

UPDATE ON PUL EVALUATION

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2012 Committee Member
Faculty Council Executive Committee
Liaison

HIGHER LEARNING COMMISSION

- North Central Association
- Reaccreditation in 2012

REACCREDITATION

- Need to provide evidence that undergraduates are developing the:
 - Knowledge
 - Skills
 - Abilities
 - Embodied in our Principles of Undergraduate Learning (PULs)

PRINCIPLES OF UNDERGRADUATE LEARNING

- PULs
- Approved by Faculty Council May 7, 1998
- Revised 2005 & 2007
- Approved 2007

PRINCIPLES OF UNDERGRADUATE LEARNING

- PULs are essential ingredients of the undergraduate education experience at IUPUI
- Form a conceptual framework for all students' general education
- But necessarily permeate the curriculum in the major field of study as well

PRINCIPLES OF UNDERGRADUATE LEARNING

- More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study
- These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree

2012 COMMITTEE

- Develop a process for gathering and presenting evidence of student learning of PULs

ASSIGNMENT OF PUL

- Spring 2009, faculty in every undergraduate department identified for **each course** one, two, or three PULs emphasized through class activities/assignments
- Each PUL was assigned a major, moderate, or minor emphasis

ASSIGNMENT OF PUL

- Database
- <http://www.planning.iupui.edu/pul/matrix>
- To view, edit or create a PUL matrix you are required to login using your **IU network username and password through IU CAS**. Once authenticated you will be able to build a matrix and save as PDF. Please click on [to authenticate with CAS](#)

i PLANNING & INSTITUTIONAL IMPROVEMENT

MATRIX FOR DEPARTMENTAL PLAN TO EVALUATE STUDENT ATTAINMENT OF THE PULS

Please select the department from the list below then enter the evaluation semester for each of the courses below. You can view the saved matrix on the front page.

Enter evaluation semester information for each course listed below.

Department: **LIBA -- Museum Studies**

Author: **Patki, Amol M.**

Principles of Undergraduate Learning †

	1a	1b	1c	2	3	4	5	6
Written, Oral, Visual Skills								
Quantitative Skills								
Information Resources Skills								
Critical Thinking								
Integration & Application of Knowledge								
Intellectual Depth, Breadth, and Adaptiveness								
Understanding Society and Culture								
Values and Ethics								

SEMESTER	COURSE	COURSE TITLE	(3=Major Emphasis, 2=Moderate Emphasis, 1=Some Emphasis) ?						
	MSTD-A 403	INTRODUCTION TO MUSEUM STUDIES						3	2
	MSTD-A 405	MUSEUM METHODS				3			
	MSTD-A 408	MUSEUM INTERNSHIP				3			
	MSTD-A 410	MUSEUM EDUCATION					3		
	MSTD-A 412	EXHIBIT PLANNING AND DESIGN				3			
	MSTD-A 414	MUSEUMS AND TECHNOLOGY				3			
	MSTD-A 416	COLLECTIONS CARE & MANAGEMENT			3				
	MSTD-A 460	CURRENT TOPICS-MUSEUM STUDIES <i>PULS NOT ASSIGNED</i>							
	MSTD-A 494	INDEPENDENT LRNG-MUSEUM STDIES						3	

SAVE **SUBMIT**

† Source: <http://www.iupui.edu/~fcouncil/documents/PULs.pdf>

PILOT TESTING

■ SSII 09

- B105 Psychology as a Biological Science
- CIT106 Using a Personal Computer
- H114 History of Western Civilization
- G107 Environmental
- W131 Elementary Composition I

ASSIGNMENT OF PUL

■ Psychology

– **PSY-B 105**

– **Psychology as a Biological Science**

- Major emphasis (3)---Intellectual Depth, Breadth and Adaptiveness
- Moderate emphasis (2)—Written, Oral, Visual Skills
- Some emphasis (1)—Critical Thinking

IUPUI: PUL Rating Form

For each of the 1 or 2 PULs emphasized most (that is, assigned a rating of 3 or 2 by you and your colleagues last spring) in your Summer II or fall semester course, assign an overall rating to each student in your class using the following scale:

3 = Very Effective; 2 = Effective; 1 = Somewhat Effective; 0 = Not Effective

Select No. of Students: **35**  

Faculty Member Name:

Course Title: **Psychology as a Biological Science**

Student	PUL: 4. Intellectual Depth, Breadth, and Adaptiveness	PUL: 1A. Written, oral, and visual communication skills
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>
13	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	<input type="text"/>
15	<input type="text"/>	<input type="text"/>
16	<input type="text"/>	<input type="text"/>
17	<input type="text"/>	<input type="text"/>
Submit ratings:		<input type="button" value="Submit"/>

FACULTY PERCEPTIONS

- What kinds of student work formed the basis for your ratings of student effectiveness in learning the PULs you emphasized in your course?
- Did you use the VALUE rubrics, or another form of rubric, to help you decide how to rate each student on the PULs?

FACULTY PERCEPTIONS

- Did you make up your own explicit definitions for the ratings (**very effective=3, effective = 2, somewhat effective=1, and not effective=1**) to help you decide how to rate each student on the PULs?

FACULTY PERCEPTIONS

- What did you find most difficult about assigning the student ratings?
- Based on your experience, what assistance would be most helpful for the campus to offer as we ask faculty colleagues to begin assigning these student ratings in their own courses in **SPRING 2010**?

NEXT STEPS

- Development of a department OR program wide plan to evaluate student attainment of the PULs.....**over a span of five years**
- Rating students' performance on the PUL emphasized
- In at least **one section** of **each course**

Questions/comments?

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