

**Program Assessment
Annual Report for 2007 – 2008
IUPUC Division of Education**

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
<p>PUL 1: Core communication and Quantitative Skills – the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.</p>						
<p>Conceptual Understanding of Core Knowledge – the ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines.</p>	<p>Set learning goals that reflect command of the subject matter.</p> <p>Design and implement instruction that develops students' conceptual frameworks.</p> <p>Interact with learners, providing accurate and in-depth information.</p> <p>Improve learners' communication and quantitative skills through meaningful learning engagements.</p> <p>Model effective communication and problem solving.</p> <p>Use a variety of media and technology.</p> <p>Distinguish high quality educational</p>	<p>assigned reading</p> <p>discussion/Socratic dialogue</p> <p>self-directed learning</p> <p>collaborative learning</p> <p>group projects</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>oral and written assignments</p> <p>case studies</p> <p>demonstration of competency using educational technology</p> <p>classroom presentations</p> <p>observation of classroom teaching (Benchmark III)</p>	<p>Results of Benchmark I and course performance in Block I classes and field experience reveal overall student strength. Areas of relative weakness were written and oral expression at a professional level, critical thinking, and reflection on practice.</p> <p>Results of Benchmark II, reassessment using Benchmark I, and course performance in Block II classes and field experience revealed overall student strength. Areas of relative weakness were reflection on practice, child-centered teaching, and weakness in core knowledge in some areas.</p> <p>Benchmark III results indicate weakness in promoting critical thinking in K-6</p>	<p>More opportunities for oral presentations were added to coursework in Blocks I-III. Additional writing assignments were added to the curriculum in Block I, Block II and Block III.</p> <p>In response to weaknesses in critical thinking, content knowledge and child-centered teaching, early field experiences were added to sophomore curriculum in M136, E449 and Q200. This was to provide more experience with children and to extend practical experience with concepts. This would give students an additional year to develop as critical thinkers in the context of the profession.</p> <p>Faculty have collaboratively agreed to work with the CREDE model to address critical engagement of K-6</p>	<p>The number of students identified with weaknesses in writing diminished in Block II; few students were identified with weaknesses in writing or speaking in Block III.</p> <p>A focused writing course for elementary education majors was created with a theme of multiculturalism. The course will be offered for the first time in the 2008-9 academic year for students identified with weaknesses in written and oral language.</p> <p>An electronic portfolio system is being developed that will require students to demonstrate proficiency in content</p>

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	materials. Write and speak with clarity.			instruction	learners beginning Fall 2008	area knowledge by choosing authentic artifacts.
PUL 2: Critical Thinking- The ability of students to analyze carefully and logically information and ideas from multiple perspectives.						
Reflective Practice – the ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of experiences and contexts from multiple perspectives.	Explain the principles that guide the teaching. Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning, and generating plans designed to support student learning. Entertain multiple perspectives. Self-assess from multiple perspectives. Collect information through observation of classroom interaction. Assess learners' development and	field visits/observation self-directed learning collaborative learning group projects discussion/Socratic dialogue Courses: F200, Q200, M136, E449, W201, Blocks I-IV	portfolios journaling discussion	Results of Benchmark III and course performance in Block III classes and field experience revealed that the majority of students performed at the Beginning Practitioner level, with a few performing at the exemplar level and a few performing below expectations. Reflection on practice remains an area of weakness for students performing below expectations	A journal article on professional reflection and accompanying rubric were added to the curriculum. Block III curriculum redesign will take place during the 2008-2009 academic year in response to program reviews for NCATE accreditation. Two additional assessments will focus on student learning and therefore engage Teacher Candidates in more effective approaches to reflection.	Benchmark III implemented in Spring of 2005-2008 revealed no students performed at the unacceptable level. Although reflections on practice improved in the 2007-8 academic year, more improvement is needed.

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	<p>knowledge.</p> <p>Use assessment processes appropriate to learning outcomes.</p> <p>Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.</p>					
<p>PUL 3: Integration and Application of Knowledge- the ability of students to use information and concepts from studies in multiple disciplines in the intellectual, professional and community lives.</p>						
<p>Teaching for Understanding – the ability of teachers to draw on their knowledge and framework to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning</p>	<p>Set clear goals for learning experiences.</p> <p>Establish suitable classroom routines.</p> <p>Provide learners with meaningful choices.</p> <p>Create a collaborative, supportive social environment.</p> <p>Engage learners in generating knowledge and testing hypotheses.</p> <p>Help learners articulate their ideas and thinking processes.</p>	<p>field visits/observation</p> <p>effective modeling</p> <p>collaborative learning</p> <p>group projects</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>lesson plan development and implementation</p> <p>field experiences</p> <p>video-taped assessment</p>	<p>Planning instruction continues to be an area of weakness for students in the teacher preparation program</p>	<p>Faculty revised instruction in 2007-8 and will continue to revise in 2008-9. Work with CREDE will address issues related to planning for instruction.</p>	

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

Passion for Learning – the ability of teachers to develop their own complex content and	<p>Synthesize and teach complex concepts and networks of knowledge.</p> <p>Learn about learners</p>	<p>effective modeling</p> <p>assigned readings</p> <p>self-directed learning</p>	<p>journaling</p> <p>discussion</p> <p>Block III differentiated unit plan, SIOP lessons for English Language</p>	<p>Although students perform overall at acceptable performance levels, multiple areas of weakness suggest closer evaluation by faculty of the Block III experiences</p>	<p>Block III courses began redesign in 2007-8, with an increased emphasis on English as a New Language and more demanding expectations for differentiated lesson</p>	<p>Faculty collaboration has produced a more integrated approach to supporting the development of integrated and differentiated</p>
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<p>pedagogical knowledge and to support the development of students' habits of continual, purposeful learning.</p>	<p>and teaching through reflective practice.</p> <p>Recognize and support learners' intellectual, social, and personal growth.</p> <p>Support learners with special needs.</p> <p>Engage learners in multiple ways of knowing.</p> <p>Convey reasonable, but high and positive expectations for learner achievement.</p> <p>Integrate the disciplines to create meaningful curriculum.</p> <p>Give learners opportunities to solve community problems and make authentic choices.</p> <p>Provide learners with access to learning opportunities.</p> <p>Seek help from other</p>	<p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>Learners, Benchmark III, and student teaching evaluations.</p>	<p>and assignments.</p>	<p>planning.</p>	<p>instruction, including the use of technology as a tool for differentiation and motivation.</p>

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	<p>professionals when needed.</p> <p>Engage in personal inquiry to construct content knowledge and skills.</p>					
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PUL 5: Understanding Society and Culture – the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

<p>Understanding School in the Context of Society and Culture – the ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily life, and to capitalize on the potential of school to minimize inequities.</p>	<p>Act as a change agent.</p> <p>Communicate in ways that demonstrate a sensitivity to a broad range of diversity.</p> <p>Mediate when learners need help to resolve problems or change attitudes.</p> <p>Collaborate with parents, teachers, administrators, and other community members involved in the lives of students.</p> <p>Embed knowledge of community into teaching.</p> <p>Challenge negative attitudes</p>	<p>Field visits/observations</p> <p>inquiry</p> <p>collaborative learning</p> <p>presentation of information</p> <p>assigned readings and discussion</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>written assignments</p> <p>oral presentations</p> <p>Socratic dialogue</p> <p>Block portfolios</p>	<p>Program review revealed limited opportunities for students to communicate with parents, with community agencies, and with other teaching professionals.</p>	<p>Assignments and experiences were created that engaged Teacher Candidates in community initiatives.</p> <p>Opportunities to communicate with parents and other teaching professionals were increased.</p>	<p>Professional vocabulary and understanding of the role of the teacher in the community remain underdeveloped overall.</p>
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PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics.

<p>Professionalism – the ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices.</p>	<p>Articulate the ethical principles guiding professional conduct.</p> <p>Demonstrate and document standards-based practice in the classroom.</p> <p>Stay current in terms of research on pedagogy and content areas.</p> <p>Participate in professional organizations and resource networks beyond the school.</p> <p>Dialogue with colleagues about issues that are complex and difficult.</p> <p>Give presentations for other professionals.</p> <p>Initiate activities such as teacher research, study groups, coaching, and so on to improve the teaching and learning of a school</p>	<p>Effective modeling</p> <p>field visits/observation</p> <p>introduction to professional organizations</p> <p>Courses: F200, Q200, M136, E449, W201, Blocks I-IV</p>	<p>effective participation in class and field experience</p> <p>Benchmark I evaluation via field experience by classroom teachers and course instructors</p>	<p>Although the majority of program completers demonstrate competency of issues related to professionalism by the end of the senior year, some program completers do not demonstrate a commitment to professional development or to the collegial nature of work in schools.</p>	<p>A professionalism rubric was developed in December of 2007 to become a graded component of all coursework including field experiences. The rubric and associated expectations were piloted in Spring 2008.</p>	<p>Students demonstrated greater understanding of the concepts related to professionalism in Spring 2008.</p>
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	community. Promote positive attitudes. Facilitate decision-making. Operate on democratic principles.					

Examples: www.planning.iupui.edu

**Program Assessment
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IUPUC Division of Science – Psychology Degree Program**

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 1: Core communication and Quantitative Skills – the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.						
Division of Science: Psychology Degree Program	Graduates will have good oral and written communication skills; including mastery of APA style. They will be able to perform quantitative analyses, including basic statistics. They will be able to use technology to access information, evaluate data, and present information in Word and PowerPoint formats.	Most psychology courses require students to: <ul style="list-style-type: none"> • discuss topics in class • write reports • evaluate data Some courses require: <ul style="list-style-type: none"> • mastery of APA style • research report and proposal writing • development of statistical skills 	Skills are repeatedly assessed as students progress through the major, using: <ul style="list-style-type: none"> • classroom discussion • presentations in class • written reports • research proposals • exams • case studies • evaluation of all PUL 1 skills in Capstone course 	For most students, skills improve with time in the program as their knowledge grows and they develop academic maturity.	In general, expectations for level of mastery are raised as students advance through the curriculum. To improve writing, students revise papers after comments are provided. To improve quantitative skills, students do more hands on analyses and are expected to clearly describe quantitative relationships. Skills in information technology are improved through increased requirements for use of technology in information gathering and presentation.	Students complete their studies with good to excellent communication, quantitative, and information technology skills.

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

<p>Division of Science: Psychology Degree Program</p>	<p>Students should be able to critically evaluate information they hear, read, or access on-line. As Psychology students, they should be aware of their own biases and those of others when they evaluate information.</p>	<p>Instructors share guidelines for objective and critical evaluation of information and provide students with opportunities to critically evaluate information in discussions and research reports. Instructors and other students may challenge students to support their interpretations or to rethink them from different perspectives.</p>	<p>We assess critical thinking by evaluating student interpretations of information in their comments, exams, presentations, and reports in all courses from introductory psychology through the capstone experience.</p>	<p>Students learn how to analyze information critically as they move through the program and are often able to apply these skills for information that is neutral to their beliefs. However, students remain reluctant to question their own beliefs and biases and tend to be less critical of information that confirms those beliefs.</p>	<p>Faculty remind students that we all see things through our own biases and must put them aside as we use techniques for objective analysis of information. It is very useful to have students evaluate information from perspectives different from their own. It gives them permission to think differently.</p>	<p>Students evaluate neutral information quite well, but continue to have some difficulty putting aside biases when dealing with information that is not neutral to their beliefs. However, students are far quicker to recognize how their biases affect their thinking when questioned about it.</p>
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PUL 3: Integration and Application of Knowledge- the ability of students to use information and concepts from studies in multiple disciplines in the intellectual, professional and community lives.

<p>Division of Science: Psychology Degree Program</p>	<p>Students will be able to integrate and use information from across the natural and social sciences, the humanities and the arts as they work toward their degrees and later in their professional and community activities.</p>	<p>Students will gain knowledge in many disciplines through course-work and life experiences. Psychology touches on all areas of human experience and references to other disciplines will occur often in lectures, class discussions, and assignments in psychology.</p>	<p>Classroom discussions, presentations, exams, and reports reflect students' ability to integrate information from other disciplines. Practica allow students to demonstrate skills in professional/community settings.</p> <p>Our graduates often work in the mental health field in our region and can display interdisciplinary skills in their work and community activities.</p>	<p>Psychology students generally show good understanding of a variety of disciplines.</p> <p>Our graduates are successful in their employment and acceptance to graduate programs, which demonstrates their ability to use knowledge from a variety of disciplines.</p>		
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PUL 4: Intellectual Depth, breadth and Adaptiveness – the ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

<p>Division of Science: Psychology Degree Program</p>	<p>Students will be able to demonstrate both breadth and depth of understanding in psychology, and to use that knowledge to address a broad range of issues.</p>	<p>Students complete many psychology courses that cover a wide variety of topics from many perspectives.</p> <p>Faculty emphasize that the scientific method is the accepted approach to knowing in psychology.</p>	<p>Student understanding of specific knowledge and ways of knowing (the scientific method) are assessed using exams, reports, presentations, research proposals, case studies, projects, practicum experiences, and in the capstone course.</p>	<p>Our students develop a good knowledge of the content of psychology as they advance toward their degrees. They learn to accept the scientific method as the approach to knowing, usually by the end of the second year.</p>	<p>Recently, we required students in the introductory laboratory in psychology to develop a proposal for independent research as the final course activity. This caused students to apply their knowledge and skills in a more rigorous manner than simply writing another lab report. It also provided instructors with a very good tool for assessing knowledge and skills.</p>	<p>Students often show initial anxiety to this assignment. After the first draft is returned with suggestions for improvement, the students usually submit revised proposals that reflect good knowledge of material and skills.</p>
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PUL 5: Understanding Society and Culture – the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

Division of Science: Psychology Degree Program	Students will be able to recognize and appreciate cultural differences and diversity in human behavior and experience.	Specific courses outside the major address cultural diversity. Many courses within Psychology also address culture and diversity and cross-cultural psychology is a growing field of study.	Knowledge of cultural differences is assessed through exams, reports, presentations, case studies, and projects.	Student knowledge of and appreciation for cultural differences is increasing in Psychology.		
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PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics.

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