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

PLANNING FOR LEARNING AND ASSESSMENT
2013-2014 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).

SPEA continues to grow. During the 2013-2014 academic-year, SPEA served approximately 649 undergraduate majors, an increase of 62 students over the last academic year. During the review year, 379 graduate students were enrolled, a modest increase of 5 students. Criminal Justice remains the most popular undergraduate major with 397 declared students. The Management major (100 declared students) and Public Safety (80 declared students) are also popular. 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, accounting for approximately 50% of all graduate enrollments.

In the 2012-13 academic-year, SPEA faculty provided more than 20,353 credit-hours of classroom instruction. SPEA employed 33 full time academic appointments in various ranks as well as 76 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. The number of students classified as full time students increased by 63. 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. A substantial fraction of SPEA students are classified as part-time based on their enrolled hours (about 24 percent of undergraduate and almost 76 percent of graduate). Twenty-eight percent of undergraduates were 25 years of age or older and almost 8 percent were 33 or older, considerably outside the "traditional" undergraduate age range of 18 to 24. Many of these students have family responsibilities (children, and in some cases, are caregivers for parents or other relatives), and may also be employed part- or full-time. 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 at IUPUI, but others coming from other schools on campus, or from other colleges and universities around Indiana and from outside the state. For example, during the fall semester 2011, only 46 (7 percent) of SPEA's reported 587 undergraduate students were freshman, and just over 130 (20 percent) were sophomores. Almost 45 percent of SPEA's undergrads were seniors (291 students). During 2013-2014 academic year, 133 undergraduates completed degrees and 7 received certificates from SPEA.

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.

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. The undergraduate public affairs program was the subject of a campus self-study during 2008.

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). Faculty and staff devoted considerable time and effort during the 2012-2013 academic year to preparing for and participating in NASPAA's reaccreditation process. This effort included completion of a self-

study, a two-day site visit and the preparation of responses to post-visit questions. NASPAA found SPEA to be in substantial compliance and has issued a reaccreditation letter. The SPEA reaccreditation was among the first completed by NASPAA using new evaluation standards. Like most schools evaluated during this first flight, SPEA received a one-year accreditation pending adoption of a new mission statement and assessment process that aligns with NASPAA's stated competencies. During the 2013-2014, SPEA addressed the concerns raised by NASPAA and received a full and unconditional six year accreditation.

In addition to the NASPAA review, SPEA participated in a joint review of its nonprofit management programs with its peers on the Bloomington campus. This two-campus review included consideration of graduate, undergraduate and non-degree offerings in nonprofit management. This evaluation included both a faculty task-force and a team of external reviewers recruited from outside the University. External reviewers included both practitioners and academics. The review concluded with a series of program recommendations based on reports issued by the internal and external teams. Faculty on the Indianapolis campus worked toward the implementation of several of the recommended strategies. As a result, students interested in nonprofit management will be able to take advantage of enhanced course offerings.

SPEA's programs, especially the undergraduate criminal justice and public safety management program, and the graduate Master of Public Affairs program, have experienced considerable growth over the past several years. For example, the number of students completing the Bachelor of Science of Criminal Justice grew from 270 students in 2009 to 397 students in 2013. Students declaring a Management major through the Bachelor of Science of Public Affairs grow from 63 to 100 during this period. The number of students has been growing slowly but consistently since the drop associated with the 2009 recession. Total credit hours to the school also continues to grow, exceeding 20,000 hours in 2012-2013.

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 ways that SPEA faculty and staff help students recognize and demonstrate these outcomes;
- The methods for measuring and assessing progress toward outcomes; and,

- Current findings regarding student attainment of selected outcomes.

Discussion of findings made during the 2013-2014 academic year are included in following the tables. The tables are organized by undergraduate and graduate levels in both of the school's programs. 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 2014-2015 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, skills, and abilities needed to enter and advance in the professions relevant to their major, whether in the public, nonprofit or for-profit sector. Students will demonstrate the appropriate knowledge, skills and abilities for their degree and major, have appropriate and successful professional and other developmental experiences while enrolled in SPEA, and will find employment or voluntary service congruent with their degree upon completion of their program.

Outcome 2. Students graduating with a SPEA degree or certificate will have the knowledge, skills and abilities embodied in the IUPUI Principles of Undergraduate Learning (PULs) or Principles of Graduate and Professional Learning (PGLs), as appropriate, and will meet the requirements set forth by school faculty and outside accrediting bodies, such as NASPAA for the MPA program.

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

Section 1—SPEA Planning for Learning and Assessment: Undergraduate
2011-2012 Academic Year Review

The following table summarizes for the undergraduate programs: 1) the general learning outcomes, 2) what those learning outcomes entail in terms of student demonstration of knowledge, skills, and abilities, 3) the means by which faculty and staff will assess how students have learned and demonstrate those learning outcomes, 4) the measures for the outcomes, and 5) the findings based on the measures. 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. What general outcome are we seeking?	2. What will the student know or be able to demonstrate?	3. How, when and/or where will we help students demonstrate this outcome? (For example, in class or out of class)	4. How can we measure each of the learning outcomes identified for the degree or certificate?	5. What are our assessment findings? (Further discussion in the associated text below the table)
Outcome 1. Students graduating with a SPEA undergraduate degree will have the knowledge, skills, and abilities needed to enter and advance in the professions relevant to their major, whether in the public, nonprofit or for-profit sector.	Students demonstrate mastery of the competencies and learning outcomes defined for their major, minor or certification. Students will demonstrate this mastery through tests, projects, service learning projects, presentations and other evaluative tools used by course instructors.	Faculty with the assistance of staff have the responsibility to establish the competencies and learning outcomes that students must demonstrate, and the manner in which they must demonstrate them. 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). Each SPEA course has a designated primary PUL, which is identified in the syllabus and which the instructor rates each student	**Program-level Measures** **Measure 1.** Establishment of competency areas and desired learning outcomes for each major, including identification of PULs appropriate to each course. **Measure 2.** Review of course syllabi to ensure that they include: a standard structure, statement of learning outcomes and PULs, and to assure that the course presents appropriate rigor in readings and assignments across courses in each major and program. **Measure 3**. Review of faculty performance, including use of student course evaluations, and	**Program-level Measures** **Measure 1.** Competency areas have been established for several years for each undergraduate program, major, and certificate. Faculty members were encouraged to complete the PUL assessments at the close of terms. Reports on successful attainment of PUL goals has informed and guided discussions regarding both curricular design and individual teaching **Measure 2.** Program directors and staff review syllabi each semester, especially those

		on, based on performance on appropriate assessment activities. 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. At the individual level, 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, and to encourage students to maximize their potential. For undergraduates, we offer a career development and planning course to foster a broader and longer appreciation of the SPEA educational opportunity. We also offer a SPEA Success Seminar, to help students improve academic performance.	peer evaluation of teaching, to ensure substantially even educational quality of instructional staff. **Measure 4.** Program reviews, including periodic comprehensive formal reviews mandated by the university and/or by accrediting bodies, and occasional informal reviews conducted by faculty, staff and external reviewers of particular programs, majors or concentrations. **Measure 5.** 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. Measure 6. Feedback from employers who hire students as employees or interns. This includes formal sessions with select advisors such as our Dean's Advisory Council and informal conversations with regular employer contacts. **Measure 7.** Undergraduate retention rates **Measure 8.** Undergraduate probationary and DF rates. **Measure 9.** Grade-point averages over courses, majors, and programs.	submitted by part-time faculty, to ensure consistency and rigor in course offerings. During the 2012-2013, particular attention was paid to the way that knowledge, skills and abilities are built across a degree course. This effort is in its early phase and was focused on two majors – sustainable management and nonprofit management/civic leadership. **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. During 2012-2013, faculty began discussions about a new program for continuing education for full and part-time faculty focused on teaching. **Measure 4**. The last formal reviews of the undergraduate programs took place in the 2006 (PA) and 2009 (CJ/PSM) academic years, and the next are scheduled in 2014-2015 for (PA) and (CJ). SPEA conducted an internal review of the UG courses related to nonprofit management in 2013. **Measure 5.** Students report high satisfaction with education

			Measure 10. Completion rates. **Course-level Measures** **Measure 11.** Course-based evaluation of student performance (e.g., grades, PUL ratings). 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. **Measure 12.** Student mid-term and end-of-term course evaluations. **Measure 13.** Curriculum assessments, such as pre-and-post tests for students entering and completing a program, or other evaluative tools. **Individual-level Measures** **Measure 14.** Successful completion of career planning courses. **Measure 15.** Faculty mentoring and staff academic advising. In dealing with numbers of students, faculty and staff may identify issues and trends that are not apparent in other data.	in the major and overall academic experiences at IUPUI. SPEA faculty identified a need to increase opportunities to work with students directly in and outside the classroom. **Measure 6.** Based on recommendations from external advisors, SPEA faculty have undertaken a skills assessment of all courses**. This work started with a review of gateway courses in the PA program.** **Measure 7.** IMIR reported in the fall 2013 census that SPEA's undergraduate retention rates had declined in 2012-13. Through renewed focus in student advising, the rate as bounced back to 84%, the rate prior to the decline. See further discussion below. **Measure 8.** SPEA's probation/dismissal rate continues to decrease; rates of probation, critical probation and dismissal continue to decline. This has been an area of significant focus in student services. **Measure 9.** Undergraduate performance continues to improve overall and in each major. An analysis of grades conducted during the year

				revealed little evidence of systematic grade inflation, with most evidence of inflation or other problems occurring among adjunct faculty. During 2013-14, SPEA engaged in targeted faculty education efforts to address identified areas of concern. **Measure 10.** SPEA's completion rates continue along the positive trend. **Course-level Measures** **Measure 11.** PUL results are discussed in more detail below. **Measure 12.** Faculty, courses, and the program overall generally receive good ratings from students in the course evaluations. In a few cases, associated faculty were not brought back to teach other sections, based in part on poor student evaluations, student complaints, and other evidence of poor teaching quality or poor fit. Additionally, targeted faculty education efforts, specifically one-on-one mentoring and small group discussions were used to address areas of concern. **Measure 13.** The CJ/PSM faculty continued to work on a pre/post-test for students entering and completing these majors. The PA program began using a directed reflective essay

				in the capstone course as an evaluative tool. A pre/post test is currently being developed for use the law classes taught across the program. This effort will assessment of whether this strategy is more effective at assessing topic specific knowledge in areas required for degree completion. **Individual-level Measures** **Measure 14.** The career planning class was created several years ago in response to student requests for such a professional development course. Students report satisfaction with the course. In 2011-12, the Optimal Resume system was incorporated, as well as an online Personal Development Plan. The career office continues to refine and improve the PDP process and content. **Measure 15.** Faculty and staff continue learn about a wide variety of problems that individual students have that may impact individual performance and continuation in SPEA, especially problems involving family and employment. Faculty and staff often refer these students to other University services for assistance, but there is little SPEA can do about these barriers to student participation. We continue to discuss possible

				impacts and solutions, and encourage full and part-time faculty to work with students with these issues. Additionally, the student services staff is engaged with students to help address known barriers. Finally, SPEA is evaluating the possibility of adding an individual in student services trained in social work who can better connect students to needed external resources. Such a position will be added when resources permit. Additionally, SPEA added a full time director of diversity. This position works directly with minority and first-generation students to enhance success rates.
	Outcome 1b. Students are placed successfully in relevant, high-quality internships, and supervisor evaluations are supportive of student achievement in the internships.	Internships are not conducted in a classroom setting, but rather in external workplaces in the public, nonprofit or for-profit sectors. Faculty and staff identify potential internships, screen and consult with the organizations and supervisors to ensure quality positions and experiences. Students may also identify appropriate internship settings, which are reviewed and approved by faculty and staff as needed.	**Measure 1.** Student feedback about internship quality. (Student evaluation form, journal of activity, and concluding reflection paper, evaluated by faculty and staff as appropriate.) **Measure 2.** Internship supervisor evaluations of student performance. (Supervisor evaluation form, and follow-up interviews conducted by staff as appropriate).	**Measure 1.** Overall, students report considerable satisfaction with internship opportunities. Demand for these opportunities is increasing. Student services is working to streamline the enrollment process and to ensure consistent completion requirements across internship advisors. **Measure 2.** Internship supervisors continue to report high satisfaction with student interns. In the last year, several employers have hired our students as part- or full-time employees following their internships.

	Outcome 1c. Students are employed in the public, private, or nonprofit sectors in positions relevant to their majors after having earned their degree or certificate.	By providing job-placement and job counseling services for students approaching and after graduation. (Note: SPEA currently does not provide job-placement services, but does provide career and job counseling for students, as does the university.)	**Measure 1.** Recent undergraduate/alumni survey (selected questions concerning post-graduation employment). **Measure 2.** Tracking of former students via LinkedIn and other profession-related social media.	**Measure 1.** IMIR reported the results of the 2013 undergraduate alumni survey. The results as applied to SPEA are discussed below. **Measure 2.** Staff is implementing a new strategy of using social media to track alumni employment.
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).	Undergraduate students demonstrate mastery of the PULs through coursework, including capstone experience and RISE experiences.		**Measure 1.** Faculty evaluation of student coursework, including that evaluated for the PULs (projects, tests, quizzes, papers, etc.) **Measure 2.** RISE and other experiences **Measure 3.** 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.	**Measure 1.** Overall, the results of PUL ratings by faculty and reported by IMIR in are encouraging, and suggest that overall, students are achieving mastery in most of the PULs. There is always room for improvement, and faculty has and continues to discuss the implications. See discussion below. **Measure 2.** See discussion below. **Measure 3.** Capstone course faculty report that many students are encountering their first substantial "real-world" projects in the capstone course. Students with less group experience tend to have a more difficult time participating effectively in these projects. Many students have self-reported that culminating experience is the first in the program to consciously try to pull concepts and skills together

				from throughout the program. SPEA faculty members are evaluating ways to provide meaningful, group-oriented, problem-solving opportunities earlier in the degree program.
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 study.	Students are qualified to be admitted to graduate programs appropriate to their chosen field of study, and do so.	In class, by providing a full and rigorous education. Outside of class by providing mentoring and other development services.	**Measure 1.** Students have sufficient GPA and other knowledge, skills and abilities to be admitted to graduate programs. **Measure 2.** Recent graduate/alumni survey (selected questions concerning post-graduation education). **Measure 3.** Tracking of former students via LinkedIn and other profession-related social media.	**Measure 1.** Entrance requirements (GPA, admissions testing, local preferences etc.) are highly variable at institutions of higher education. Our assessment of quality can only be approximate. We continue to investigate ways of measuring this outcome in a valid and reliable manner. **Measure 2.** See below. **Measure 3.** Staff is looking into the reliability and usefulness of LinkedIn and other social media for tracking alumni pursuit of advanced education.

Expanded Narration

Outcome 1a, Measure 6. IMIR reported that from 2012-13 to 2013-14 SPEA's undergraduate retention rate improved slightly at all grade levels, with total undergraduate retention increasing by two percentage points and the freshman/sophomore rate increasing four percentage points. This resulted in an overall improvement for SPEA. For all three categories (F/S, J/S, and overall), 2009-10 represented the highest retention rates in the past five years, markedly better than the previous years' rates. SPEA's rates are compared to the campus rates in the following table. Again, SPEA's overall retention rate compares favorably.

	09-10	10-11	11-12[1]	12-13	13-14
F-S (IUPUI/SPEA)	75/85	74/80	74/79	73/79	74/83
J-S	86/88	85/84	85/86	86/84	86/85

[1] These are the most recent numbers available.

All Undergrads	81/88	80/83	80/84	80/82	80/84

SPEA faculty and staff have reviewed the retention rate statistics. SPEA typically has few freshmen enrolled; students are clustered in the upper tier. In 2013-14, the one-year junior/senior retention rate was 85%. This number, while strong, was one-percentage point lower than the campus rate for the same class. Students may suspend their academic progress for a number of reasons, some related to external pressures such as job loss, relocation or family issues. These are obviously outside the school's control. Assessment of the statistics available does not suggest identifiable problem points within the program. Indeed, given the fact that most students enter SPEA's program as upperclassmen, after determining their preferred major and moving closer toward a timely graduation, the improved J/S rate is a positive feature. Never the less, during 2013-14, SPEA drilled down into its own records to 1) identify any specific points of concern; and 2) to create a strategy for improving retention and, when retention within SPEA is not possible, moving students to a school and degree that better fits their goals and aptitudes.

One are of concern was associated with the retention (and successful progress) of minority and first-generation students. Consequently, SPEA identified a new Director of Diversity. The Director immediately created a peer-mentoring program that is intended to improve success and ensure retention of first-generation minority students. The program, which pairs freshmen from the Bridge program with upperclassmen, is purposefully small. If successful, it will be expanded next year.

Outcome 1a, Measure 10. In 2013, SPEA received IMIR's report on the PUL evaluation. SPEA assigns one PUL to each SPEA course. Faculty evaluate students on this PUL typically by selecting one or two activities (e.g., papers, projects, assignments, tests) for evaluation of individual student performance on the PUL. Faculty submit evaluations at the same time but separately from grades. Students also rate their own performance. Through this effort, every student in every course should be evaluated on the assigned PUL every semester. In the Spring 2013 semester, for example, faculty issued approximately 2,500 grades, and therefore should have issued the same number of PUL evaluations. If this number is typical, then over the seven semesters included in this report, faculty should have issued approximately 17,500 evaluations of student performance, distributed over the eight PULs. Thus, the reported number of evaluations (4,565) is about 26 percent of the total evaluations submitted by faculty. The reported results therefore may include some individual students multiple times in different courses, and other students in the program could conceivably be evaluated only once, or never. Additionally, non-SPEA students may be enrolled and evaluated in this process.

The IMIR report and additional examination of SPEA's own data revealed that we evaluate only for the PULs *Critical Thinking*, and *Integration and Application of Knowledge* at all four course levels, while for *Ethics and Values*, we only evaluate at one level. The other five PULs are evaluated at different distributions. We do not evaluate all of the PULs at any level. This in part reflects our distribution of courses: the majority of our courses are in the 200 and 300 levels, while we have only four courses offered at the 100

level, and about a dozen at the 400 level. Almost 66 percent of the reported evaluations are in courses at the 200 and 300 levels. Only about 13 percent are at the 400 level.

The PUL evaluations demonstrate positive student performance in both *Critical Thinking* and *Integration and Application of Knowledge*. For example, over 80 percent of students were rated as very effective in Critical Thinking courses at the 300 and 400 level. These two skills, however, are over-measured as they are evaluated in a total of 28 classes. In 2013-2014, SPEA began to address this problem by undertaking a complete evaluation of all courses for the purpose of distributing PULs across degree programs and majors. This review is extensive and time-consuming as it requires consideration of curricular content appropriate to each course. We anticipate that these discussions and resulting PUL reassignments will take place during the 2014-2015 year.

Additionally, we note that we evaluate PUL 1A (Written and Oral Communication) at the 100 and 200 level confirms what our faculty report anecdotally, that many of our students perform poorly on written and oral communication tasks. Evaluations indicate that only 40% of students were rated as effective or very effective at the 100 level and 72 percent at the 200 level—with less than 10 percent of these rated as very effective. This PUL is not measured at the 300 or 400 level. There is much room for improvement here and the faculty is considering adding a specific public affairs writing course in addition to requiring additional writing assignments in courses across the curriculum. Additionally, measuring students again during 300 and 400 level courses will allow an assessment of improvement over time.

Similarly, a review of the PULs related to quantitative skills, which are evaluated in six courses including five at the 300 level, suggest that our students overall are not doing well on this PUL. Just over 60 percent are effective or very effective with less than 20 very effective. SPEA does not teach introductory quantitative courses; we rely on the Gen Ed requirements to accomplish a basic competency in this area. During the 2013-2014 academic year took two significant steps toward addressing this challenge. SPEA hired a full-time coordinator of the undergraduate statistics program. Statistics is a required course for all majors. This coordinator is introducing new strategies, techniques and materials across the program. Additionally, SPEA signed on to participate in a new tutoring center on campus designed to help students struggling with statistics and statistics-related analysis.

Outcome 2, Measure 1. In February 2011, IMIR released the results of the 2011 Undergraduate Alumni Survey, comparing SPEA's respondents to the survey to those of the university as a whole. This remains the most recent alumni survey. IMIR attempted to contact 5,674 IUPUI graduates who completed between Spring 2008 and Summer 2010. Of SPEA's approximately 450 graduates during that period, 24 responded to the survey: 5 graduating in 07-08, 12 in 08-09, and 7 in 09-10. This included graduates not only of the CJ/PSM and PA programs, but also the Public Health program, which separated from SPEA at the end of the 2009-10 academic year. The respondents were predominantly female, 25 years old or older, with more than 71 percent Caucasian and 21 percent African-

American. Fifty-two percent reported a final GPA of 3.0 or higher, compared to more than 70 percent for the overall university respondents.

Of the 24 SPEA respondents, 100 percent reported being employed, with only four working outside of Indiana. One-third reported being employed in a job not at all related to their degree (compared to just 21 percent for respondents overall), while 46 percent reported their job was directly related, and 21 percent somewhat related. The following table compares SPEA's responding graduates to the university's respondents, by which kind of organization they report working for. While an interesting comparison, which highlights SPEA's focus on the government and nonprofit sectors, we note the small group of respondents and the selection method make generalizations difficult.

Employment Category	SPEA	IUPUI
Federal, State or Local Government	42%	11%
Small Business or corporation	21	23
Education (Public or private)	17	27
Other nonprofit organization	13	9
Large corporation	8	27
Self-employed	0	2

The survey included a number of other items in three categories, including related to further education (discussed under Outcome 3, below); related to the impact of IUPUI on learning and satisfaction with IUPUI; and related to specific education-related experiences. Responses for several of the items were significantly above or below the IUPUI figures. SPEA faculty and staff are reviewing the findings and determining what changes might be appropriate to enhance the educational experience for students at all levels.

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 IMIR 2011 alumni survey discussed above, found that 33 percent of the responding SPEA graduates reported being enrolled in further education, with about 17 percent enrolled full-time in another degree program, and 13 percent enrolled part-time in such a program. About 4 percent were enrolled in coursework not leading to a degree. Another 50 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 71 percent said that it had prepared them "very well."

Section 2—SPEA Planning for Learning and Assessment: Graduate
2011-2012 Academic Year Review

The following table summarizes for the graduate programs 1) the general learning outcomes, 2) what those learning outcomes entail, in terms of student demonstration of knowledge, skills, and abilities, 3) 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. 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. What general outcome are we seeking?	2. What will the student know or be able to demonstrate?	3. How, when and/or where will we help students demonstrate this outcome? (For example, in class or out of class)	4. How can we measure each of the outcomes listed in column 2?	5. What are our assessment findings? (Further discussion in the associated text below the table as noted)
Outcome 1. Students earning a SPEA graduate degree will have the knowledge, skills, and abilities needed to enter and advance in the professions relevant to their degree and concentration or certification.	**Outcome 1a.** We will see 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.	Faculty with the assistance of staff have the responsibility to establish the competencies and learning outcomes that students must demonstrate, and the manner in which they must demonstrate them. The SPEA faculty has established competencies and learning outcomes for each degrees and associated concentrations, and for the graduate certificates. These are linked to the IUPUI Principles of Graduate and Professional Learning at the programmatic level. The competencies and learning outcomes of the PA program	**Program-level Measures** **Measure 1.** Establishment of competency areas and desired learning outcomes for each degree, concentration, and certificate, as a result of formal self-study of programs and degrees. **Measure 2.** Review of 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	**Program-level Measures** **Measure 1.** Last formal self-study for the CJ/PSM program was in 2009. Last formal self-study for the PA graduate program was in 2013. This was part of the school's routine reaccreditation process from NASPAA. Faculty members are currently reviewing and implementing recommendations from both the self-study and the reaccreditation site visit and results. These will be discussed below. **Measure 2.** Program directors and staff review syllabi each

		are directly linked to the accreditation requirements of NASPAA. Courses are designed to develop student knowledge, skills and abilities related to the course-level learning outcomes through coursework, which provides students the opportunity to demonstrate their proficiency on tests, projects, and other activities. At the individual level, 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, and to encourage students to maximize their potential.	**Measure 3**. 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. **Measure 4.** Review of faculty performance, including use of student course evaluations, and peer evaluation of teaching, to ensure substantially even educational quality of instructional staff. **Measure 5.** Program reviews, including periodic comprehensive formal reviews mandated by the university and/or by accrediting bodies, and occasional informal reviews conducted by faculty and staff of selected aspects of the program. **Measure 6.** 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. **Measure 7.** Retention rates **Measure 8.** Prob. and DF rates. **Measure 9.** Grade-point	semester, especially those submitted by part-time faculty. There were no specific findings for this period. **Measure 3.** 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 2013-14 year, we expanded these groups conversations to include discussion of additional methods for standardized evaluation, including common rubrics and pre- and post-course testing. Because the practice is so new, there are not specific findings from this practice. **Measure 4.** 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. **Measure 5.** Students report high satisfaction with education in the major and overall academic experiences

			averages over courses, majors, and programs. **Measure 10.** Graduation rates. **Course-level Measures** **Measure 11.** 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. **Measure 12.** Student mid-term and end-of-term course evaluations. **Measure 13.** Curriculum assessments, such as pre/post-program exams, comprehensive exams, and culmination projects. **Individual-level Measures** **Measure 14.** Faculty mentoring and staff academic advising. In dealing with numbers of students, faculty and staff may qualitatively identify issues and trends that are not apparent in other data. **Measure 15.** Individual grades in courses, and grade point average overall.	at IUPUI. **Measure 6.** Although we can track this, its value as a measure of performance in a 2-year graduate program with a significant portion of part-time students is doubtful. Staff attempt to contact students who fail to register for an upcoming semester and try to help resolve issues that may be preventing registration. Regardless, students may choose to sit out a semester or withdraw from the program for family, employment, or other reasons outside of SPEA's knowledge or ability to influence. The growth and popularity of online courses and the challenge of making connections with distance students may exacerbate the challenge of understanding retention issues. SPEA continues to look for ways to determine and track reasons for withdraw or slow progression. **Measure 7.** SPEA's probation/dismissal rate continues to decrease; rates of probation, critical probation and dismissal continue to decline. **Measure 8.** An informal analysis for grade inflation was conducted during the 2011-2012 year; no significant evidence of grade inflation was

				identified. GPA for graduate students continues to improve; we continue to assess means of further improvement. **Measure 9.** SPEA's graduate completion rates remain strong. **Course-level Measures** **Measure 10.** See discussion below. **Measure 11.** The SPEA faculty identified topics that need remediation or additional instruction. However, this is primarily done on a course-by-course basis and is not the subject of faculty discussion or programmatic response unless significant issues requiring additional response are found, such as the issues discussed under Measures 10 and 12. **Measure 12.** The SPEA faculty identified greater need for quantitative assessment skills. SPEA hired a statistics coordinator. This individual is working to provide additional teacher training and implement new curricular and technology solutions to aid students. Additionally, Faculty members are considering other methods to create class-room and assignment based methods for improving quantitative skills.

				Individual-level Measures **Measure 13.** Some students avoid taking recommended undergraduate courses (suggested to improve basic skills and knowledge) while in the graduate program due to the cost. Faculty and staff identified additional options for adequate preparation and now communicate them to students when recommending additional basic coursework. **Measure 14.** The SPEA faculty conducted an analysis of grading to identify any possible negative patterns. Some inconsistencies in the grade distribution between full time and adjunct faculty were identified. In some cases, decisions on retaining adjunct faculty are made based on concerns regarding rigor.
	Outcome 1b. Students are placed successfully in relevant, high-quality internships, and supervisor evaluations are supportive of student achievement in the internships.	Internships are not conducted in a classroom setting, but rather in external workplaces in the public, nonprofit or for-profit sectors. Faculty and staff identify potential internships, screen and consult with the organizations and supervisors to ensure quality positions and experiences. Students may also identify appropriate internship settings,	**Measure 1.** Student feedback about internship quality. (Student evaluation form, journal of activity, and concluding reflection paper, evaluated by faculty and staff as appropriate.) **Measure 2.** Internship supervisor evaluations of student performance. (Supervisor evaluation form, and follow up interviews conducted by staff as appropriate).	**Measure 1.** Overall, students report considerable satisfaction with internship opportunities. **Measure 2.** Internship supervisors continue to report high satisfaction with student interns.

		which are reviewed and approved by faculty and staff as needed.		
	Outcome 1c. Students are employed in the public, private, or nonprofit sectors in positions relevant to their majors.	Students who earn a graduate degree from SPEA are prepared to enter the workforce in their chosen field with the skills to be successful. The program ensures that students have the appropriate quantitative and qualitative skills as well as the professional behavior to become leaders in their field. The curriculum not only reflects the best academic practices from around the country but also reflects the input and suggestions from established professionals in the field.	**Measure 1.** Recent graduate/alumni survey (selected questions concerning post-graduation employment). **Measure 2.** Tracking of former students via LinkedIn and other profession-related social media.	**Measure 1.** 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. **Measure 2.** Staff implementing a new program that uses LinkedIn and other social media for tracking alumni employment.
Outcome 2. Graduating students will have the knowledge, skills and abilities embodied in the competencies specified by the accrediting body for each degree program, if applicable, or established by the SPEA faculty if there is no accrediting body.	Graduate students demonstrate mastery of the degree competencies through coursework, internships and other experiential learning opportunities, and capstone experience.	The SPEA faculty have created and regularly revisit the individual course competencies to ensure they reflect current best practices and the universal competencies of our accrediting body. These competencies were carefully reviewed in 2012 as part of SPEA's accreditation self-study, which is discussed below.	**Measure 1.** Coursework and faculty evaluation of student work (projects, tests, quizzes, papers, etc. **Measure 2.** Internship supervisor evaluations of student performance. **Measure 3.** Other experiential learning, such as service learning projects. **Measure 4.** Capstone performance, where students work in groups to produce analyses and reports for real-world clients in the public, nonprofit and business sectors.	**Measure 1.** See discussion below. **Measure 2.** Internship supervisors continue to have high satisfaction with graduate-level student interns. In the past year, three organizations hired our interns as full-time employees at the end of their internships, despite the students still having coursework to complete before graduation. **Measure 3.** The SPEA faculty have found value in service learning projects that help students gain a deeper

				understanding of the course content, and often design courses around service learning projects, especially at the graduate level. **Measure 4.** Faculty for the graduate capstone has identified increased professional preparedness among students in recent semesters.
Outcome 3. Students graduating with a SPEA Master's degree will be prepared for admission to an advanced degree program appropriate to their chosen field of study. Students graduating with a graduate-level certification are prepared for admission to a master's program.	Students are admitted to graduate programs appropriate to their chosen field of study.		**Measure 1.** Students exit our programs with sufficient knowledge, skills and abilities, as evidenced by their cumulative GPA, to enter a graduate program. **Measure 2.** Recent graduate/alumni survey (selected questions concerning post-graduation education). **Measure 3.** Tracking of former students via LinkedIn and other social media.	**Measure 1.** See discussion below. **Measure 2.** See discussion below. **Measure 3.** Staff are looking into the reliability and usefulness of LinkedIn and other social media for tracking alumni pursuit of advanced education.

Expanded Narration

Outcome 1, Measure 10. Student academic performance in graduate level work is closely linked to most recent semesters of undergraduate work in courses within their major. The correlation weakens over time for students who do not attend graduate school immediately after undergraduate completion, and often students with even modest undergraduate performance will, with several years of life experience, including family and employment, become much higher performing students upon entry to the SPEA graduate program.

During the 2013-2014 academic-year, the faculty began implementing several initiatives designed to address identified deficiencies in students' skills in written communication and quantitative analysis. Working individually and in peer teams, faculty developed and 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

Outcome 2, Measure 1. In developing course competencies, faculty work to identify competencies that reflect the needs of the industries in which graduates will be employed. In the case of the MPA program, faculty connect course competencies to those established by NASPAA, the program's outside accrediting agency. In 2012 SPEA completed a self-study for the MPA program. NASPAA completed a site visit during the spring of 2013. SPEA received full accreditation in 2014.

The new NASPAA guidelines include additional requirements for demonstrating proof of learning in the course competencies that NASPAA emphasizes. During the 2013-2014 academic year, SPEA designed and began implementation of additional assessment evaluation procedures to meet the new NASPAA requirements. Currently, SPEA faculty and staff are working on creating a process similar to that used to track and evaluate undergraduate performance related to the PULs. New grade rubrics will be created for graduate courses. SPEA will also develop a new process to evaluate and report on the new assessment to NASPAA. Obviously, this process will provide additional opportunities to evaluate and enhance the graduate programs at SPEA.

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Outcome 3, Measure 1. Admission requirements for further graduate education are highly variable, and are often school and program specific. Graduate education schools typically require students to take the GRE or other appropriate assessment, but not all. For example, while direct-admit students applying to the SPEA-I MPA program are required to successfully complete the GRE for admission; students seeking admission to one of the graduate certificate programs do not. Students who have successfully completed a SPEA certificate may choose to enroll in the full MPA program without taking the GRE, and a significant number do. Another exception to this at SPEA-I is undergraduate students who enroll in the accelerated MPA program, who are admitted as undergraduates based on their undergraduate performance and earn their bachelor and master degrees at the same time.

We can make a judgment as to whether our graduates are well-enough prepared to enter other graduate programs, such as based on their GPA, but such a judgment must be in the general sense, because of the differing entrance requirements of different programs at different schools and universities.

Outcome 3, Measure 2. While SPEA receives some data through surveys and other indirect sources, much of it is voluntary, self-selected reporting, and therefore of questionable reliability. Faculty and staff continue to investigate means of measuring this outcome in a more comprehensive and reliable manner. However, informal feedback from students suggests that a significant portion of our MPA graduates would be interested in pursuing a doctorate through SPEA-Indianapolis, and some have applied to and enrolled in the doctoral program through SPEA-Bloomington. A significant number seek advanced education by going to law school, either here at IUPUI, in Bloomington, or at other law schools.