

**School of Public and Environmental Affairs (SPEA)
Indiana University Purdue University Indianapolis**

**PLANNING FOR LEARNING AND ASSESSMENT
2015-2016 Academic Year Review**

Overview of the School of Public and Environmental Affairs

SPEA is an Indiana University core school, operating on both the Bloomington and Indianapolis campuses. The school on the Indianapolis campus offers certificates and degrees at both the undergraduate and graduate levels in two programs: Public Affairs (PA), and Criminal Justice and Public Safety Management (CJ/PSM).

During the 2015-2016 academic year, both the graduate and undergraduate programs experienced slight drops in enrollment. SPEA enrolled 663 undergraduate majors, a decrease of 22 students over the prior academic year. Criminal Justice remains the most popular undergraduate major with 361 declared students. The Management major (131 declared students) and Public Safety (84 declared students) are also popular and both showed slight increases in enrollment. The decrease in undergraduate enrollment aligned with the graduation of one of our largest senior classes. SPEA's graduate programs include master's level degrees, non-degree certificates and executive programs. At the graduate level, nonprofit management is the most often chosen course among students pursuing degrees and graduate certificates. During the review year, 323 graduate students were enrolled, a drop of 43 students. A large graduating class also affected the graduate program. Enrollment in public affairs graduate programs across the country has slowed as the economy has improved. SPEA is currently engaged in a broad examination of its graduate program to determine whether there are other issues relevant to this decrease.

In the 2015-2016 academic-year, SPEA faculty provided more than 23,225 credit-hours of classroom instruction (including summer hours). SPEA employed 32 full time academic appointments in various ranks as well as 78 adjunct faculty during the academic year under review.

Like many academic units at IUPUI, an increasing number of SPEA students are enrolled as "full time" students. In the Fall of 2015, 83% of students were full time enrollments. Despite their full time status, many of these students continue to balance school with work and family obligations not common to students on more traditional, residential campuses. Consequently, individual (and therefore overall) student performance in SPEA may be significantly impacted by events in student's employment or family lives, and

by their overall life experiences, which will be substantially different than those of the traditional students. A substantial number of the undergraduate students are also the first in their families to attend an institution of higher education.

For many undergraduate students, SPEA is not a first-entry school, and the majority of undergraduate students transfer into SPEA during or after their sophomore year, most transferring from University College. For example, during the fall semester 2015, only 3.7 percent of SPEA's reported undergraduate students were freshman, and just over 17 percent were sophomores. Almost 45 percent of SPEA's undergrads were seniors..

SPEA's Programs

The Criminal Justice and Public Safety Management undergraduate program includes majors and minors in Criminal Justice and in Public Safety Management, as well as several certificates. Majors earn a Bachelor of Science in Criminal Justice, or in Public Safety Management. At the master's level, the program includes a Master of Science in Criminal Justice and Public Safety, with tracks in criminal justice and public safety management. Non-master's graduate students can also enroll to earn a certificate in homeland security and emergency management. The Criminal Justice/Public Safety Management program conducted a campus self-study during 2009, and has been implementing changes and evaluating the results, based on the conclusions of that study for the past several years. SPEA is moving into a new self-study phase in anticipation of upcoming program review.

In the Public Affairs program, undergraduates pursue a BS in Public Affairs in one of four majors—Civic Leadership, Public Policy, Management, Media and Public Policy or Sustainable Management and Policy. The Civic Leadership and Public Policy majors each have several emphasis areas, allowing students to specialize their studies according to their interests. Minors in these four categories are also available, as are certificates in nonprofit management, public affairs and public management.

At the graduate level, students pursue one of four concentrations (Public Management, Nonprofit Management, Policy Analysis or Criminal Justice) in the Masters of Public Affairs degree program. In addition, some graduate students pursue a dual MPA in Nonprofit Management/Master of Arts in Philanthropic Studies, offered jointly with the IUPUI School of Liberal Arts and the Lilly Family School of Philanthropy. Non-degree graduate students can earn certificates in several specialties. Many of those who earn graduate certificates segue into the master's programs.

The MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration National Association of Schools of Public Affairs and Administration (NASPAA). SPEA received a full and unconditional accreditation. The program will be reviewed again during the 2018-2019 academic year.

Purpose and organization of this report

In compliance with university policy, this report summarizes how SPEA collects, assesses and uses quantitative and qualitative data to improve student learning. Specially, this report provides a systematic overview of SPEA's planning for learning, and assessment of learning, from identification of the desired learning outcomes, through the assessment measures used. This report also identifies current findings using those assessment measures and identifies actions SPEA has or is planning to take as a result of such findings. The following tables and associated discussion identify:

- The general student learning outcomes selected by faculty;
- The methods by which students demonstrate and faculty assess progress toward these outcomes;
- Current findings regarding student attainment of selected outcomes; and,
- Steps that SPEA is taking or plans to take in response to these findings.

Discussion of findings made during the 2015-2016 academic year are included in the following the tables. The tables also reference changes made during the study year based on information learned during the 2014-2015-assessment process. Undergraduate and graduate levels in both of the school's programs organize the tables. Section 1 deals with student learning objectives and outcomes in undergraduate programs in both the Public Affairs and Criminal Justice/Public Safety Management programs, and section 2 addresses the graduate programs in these areas. This arrangement was chosen because while the content of the programs at the undergraduate and graduate levels are similar in many respects (e.g., that the topics covered in the undergraduate criminal justice program continue on into the graduate program), the structure and purpose of the degrees at the two levels are significantly different. The BSPA and the BSCJ are more similar to each other in many respects than they are to either the MPA or MSCJ.

Looked at from a systems approach, student learning outcomes depend on the inputs, and the processes those inputs are subjected to within SPEA to create measurable outputs that result in the desired learning outcomes. The inputs include faculty, staff, prior knowledge, the educational setting, and students. Among the processes are a well designed, rigorous and properly structured curriculum administered by faculty and staff within the educational setting. The outputs of the system include students with improved knowledge, skills and abilities in their respective majors or concentrations. We are capable of measuring various aspects of the inputs and the processes, as well as the outputs of the system.

This leaves the desired outcomes of the program: students who will be able to find employment, and/or continue their education, and later make a difference in their lives and communities by using those knowledge, skills, and abilities acquired in the SPEA program. Some measures of these outcomes may not become evident for years. The most severe limitation to our assessment of learning

outcomes is that we cannot reasonably follow students after they complete their education. Therefore, unless all our graduates choose to keep us informed of their activities in the future, our knowledge of our learning outcomes is limited to the later feedback we receive from a self-selecting sample of our graduates, and survey and anecdotal communication about our graduates received from outside employers and educators. We continue to study alternatives for collecting valid and reliable outcomes information.

In practice, therefore, our measurement of learning outcomes is primarily based on factors related to the inputs, processes and outputs of our system, and only to some small degree can it be based on actual outcomes among our alumni. We hope in the future to be able to improve our post-graduation data collection, and are working to implement new strategies to collect that information. This new system is currently under development and should be implemented in the 2016-2017 academic year.

Finally, our objective in measuring these input, process, output and outcome factors is to improve the results of our educational programs. Changes in the measured variables and the outcomes should tell us where improvements need to be made in our inputs and processes to achieve better outcomes. This connection of measured changes to outcomes will allow us to create a better, more effective learning environment for our students.

SPEA has identified three broad student learning outcomes for its programs, which apply at both the undergraduate and graduate levels. A number of indicators—some related to our inputs, some related to our processes, some related to our outputs, and some attempting to measure the outcomes of our programs—are used to triangulate our progress in improving learning outcomes for our students on these desired learning outcomes. These broad learning outcomes include:

Outcome 1. Students graduating with a SPEA degree or certificate will have the knowledge and skills embodied in the IUPUI Principles of Undergraduate Learning (PULs) or Principles of Graduate and Professional Learning (PGLs), as appropriate, and will meet.

Outcome 2. Students graduating with a SPEA degree or certificate will have the professional and disciplinary knowledge and skills needed to enter or advance in the professions relevant to their major and degree. SPEA will identify specific professional knowledge and skills through reference to professional standards and expectations established by SPEA's accrediting organization, other relevant professional associations, and demands of the then-current marketplace.

Outcome 3. Students graduating with a SPEA degree or certificate will be prepared with the scholarly tools needed for admission to an advanced degree program appropriate to their chosen and related field of study.

Outcome 4. Students will enter the workforce with enhanced self-awareness and practical skills as a result of opportunities to gain on-the-job experience and/or to learn practical skills through experiential learning opportunities offered through SPEA courses and other sponsored opportunities.

**Section 1—SPEA Planning for Learning and Assessment: Undergraduate
2015-2016 Academic Year Review**

The following table summarizes for the graduate programs 1) the general learning outcomes, 2) the means by which faculty and staff will see students demonstrate those outcomes, 4) the measures for the outcomes, and 5) the findings based on the measures as well as any additional changes that SPEA will take, if any, as a result of those findings. Some of these results will be expanded upon in text discussions referenced in column 5 that appear below the table.

Table 1. Undergraduate planning and assessment

1.Outcomes	2. Method of Assessment	4. Process Steps.	5. Findings and responsive steps taken or planned. (Further discussion in the associated text below the table)
<p>Outcome 1 & 2. Students graduating with a SPEA degree or certificate will have the knowledge and skills embodied in the IUPUI Principles of Undergraduate Learning (PULs) or Principles of Graduate and Professional Learning (PGLs), as, and will meet.</p>	<p>SPEA faculty has established competencies and learning outcomes for each of our majors. At the undergraduate level, these are linked to the IUPUI Principles of Undergraduate Learning (PULS).</p> <p>Each SPEA course has a designated primary PUL, which is identified in the syllabus and which the instructor rates each student on, based on performance on appropriate assessment activities.</p>	<p>Measure 1. Prior to each academic year, faculty teams review courses to determine which PUL will be the focus of the course and to discuss optimal methods to teach and assess PUL within the courses. When multiple sections of a course are taught, faculty work in teams to identify common assignments for assessment.</p> <p>Measure 2. Review of course syllabi to ensure that they include: a standard structure and appropriate PULs and assessment assignments (where appropriate). Ensure that every course presents appropriate rigor in readings and assignments across courses in each major and program.</p>	<p>Measure 1. These discussions occurred in informal meetings and during pre-service planning meetings. SPEA will continue to formalize this process by including course review and training in the annual faculty retreat.</p> <p>Measure 2. Program directors and staff review syllabi each semester, especially those submitted by part-time faculty, to ensure consistency and rigor in course offerings. This was completed.</p>

	<p>Courses are designed to develop student knowledge, skills and abilities related to these learning outcomes and the PULs through coursework, which provides students the opportunity to demonstrate their proficiency on tests, projects, and other activities.</p> <p>Students demonstrate progress toward and mastery of the competencies through tests, projects, service learning projects, presentations and other evaluative tools used by course instructors.</p> <p>SPEA assess this progress through:</p> <ol style="list-style-type: none"> 1) Confirmation that course structure is appropriate. 2) Faculty identification of learning goal/s for annual assessment prior to 	<p>Measure 3. Review of faculty performance, including use of student course evaluations, and peer evaluation of teaching to ensure substantially even educational quality of instructional staff.</p> <p>Measure 4. Course artifact review SPEA began a formal and process for of identifying one appropriate activity and/or artifact to evaluate per course to assess progress specifically on major course PULs.</p> <p>Measure 5. Program reviews. SPEA began an internal review of its CJ major with a focus on appropriate leveling and laddering of required courses.</p> <p>Measure 6. Surveys of recent graduates and alumni, including selected questions to illuminate student attainment of SPEA outcomes. SPEA conducted surveys in conjunction with the campus first destination effort and held informal discussions with our advisory employer group.</p> <p>Measure 7. Undergraduate retention rates</p>	<p>Measure 3. School administration, program directors, the Director of Academic Affairs, and the faculty’s promotion and tenure committee review teaching performance for full-time faculty. Program directors and the DAA annually review performance for part-time faculty, including unannounced class visits. This year, the focus was on developing a stronger process for shaping tenure-line faculty skills. SPEA also debuted a new online faculty training program. <i>See further discussion below.</i></p> <p>Measure 4. This is a new process. Work on fully implementing the procedure continues and a new schedule for selecting appropriate artifacts and for reviewing them in a group an reporting results to the general faculty will be finalized in the 2016-2017 year.</p> <p>Measure 5. This process began late in the subject year and continues. <i>See discussion below.</i></p> <p>.</p> <p>Measure 6. SPEA conducted surveys in conjunction with the campus first destination effort and will use this data during the next academic year. Information from informal discussion with employer advisors has led to an internal evaluation of quantitative skills courses that is ongoing.</p> <p>Measure 7. Based on data from IRDS, the school created a new diversity coordinator position and is further examining opportunities to ensure retention of minority students. <i>See further discussion below.</i></p>
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	<p>beginning of academic year.</p> <p>3) Evaluation of student progress during and at the end of term.</p>	<p>Measure 8. Undergraduate probationary and DF rates.</p> <p>Measure 9. Grade-point averages over courses, majors, and programs. Information is tracked through IRDS and internally.</p> <p>Measure 10. Completion rates.</p> <p>Course-level Measures</p> <p>Measure 11. Student mid-term and end-of-term course evaluations are monitored by the director of faculty and the curriculum directors. .</p> <p>Measure 12. Program completion assessments. SPEA is developing stronger assessments for use in the capstone program to evaluate students' career progress to outcomes.</p>	<p>Measure 8. SPEA's probation/dismissal rate continue to decrease; rates of probation, critical probation and dismissal continue to decline. This has been an area of significant focus in student services.</p> <p>Measure 9. Performance continues to improve moderately across majors with the exception of performance in quantitative courses. SPEA is in the midst of a review of Q courses.</p> <p>Measure 10. SPEA's completion rates continue along the positive trend.</p> <p>Course-level Measures</p> <p>Measure 11. Individual mentoring is provided to low performers. SPEA is formalizing its requirements for full time faculty peer review.</p> <p>Measure 12. This year, both the CJ/PSM and the PA programs began a review of capstone program with an emphasis on using these courses as an opportunity to validate and reinforce student progress to PUL attainment. Work on this continues.</p>
<p>Outcome 2. Students graduating with a SPEA degree or certificate will have the professional and disciplinary knowledge and skills needed to enter or advance in the professions relevant to their major and degree. SPEA will identify</p>		<p>Measure 1. Program content emphasizes knowledge and skills needed in the current workplace. SPEA regularly solicits input on this measure through our extensive network of employers as well as through work done in our relevant professional associations</p>	<p>Measure 1. As a result of our conversations, SPEA has undertaken an assessment and redesign of our quantitative courses, particularly statistics offerings, to align them with employer needs and to better assist students who struggle in this area. This realignment continues and should be complete in the 2016-17 year</p>

<p>specific professional knowledge and skills through reference to professional standards and expectations established by SPEA's accrediting organization, other relevant professional associations, and demands of the then-current marketplace.</p>		<p>Measure 2. Capstone course performance, in which the students participate in a group project for a real-world client to produce a report or other summative and evaluative activities as a culmination of their undergraduate experience in their program. These courses require the student to recognize and practice workplace skills. The capstone projects are selected according to criteria that encourage appropriate fit with the students' needs and abilities at the time of the experience.</p>	<p>Measure 2. Capstone course faculty are implementing a new tool to evaluate students' ability to identify and articulate the capstone skills that they used and that they can then report to employers. The student reflective exercises will be reviewed at the end of each term to identify patterns and areas of concern. Additionally, SPEA is relying on relevant data compiled through IRDS as it redesigns criteria for selecting projects appropriate for capstone work. These criteria will include consideration of PUL skills where students demonstrate the highest level of continuing difficulty or uncertainty.</p>
<p>Outcome 3. Students graduating with a SPEA bachelor's degree will be prepared for admission to an advanced degree program related to their degree.</p>		<p>Measure 1. Students have sufficient GPA and other knowledge, skills and abilities to be admitted to graduate programs. The Career Development office tracks admission standards for common programs and reports these to faculty and students.</p> <p>Measure 2. Recent graduate/alumni admission to graduate programs.</p>	<p>Measure 1. The Career Development office is implementing an information program to encourage students to familiarize themselves with graduate program expectations earlier in their undergraduate career.</p> <p>Measure 2. SPEA gathered data for the campus first destination program. We will consider this data relevant to the number of students moving to graduate programs within five years after their graduation.</p>
<p>Outcome 4. Students will enter the workforce with enhanced self-awareness and practical skills as a result of opportunities to gain on-the-job experience and/or</p>		<p>Measure 1. Number of students who satisfactorily complete a robust internship program.</p>	<p>Measure 1. SPEA began revising and standardizing its internship program. Internship experiences and requirements were too variable depending on the supervising faculty. SPEA is reviewing best practices on campus and elsewhere to establish a base of standard requirements and expectations.</p>

to learn practical skills through experiential learning opportunities offered through SPEA courses and other sponsored opportunities.		Measure 2. Number of students who complete a robust and mentored RISE experience.	Measure 2. SPEA began work on a new policy that will allow students to gain course credit for experiences including mentored research and some mentored campus service experiences. This policy will be further developed next year.
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Expanded Narration

Outcome 1, Measure 3

During the past academic year, SPEA developed a schedule for ensuring that all junior faculty 1) work the Center for Teaching and Learning to improve basic skills and 2) have a series of reviews by peer faculty mentors. Reviews will include syllabus preparation and in-class observations and critiques. This schedule will be used during the 2016-2017 academic year. The Director of Faculty also

Outcome 1, Measure 5. In June and again in August 2016, the SPEA criminal justice faculty met to undertake a critical assessment of its curriculum, including both required courses and electives. One specific goal is to ensure that courses are appropriately laddered and that students are sufficiently grounded in core knowledge and work skills. Over an 18-month period, the faculty is reviewing all syllabi and course objectives, as well as researching trends and best practices from other programs. Several courses will be moved from 300 to 200 level, with appropriate level adjustments. New 300 level courses will be added with a focus on adding more advanced *Critical Thinking* and *Integration and Application of Knowledge*. New courses will also add additional written and oral presentation requirements and new quantitative problems as IRDS data as well as instructor reports indicate that these remain important areas of focus for our students in this program. Exemplary of the type of changes being made to the CJ courses is this one: **Added a semester long** research project to J-331, which was structured to follow best practices in high impact learning experiences (e.g., use of peer review, multiple revisions, opportunities for reflection, and an assignment that required a semester or longer to complete). Students reported on an assessment tool that this assignment contributed the most to their learning in the class.

Outcome 1, Measure 7. As was the case elsewhere on campus, SPEA saw troubling trends in its ability to attract and retain students from some minority communities, particularly African American students. SPEA charged its new director of diversity and director of

student services with creating a plan to diagnose issues that affected retention and to address these issues through additional support to the extent possible. SPEA is relying on both information from expertise in relevant campus offices and on IRDS data to identify opportunities to reverse this trend and enhance student potential for success.

Outcome 2, Measure 2. RISE experiences are built into a number of courses. Course evaluations and feedback to instructors and students services staff affirm student satisfaction with the experiences. Instructors find the students generally capable and engaged.

SPEA continues to offer two Bridge/TLCs for incoming freshmen. Enrollment in these programs remains high, particularly for students interested in criminal justice and public safety degrees. The effort to expand the opportunities for our students in SPEA and the university as a whole was a success, and will be repeated in the next fall semester.

Also, SPEA continues its "World of Work" series, with speakers and presentations held throughout the year aimed at informing students about career options and connecting them with potential employers. Events are well-attended and students are enthusiastic about the opportunity to meet and talk with insightful practitioners. SPEA staff and students also participate in existing professional development trips to Washington, D.C., and Chicago, which are organized by SPEA-Bloomington. Career fairs, including the popular Nonprofit Expo, also provide students with the opportunity to network and identify post-graduate employment.

Outcome 3, Measure 2. The recent IMIR and SPEA alumni surveys, found that over 30 percent of the responding SPEA graduates reported being enrolled in further education, with about 15 percent enrolled full-time in another degree program. Another 40 percent reported planning to pursue more education later. Of those actively pursuing a degree, almost 29 percent reported that their IUPUI undergraduate education had "somewhat" prepared them for their current degree program, while more than 70 percent said that it had prepared them "very well." SPEA will use these numbers to devise an awareness campaign to help students identify strategies to better prepare for graduate school application and success earlier in their undergraduate careers.

**Section 2—SPEA Planning for Learning and Assessment: Graduate
2015-2016 Academic Year Review**

The following table summarizes for the graduate programs 1) the general learning outcomes, 2) the means by which faculty and staff will see students demonstrate those outcomes, 4) the measures for the outcomes, and 5) the findings based on the measures as well as any additional changes that SPEA will take, if any, as a result of those findings. Some of these results will be expanded upon in text discussions referenced in column 5 that appear below the table.

Table 2. Graduate planning and assessment

1.Outcome	2. Method of Assessment	3. Process Steps.	4. Findings and responsive steps taken or planned. (Further discussion in the associated text below the table)
<p>Outcomes 1 and 2. Students graduating with a SPEA degree or certificate will have the knowledge and skills embodied in the Principles of Graduate and Professional Learning (PGLs) established by SPEA’s accrediting body, NASPAA (collectively, objectives).</p>	<p>Outcome 1a. Students demonstrate mastery of the competencies and learning outcomes defined for the degree and concentration, or certification, in their tests, projects, and other evaluative tools used in classes.</p>	<p>Measure 1. Review course syllabi to ensure standard structure, statement of learning outcomes, and appropriate rigor in readings and assignments across courses in each degree, concentration, and program. These takes place every semester</p> <p>Measure 2. Creation of peer groups of faculty teaching different sections of a single course of closely related courses. These groups allow more experienced faculty to mentor juniors as well as encouraging an exchange of ideas. This program also helps ensure that students in different sections receive similar instruction.</p>	<p>Measure 1. Program directors and staff review syllabi each semester, especially those submitted by part-time faculty. There were no specific findings for this period.</p> <p>Measure 2. SPEA created teaching peer groups consisting of all faculty (full-time and adjunct) teaching different sections of one course or related courses. These meetings are used to provide informal faculty training and mentoring. Though voluntary, participation in these groups has been high. During the 2015-2016 year, we expanded these groups conversations to include discussion of additional methods for standardized evaluation, including common rubrics and pre- and post-course testing. There is some resistance to the implementation of standard rubrics. SPEA</p>

		<p>Measure 3. Review of faculty performance, including use of student course evaluations, and peer evaluation of teaching, to ensure substantially even educational quality of instructional staff.</p> <p>Measure 4. Surveys of recent graduates and alumni will include selected questions to illuminate student outcomes, especially whether or not the student perceives that they have the knowledge, skills and abilities anticipated in the learning outcomes</p> <p>Measure 5. Retention rates</p> <p>Measure 6. Grade-point averages over courses, majors, and programs.</p> <p>Measure 7. Graduation rates.</p>	<p>continues to push toward general acceptance and use.</p> <p>Measure 3. School administration, program directors, and the faculty’s promotion and tenure committee and annual review committee examine teaching performance for all full-time faculty. Program directors annually review performance for part-time faculty.</p> <p>Measure 4. Created, implemented, and analyzed an exit survey to assess student outcomes and inform strategic decisions. Based on the results, we initiated major revisions to the new student orientation and career services for graduate students. These changes are intended to better prepare students to succeed in the program as well as after. The results are also being used to inform the revisions to the SPEA website and marketing materials..</p> <p>Measure 5. SPEA’s Graduate retention rate has shown a moderate drop over the 2015-2016 year. Preliminary evaluation suggests that this is the result of broader economic changes as this decrease in retention is on par with decreases across the campus and at other institutions. Nonetheless, SPEA will use exit interviews to rule out other issues that might affect retention.</p> <p>Measure 6. Student performance in quantitative courses has led the graduate committee to conduct a full assessment of these courses to determine why a minority of students struggles significantly in this area. See further discussion below. t.</p> <p>Measure 7. SPEA’s graduate completion rates remain strong.</p>
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		<p>Measure 8. Course-based evaluation of student performance, for example, grades. This can include exams, case studies, presentations, papers, problem solving, projects, etc.) for each individual course. For evaluation purposes, can be assessed individually or collectively.</p> <p>Measure 9. Student mid-term and end-of-term course evaluations.</p> <p>.</p>	<p>Measure 8. The SPEA faculty identified topics that need remediation or additional instruction. This is primarily done on a course-by-course basis and leads to faculty discussion of programmatic response when significant findings suggest that a broader view is required. See discussion regarding quantitative courses, (measures 6 and 8) below.</p> <p>Measure 9. Student evaluations suggest that a meaningful number of students are dissatisfied with the number and type of quantitative offerings while others struggle with the courses they are required to take. See the discussion below for the steps SPEA has taken.</p>
<p>Outcome 4. Students will enter the workforce with enhanced self-awareness and practical skills as a result of opportunities to gain on-the-job experience and/or to learn practical skills through experiential learning opportunities offered through SPEA courses and other sponsored opportunities.</p>	<p>Internships and graduate research opportunities are the two primary methods that SPEA students gain professional skills outside the classroom. SPEA has focused on assessing these opportunities during the past year. Additionally, career development offerings can assist students as they pursue employment and advancement. SPEA is working on increasing its student career options as well.</p>	<p>Measure 1. Survey student satisfaction with career development and experiential learning opportunities.</p> <p>Measure 2. Inventory of current career development services available to graduate students..</p>	<p>Measure 1.. A survey of graduate students conducted this year showed that students have the opportunity to participate in internships, but the learning expectations and quality of supervision varies. See discussion below.</p> <p>Measure 2. Students must have access to career development assistance appropriate to their professional needs. A survey of students conducted this year revealed a desire for additional services. See discussion below.</p> <p>.</p>

	<p>Faculty and staff identify potential internships, screen and consult with the organizations and supervisors to ensure quality positions and experiences.</p> <p>Students may also identify appropriate internship settings, which are reviewed and approved by faculty and staff as needed.</p>		
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Expanded Narration

Outcomes 1 & 2. Over the past two years (including the period of this report) SPEA has engaged in a study of the courses focused on developing quantitative skills such as statistics, economics and research methods. This review was spurred both by a review of student performance in courses and student surveys. We have found 1) that a significant portion of our students are not prepared for and do not perform well in these courses; and, 2) that a smaller but meaningful segment of students perform well and desire more and more advanced opportunities in this area. Consequently, the graduate faculty, led by the schools' statistics coordinator, has undertaken a stem to stern review of the quantitative offerings. Currently, the faculty are redesigning existing courses and designing new courses that will create a wider variety of classes to better serve students. For example, statistics will be divided into two offerings, one aimed at students who need an introductory course and a second for students with existing skill or who seek advanced skills. This work will be completed in 2017-2018.

Additionally, during the 2015-2016 academic-year, the faculty continued initiatives designed to address identified deficiencies in students' skills in written communication. Working individually and in peer teams, faculty began using common grading rubrics in several courses that include multiple sections. Additionally, faculty teaching different sections of a course or teaching different

courses are now working together to identify core skills and establish similar methods for teaching and assessing this information. Though there has been limited resistance to this development, work continues.

Outcome 4. SPEA conducted a scientifically designed survey of current graduate students. The tool was designed to assess a range of issues related to the student's experience and preferences. As a result of this survey, the graduate program, led by the Associate Dean, implemented extensive revisions to the orientation process to better inform and prepare students to launch successfully into the graduate program and to take advantage of the support and mentoring services already available here.

A second outcome was to determine that students desired even more professional development opportunities than were currently available to them. During the 2016-2017 year, SPEA faculty and staff are working to increase awareness of existing opportunities for career counseling and assistance and to develop new opportunities aimed at graduate students. Additionally, this team is examining the learning outcomes for graduate level internships. Finally, we are considering options for expanding opportunities for mentored graduate research beyond what is available through traditional graduate assistanceships.