

IUPUI Program Review and Assessment Committee
Assessment Project Proposal

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Project Title:

“Assessment Guidelines for OLS Adjunct Faculty”

Project Dates:

April 1 of 2004 through April 1 of 2005

Abstract:

This project is designed to provide training for all Organizational Leadership and Supervision (OLS) adjunct faculty in the areas of university, school and departmental assessment. OLS faculty will develop an assessment checklist and provide training to all OLS Adjunct Faculty on how to interpret the IUPUI Principles of Undergraduate Learning, choose a PUL outcome to include in a course assignment/assessment, gather data on improvements made to the assignment/assessment, interpret that data and report the findings to the OLS department.

Purpose of the Project:

To date, OLS adjunct faculty (there are currently 22 teaching a variety of courses) have not been asked or expected to gather data and/or report results showing student improvement in their courses. The purpose of this project is two-fold:

1. to instill in all OLS adjunct faculty a sense of the importance of using the IUPUI Principles of Undergraduate Learning as their “course standards” for learning, and,
2. to gather previously unrecorded data on how OLS adjunct faculty are attempting to improve and assess student learning and use those results to submit to the School of Engineering and Technology and the University assessment process

Intended Outcomes of the Project:

This assessment project will focus on four major outcomes:

1. All OLS course instructors, especially adjunct faculty, will create syllabi with course outcomes based on the IUPUI Principles of Undergraduate Learning;
2. All OLS course instructors, especially adjunct faculty, will use a systematic, authentic assessment approach in an effort to gather data about student learning;
3. All OLS course instructors, especially adjunct faculty, will collect this data, provide it to an OLS faculty representative in charge of assessment, and that data will be analyzed in an effort to better understand achievement gaps within all OLS courses offered;
4. Improvement strategies for the facilitation of student learning will be developed and incorporated into the delivery of all OLS courses as a result of the assessment data gathered from all OLS instructors, especially adjunct faculty.

Data Analysis:

As part of the PRAC grant we are applying for, OLS full-time faculty will develop an assessment checklist for all OLS adjunct faculty, with step by step instructions for how to assess specific Principles of Undergraduate Learning. This assessment checklist will provide data on specific steps taken to improve teaching, and student learning based on

the PUL's. At the end of each semester, all OLS adjunct faculty will be asked to submit data from the courses they have taught including but no limited to:

1. overall course grade distribution;
2. overall course attendance rate;
3. end of course student evaluations;
4. IUPUI Principle of Undergraduate Learning outcome they are assessing;
5. method of assessment;
6. results;
7. improvement plan for the following semester based on results

The data collected from the aforementioned process will be given to the School of Engineering and Technology Assessment Committee in the form of a comprehensive departmental report and then posted on the School of Engineering and Technology assessment website. The School of Engineering and Technology Assessment Committee has played a very active role in departmental and school-wide assessment for many years. Most departments in the School of Engineering and Technology are accredited by the Accrediting Board for Engineering and Technology (ABET). As a result of the accreditation process, most departments within the school have a systematic way of collecting and analyzing data for assessment purposes. The OLS department is one of the few departments within the School of Engineering and Technology that is not accredited as there is no accrediting body in the field of leadership and supervision. The OLS department has decided to use the IUPUI Principles of Undergraduate Learning as the "standards" of assessment to prove what OLS graduates know and are able to do. The entire department feels that the OLS Assessment Checklist and resulting assessment process will provide us with ample data so that we may contribute to the annual assessment report required by the School of Engineering and Technology Assessment Committee and the university assessment process

After the OLS assessment checklist has been developed, there will be at least one workshop per semester with all OLS Adjunct faculty to introduce them to departmental expectations in the area of course assessment. The assessment process at the university, school and department level will be discussed and the OLS Assessment Checklist will be given to all OLS Adjunct Faculty.

Finally, questions will be developed during the OLS Adjunct Faculty workshop that will be added to the end of course student evaluations. These questions will address concepts such as the IUPUI Principles of Undergraduate Learning, specific PUL outcomes, course assignments and assessments that focus on PUL outcomes and other assessment related issues.

Evaluation and Dissemination of the Results:

In addition to completing the final report required by the PRAC grant RFP, the data gathered as a result of the activities designed in the various sections of this proposal will

be analyzed and reported to the School of Engineering and Technology Assessment Committee.

Intended Use of Findings for Program Improvement:

The results of the data analysis will be disseminated to all OLS Adjunct Faculty, to determine improvement strategies in curriculum development, instructional delivery of course content and assessment of student outcomes. Curriculum, instruction and assessment strategies will be developed based on the results of the aforementioned data and all OLS instructors, especially adjunct faculty, will be asked to incorporate these strategies into all OLS courses in an effort to reach certain levels of standardization and consistency throughout the OLS curriculum offerings. The semester workshops with OLS adjunct faculty will focus on continuous improvement in the areas of curriculum, instruction and assessment based on the results of the data gathered using the OLS Assessment Checklist.

Budget:

The PRAC Grant RFP stated that a detailed budget was not necessary. We will use the \$2,500.00 dollars to subsidize our departmental assessment efforts in the following ways:

OLS Faculty Reimbursement for development of OLS Assessment Checklist and semester workshops = \$1,700.00;

Stipend to OLS Adjunct faculty who attend semester assessment workshops = \$800.00
(20 attendees X \$20.00 X 2 workshops during Fall and Spring semester = \$800.00.

PRAC Grant Project Checklist:

1. **The statement of support for this PRAC Grant will be emailed directly to Erdogan Sener, (as per his request), by Cliff Goodwin, OLS Department Chair no later than 5:00 p.m., Friday, March 05, 2004.**
2. **The “Simple Budget” is included as the last paragraph of this proposal.**
3. **Institutional Review Board (IRB) approval will be sent directly to Erdogan Sener (as per his request). I submitted an Exemption Form to the IRB on Wednesday, March 3, 2004 and asked that they directly email Erdogan Sener as soon as the review determination is made. The IRB representative that I talked with said to allow 5-7 days. As the only way to submit the PRAC grant is via email, I can’t include a copy of the IRB Exemption Form with this grant because the form had to be sent as a “hard copy” to the Institutional Review Board.**