7. Employer surveys 8. Industrial Advisory Board appraisals 9. Oral presentations 10. Term papers/project reports	The ECE Department undergone accreditation visits in 2002 (computer engineering) and 2004 (both computer engineering and electrical engineering). For our 2002 accreditation visit, a complete cycle of assessment was performed over a period of two years, including an evaluation of our assessment findings and the determination of modifications in the teaching/learning process to be made to improve performance on weak outcomes. For our 2004 visit, a second complete cycle w as performed, again over a two-year cycle. Student learning was again assessed and compared against expectations, and further modifications were proposed to improve performance on weak outcomes. In addition, each faculty member has analyzed the data from the survey of student confidence of his/her knowledge of the course outcomes and has made plans for modifying the teaching/learning process from this activity.

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e. Electrical and Computer Engineering Technology	The ECET Department has an established assessment plan in place, but recently refined our departmental objectives and outcomes. We mapped each departmental outcome to ABET criteria a-k and to the IUPUI Principals of Undergraduate Learning (PULs).	We have modified our assessment plan to be sure that each outcome is assessed using multiple methods, including the following: 1. Student self-assessment surveys, 2. Final exam questions to be repeated each semester, 3. Capstone project reports, 4. Oral presentations 5. Course project reports, 6. Alumni surveys, 7. Employer surveys, and 8. Industrial advisory board focus group	The ECET Department will undergo an ABET accreditation visit in 2006. All learning outcomes were assessed completely in our latest cycle of assessment, and student learning has met departmental expectations on approximately 95% of the outcomes. Improvements have been planned to try to raise performance on the remaining outcomes. Each faculty member also prepares an end of semester course reflection, identifying changes made, reasons for each change, and changes which should be made or investigated and assessment results which lead to these conclusions. These reflections are documented and reviewed to ensure continuous course improvement.

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f. Freshman Engineering	Yes. The learning community course is built on the University template and learning objectives are mapped to PULs. In other freshman courses, objectives are mapped both to ABET criteria and PULs.	1. Hourly and final exams. 2. Student satisfaction surveys. 3. Oral presentations. 4. Course outcome surveys. 5. Peer evaluations. 6. Project reports.	The Freshman Engineering Program is a service unit for the other engineering departments. Program goals encompass adjustment to college life and mastery of strategies for student success as well as preparation for advanced courses in the engineering curriculum. Curricular changes are made in response to assessment findings from the engineering departments as well as results of assessment of the freshman courses. Results from course outcome surveys, project report evaluations, and peer evaluations have produced changes in project design, instruction of teamwork, and teaching methods for software tools.

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g. Mechanical Engineering	Yes. Our learning goals are embedded in our assessment of our Program Outcomes for accreditation by the Accreditation Board of Engineering and Technology (ABET). Each of the Program Outcomes is mapped onto the PULs. The correspondence maps, relating our program outcomes to PULs, prepared jointly with the ECE department, are depicted at our assessment web site from http://www.engr.iupui.edu/me/fpuls.shtml.	1. Capstone design project reports 2. Laboratory reports 3. Final exams 4. Hourly exams 5. Term papers/project reports 6. Oral presentations 7. Student satisfaction surveys 8. Alumni surveys 9. Employer surveys 10. Course outcomes surveys 11. Exit surveys 12. Faculty feedback mechanism 13. Industrial Advisory Board appraisals 14. Student Advisory Board appraisals	The department has undergone an ABET accreditation visit in 2004 for its B.S.M.E. degree in Mechanical Engineering. From our assessment data, we have identified areas where we need to make changes in the teaching/learning process to improve student learning. For a complete description of our findings and improvements, please go to http://www.planning.iupui.edu/prac/03-04schoolreports/ET/ME.pdf. A new curriculum has been implemented in Fall 2003 based on the findings of the assessment process established in the department. The process is in place for continuous improvement of the program.

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h. Mechanical Engineering Technology	Every course has specified outcomes that are mapped to program outcomes and appropriate PULs/ABET criteria a-k. These desired outcomes are developed using student, faculty and industrial advisory board input. Course outcomes are shared with students in syllabi and in explicit references in class.	1. Capstone Project Reports 2. Laboratory Reports 3. Graduation Exams or Portfolio 4. Student works and/or tests and case studies in selected courses 5. Team projects 6. Student self reports of well they feel they have learned the course outcomes 7. Retention rates, graduation rates, and number of degrees conferred 8. Continuing students satisfaction 9. Alumni satisfaction surveys 10. Employer satisfaction surveys	Data from student performance in each course is collected, and deficiencies within degree programs are assessed. Recommendations and changes in curricula and instruction are developed through degree program curriculum committees and are undertaken as warranted. 2005/2006 Status: MET Program Objectives and course outcomes are in a review/revision cycle in preparation for 2006 MET ABET accreditation visit and beginning of the CGT program accreditation cycle. Multiple course and curriculum level changes have occurred in response to capstone project and graduation exam/portfolio results as well as student, industrial advisory board feedback and alumni survey results.
i. Organizational Leadership and Supervision	Syllabi for every section of every course specify at least one PUL item. Every instructor is charged with evaluating student performance in at least one PUL item in each class. All instructors, including part time instructors, are asked to complete assessment reports at the end of each semester. The instructor's assessment report describes the method used to measure PUL performance and the results.	1. Course assignments, exams, projects, term papers. 2. Community involvement activities. 3. Student surveys. 4. Alumni surveys. 5. Industrial Advisory Board appraisals.	The department has analyzed the progression of PUL skill building from the 200 to the 300 to the 400 level course offerings. The process continues as part of monthly meetings. Recommendations are forthcoming with the aim of a more clearly defined hierarchy of PUL skill building as students progress through the degree program.

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j. Technical Communications	Technical Communications does not have majors. The program assesses oral presentations and written reports for the departments in the school.	1. Oral presentations for engineering majors 2. Written reports for technology majors	Fewer than 70% of students achieved an overall average score of 3.5 for engineers on their oral presentations and 3.0 for technology. Improvements on their written reports will be implemented for fall 2005 semester, including a refined rubric, better training of the TCM staff, and procedures for evaluation of the written as well as the oral components of TCM 360. In addition, technology students taking TCM 370 will be put through an assessment process on their oral presentations. We have some serious reservations about the efficacy of the rubric used, and one action item will be to create one that is more geared to TCM 220. In addition, the sample of 25 is too small; we will do assessments on summer students to increase the size of the sample

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Herron • Visual Communication major • Art Education major	Yes Yes	1. Assignments, projects, exams in courses 2. Sophomore advancement reviews 3. Artist's statements at sophomore and senior levels 4. Capstone courses 5. Student surveys 6. Alumni surveys 7. Internship supervisors' reviews 8. 2nd looks assessments 9. senior exhibition 10. senior portfolio 11. video tape/DVD teaching portfolio 12. lesson plans 13. Written reflections on teaching & lesson plans 14. Use of rubrics	All art education courses contain both PULs and state standards. Rubrics have been developed and refined in art education. Course assignments and activities have been modified in both programs and changes in instruction have been made when appropriate. Visual Communication students receive clear information about expectations for sophomore advancement review and are assigned a faculty mentor to assist them if they don't pass the review.
Informatics a. Health Information Administration	Yes	1. National certification exam 2. Student surveys 3. Alumni surveys	Yes
b. Informatics	PULs stated in syllabi but not yet explicitly integrated with learning outcomes in the major.	1. Course assignments, projects, final exams 2. Student surveys 3. Alumni surveys 4. Advisory board appraisals 5. A student portfolio is being developed.	Collective evidence of student achievement is not yet collected for faculty analysis in all cases.
c. New Media	PULs stated in syllabi but not yet explicitly integrated with learning outcomes in the major.	1. Course assignments, projects, final exams 2. Capstone project and student portfolio 3. Student surveys 4. Alumni surveys 5. Advisory board appraisals	Collective evidence of student achievement is not yet available for faculty analysis in all cases.

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Journalism	Yes	Faculty use rubrics to assess student performance on course assignments including investigative stories, community surveys, and photo essays.	Data across students in a course or across courses have not been studied by faculty collectively to determine warranted improvement actions.
Liberal Arts	Yes	1. Several departments are pilot-testing the student ePortfolio 2. All graduating seniors take a survey that includes an essay on each PUL.	Three years of data on the survey for graduating seniors are being analyzed.
a. Anthropology	Yes	1. Assignments, exams, reflective journals, projects 2. Course learning outcome surveys 3. Senior exit interviews	Yes Major revised to include core courses and capstone course developed.
b. Communication Studies	Yes	1. Course assignments, exams, projects 2. Student surveys 3. Alumni surveys	Yes Changes made in curriculum and instruction, including more use of technology, are being tracked.
c. Economics	Yes	1. Common final exams in multi-section courses 2. Senior seminar reflection assignment 3. Alumni survey	Yes Inspection of common final scores has been used in evaluating faculty and in replacing some part-time faculty. Now fewer sections have scores well below the department mean.
d. English	Yes	1. Written assignments, research projects, poster demonstrations, analytical essays, oral presentations, portfolios 2. Capstone course	Yes A new curriculum was instituted in 2002 and an assessment committee is analyzing capstone course performance to determine strengths and weaknesses of the new curriculum.
e. Geography	Yes	1. Course assignments, tests, projects, oral presentations	Yes. More use of spatial analysis tools in classes is making students more employable. Increasing active learning in classes is helping to increase persistence.

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f. History	Yes	1. Course assignments, tests, projects 2. Student exit survey 3. Alumni surveys	No report for 2004-05 filed yet.
g. Philosophy	Yes	1. Course assignments, tests, papers	Yes More faculty are engaged in curriculum development and pedagogical research. New courses have been developed.
h. Political Science	Yes	1. Course exams, papers, critical analyses 2. Capstone course 3. Senior seminar exit interview	Yes Changes to the major
i. Religious Studies	Yes	1. Course exams, projects, essays 2. Capstone course	Yes. Several courses are now tied to University College, including critical inquiry sections, honors sections, and the introduction of a mentor into our gateway course. We now have six sections per semester with a mentor, and we are tracking how well this affects DWF rates.
j. Sociology	Yes	1. Course exams, essays, projects, oral presentations 2. Capstone experience 3. Survey of graduating seniors	Yes. Instituted a capstone seminar to provide closer supervision of capstone students.
k. World Languages	Yes	1. Nationally developed oral proficiency interview 2. Common exams in multi-section courses 3. Course assignments, tests, oral presentations, exams, research papers 3. Portfolios and capstone courses with research and reflective essays	Yes. Special purpose language and translation courses introduced in all programs, immersion-based teaching internships introduced in Spanish, supervision of capstones increased.
Medicine • Allied Health Professions	Yes	1. Clinical experience evaluations 2. Final practical exams 3. National certification exams 4. Employer surveys	Yes All benchmarks for student achievement were met in 2003-04.

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Nursing	Yes	1. National licensure exam 2. Clinical performance 3. Capstone evaluation 4. Exit surveys 5. Alumni survey	Yes Numerous responsive changes in curriculum and instruction undertaken. One result is an increase in the performance of students on the national licensure exam.
Science Seven departments	Yes	1. Senior Reflection Project – graduating seniors write about their experiences with the PULs. Members of the Teaching and Learning Committee apply an assessment rubric to these reflections. 2. Common rubric for evaluating student performance in capstone experiences 3. Graduating senior surveys 4. Each department uses a variety of assessment techniques, including course exams, papers, lab reports, and oral presentations	Yes. Curriculum has been significantly changed in Computer Science to better suit . Physics has placed increased emphasis on communication in the capstone, has added a lab component to one course, and is changing the instructional mode in others to deemphasize lecture. Biology has added new exercises intended to increase students' time-on-task in Anatomy (N261). Various faculty have changed instructional practices in individual courses.

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Social Work	Yes	1. Course-Learning Objectives (CLO) Classification System 2. Course/Instructor and Student Learning Assessment (CISLA) System 3. Implementation of Course Objectives 4. assignments, reports, papers, videotaped or simulated interviews 5. Peer reviews of students 6. Course learning outcome surveys 7. Student entrance and exit surveys 8. Alumni survey 9. Employer survey	Yes. More online sections of a course are offered. A new online course was added to the present inventory of online courses. Two required BSW courses were revised. Content on technology, spiritualism, and international issues are being gradually introduced in the curriculum. Refine our online assessment road map.
Physical Education and Tourism Management a. Physical Education	Yes	1. Performance in internships 2. Exit interviews with graduating seniors	Evaluation instruments are under review.
b. Tourism, Conventions, and Event Management	Explicit references to PULs not evident in student learning outcomes for the major	1. Course assignments, case studies, role playing, forecast analysis, group presentations, cost analyses 2. Capstone experience	More online courses are being offered to meet needs of location-bound students, to decrease class size, to enhance active learning. New courses have been created to meet changing industry needs. Now the placement rate for graduates in jobs related to tourism is increasing.

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Public and Environmental Affairs	Yes. Capstone courses, which are the primary assessment tool for the major, incorporate learning outcomes for the PULs, degree-specific content, and learning outcomes for the major. Explicit references to PULs in some, but not all, syllabi for other courses.	1. Capstone courses with exams, papers, group projects, debates, oral presentations – qualitative assessment via capstones by faculty 2. Student, employer, and faculty evaluation of internships 3. Focus groups 4. Practicum report writing for BSPH, Health Administration 5. SPEA and campus-based student surveys 6. SPEA and campus-based alumni surveys 7. Employer surveys 8. National Survey of Student Engagement (NSSE)	Yes. Administrators use assessment findings to identify strengths and weaknesses to improve programs and services for students and faculty. Examples include: Criminal Justice faculty are developing a common exit exam to be used for program evaluation; student survey data are used to focus and improve student services during advising; employer and alumni data are used to incorporate more skills training and increase rigor to improve employability of students; mandatory student orientation has been instituted to foster sense of community and convey expectations; associate faculty orientation, mentoring, and teaching evaluation used to support associate faculty, convey expectations, and enhance teaching; invited presentation on active learning for associate faculty by the Office of Teaching and Learning was used to encourage active learning and; unified multi-section courses implemented to improve quality; full-time and associate faculty course evaluations and grade distributions used to help develop norms for classroom rigor; DFW and grade distributions and survey data of students, employers, and alumni used by faculty to identify strengths and weaknesses in the curriculum; NSSE used for benchmarking.
University College	Yes	1. PULs are introduced in First Year Seminars and students in Fall 2004 will enter information about their proficiency on PULs in the ePort. 2. National Survey of Student Engagement (NSSE) for first-year students	Yes. Faculty and administrators use assessment findings continuously to improve programs and services for students. Programs that evaluation methods demonstrate are most effective are extended to additional students.