

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

**PLANNING FOR LEARNING AND ASSESSMENT
2010-2011 Academic Year Review**

SPEA is an Indiana University Core School, operating on both the Bloomington and Indianapolis campuses. The school offers certificates and degrees at both the undergraduate and graduate levels in Public Affairs, and Criminal Justice and Public Safety Management.

The school currently serves approximately 500 undergraduate majors (about 75 percent of which are in Criminal Justice and Public Safety Management) and 350 graduate students (about 80 percent of which are in Public Affairs). Instructors provide about 10,000 credit-hours of classroom instruction each semester. About 40 percent of those credit hours are taught by adjunct faculty.

The following table presents a review of the desired outcomes identified for SPEA, description of how we will know whether the outcome is achieved, how we help students achieve those outcomes, how we measure those outcomes, our findings for the reporting period, and improvements undertaken in the reporting year based on those findings.

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1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the Assessment findings?	6. What improvements have been made based on assessment findings?
<p>Outcome 1. Students graduating with a SPEA degree will have the knowledge, skills, and abilities needed to enter and advance in the professions relevant to their major.</p>	<p>Outcome 1a. Students will demonstrate mastery of the competencies and learning outcomes defined for their major or concentration.</p>	<p>Outcomes 1, 2 & 3. Each of our majors has stated areas of competency and learning outcomes. At the undergraduate level, these are linked to the IUPUI Principles of Undergraduate Learning (PULS).</p> <p>At the graduate level, competencies and outcomes are linked to those specified by the degree accrediting body.</p> <p>The faculty establish learning outcomes for each course and identify which PULs or competencies are addressed in the course, and how these are addressed. The outcomes are linked to appropriate assessment.</p> <p>In addition, all students</p>	<p>Outcome 1a, b, c. Program reviews.</p> <p>Outcome 1a. Recent graduate/alumni survey (selected questions).</p> <p>Outcome 1a. Course-based evaluation of student performance (exams, case-studies, presentations, papers, problem-solving, projects, etc.) and curriculum assessments (capstone).</p> <p>Outcome 1a. Retention and graduation rates.</p> <p>Outcome 1a. DF rates.</p>	<p>Outcome 1a. SPEA's probation/dismissal rate continues to decrease; rates of probation, critical probation and dismissal continue to decline.</p> <p>Outcome 1a. Students report high satisfaction with education in the major and overall academic experiences at IUPUI.</p> <p>Outcome 1a. Undergraduate program student performance continues to improve; we continue to assess means of further improvement.</p> <p>Outcome 1a. SPEA's retention and graduation rates again increased.</p>	<p>Improvements to the Undergraduate and graduate programs include the following:</p> <p>Staff continue to develop and update the undergraduate and graduate probation, dismissal and reinstatement processes. This included incorporation of a freshman dismissal policy. Also, eliminated a conflict of interest in the appeals process. Staff continue to refine intervention programs for students on probation.</p> <p>Implemented PUL assessments, and have begun assessing results for use in future program improvements.</p> <p>Posted Student Learning Outcomes for both undergraduate and</p>

	<p>Outcome 1b. Students are placed successfully in relevant, high-quality internships and supervisor evaluations will be supportive.</p> <p>Outcome 1c. Students are employed in the public, private, or nonprofit sectors in positions relevant to their majors.</p>	<p>have capstone experiences, and all undergraduate majors have an internship or experiential requirement.</p> <p>SPEA provides students with strong mentoring through an advising program that includes academic advisers and faculty mentoring to assure that we address academic and nonacademic issues that may hinder student performance.</p> <p>For undergraduates, we also offer a career development and planning course and a SPEA Success Seminar to help students improve academic performance.</p> <p>SPEA courses help students master the knowledge, skills, and abilities they need through exams, case studies, papers, presentations, problem-solving, projects, etc.</p>	<p>Outcome 1b. Student feedback about internship quality.</p> <p>Outcome 1b. Internship supervisor evaluations of student performance.</p> <p>Outcome 1c. Recent graduate/alumni survey (selected questions).</p>	<p>Outcome 1b. Overall, students report considerable satisfaction with internship opportunities.</p> <p>Outcome 1b. Internship supervisors continue to report high satisfaction with student interns, both undergraduate and graduate</p> <p>Outcome 1c. Survey evidence suggests that about two-thirds of students attain jobs in their majors, and about 80 percent report that their education prepared them well for the positions they hold.</p>	<p>graduate students on the school's website, specified at the level of major and concentration.</p> <p>Developed a second SPEA Bridge/TLC for freshmen, for implementation in the fall of 2011, expanding opportunities to connect SPEA to IUPUI as a whole.</p> <p>Student Success Seminars – Both the online and face-to-face versions continue to demonstrate improvement in student retention and completion.</p> <p>World of Work Series – Events continue to be well-attended and students are enthusiastic about the opportunity to meet insight-providing practitioners.</p> <p>We continue to implement professional development opportunities for students, including participation in existing Bloomington professional development trips to Washington, D.C., and Chicago.</p>
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<p>Outcome 2. Students graduating with a SPEA bachelor's degree will have the knowledge, skills and abilities embodied in the IUPUI Principles of Undergraduate Learning (PULs).</p> <p>Graduating graduate students will have the knowledge, skills and abilities embodied in the competencies specified by the accrediting body for each degree program.</p>	<p>Undergraduate students demonstrate mastery of the PULs through coursework, including capstone experience and RISE experiences.</p> <p>Graduate students demonstrate mastery of the degree competencies through coursework, internships and other experiential learning opportunities, and capstone experience.</p>		<p>Internship supervisor evaluations of student performance.</p> <p>Faculty evaluation of student work (e.g., grades).</p> <p>Faculty perceptions of PUL mastery through participation in the campus PUL assessment program.</p> <p>Program reviews.</p>	<p>Overall, undergraduate students appear to be familiar with the PULs, although weakness in specific areas such as written communication and critical thinking are apparent in the data and through faculty observation. Faculty and staff will continue to evaluate these results as more data become available.</p> <p>Internship supervisors continue to have high satisfaction with student interns, both undergraduate and graduate.</p> <p>Undergraduate and graduate students continue to report high satisfaction with internship experiences.</p>	<p>Incorporation of Optimal Resume system to provide additional resources for students to prepare for internships and interviews.</p> <p>Online SPEA V252 coursework continually being revised, now includes the online Personal Development Plan.</p>
<p>Outcome 3. Students graduating with a SPEA bachelor's degree will be prepared for admission to an advanced degree program appropriate to their chosen field of</p>	<p>Students are admitted to graduate programs appropriate to their chosen field of study.</p>		<p>Recent graduate/alumni survey (selected questions).</p> <p>Program reviews.</p>	<p>Insufficient data; while we receive some data, much of it is voluntary, self-selected reporting. Faculty and staff continue to investigate means of measuring this outcome.</p>	

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