School of Liberal Arts
2001-2002 PRAC-CUL Report

THE IUPUI SCHOOL OF LIBERAL ARTS PRAC-CUL REPORT, 2002

A liberal arts education begins with the premise that one's world and one's self are at the core of the pursuit of knowledge. It leads to viewing the world from more than one perspective and learning something about its social, cultural, intellectual, and spiritual dimensions. Those different perspectives within the liberal arts encompass two major groups of academic disciplines: the humanities, which explore the history and experience of human culture, and the social sciences, which examine the social and material foundations of human life. Regardless of the perspective, the focus in the liberal arts is on knowledge itself, on both its substance and the tolls for pursuing it, on what is known and what is worth knowing. Skills for acquiring and generating knowledge, as well as the preservation of knowledge, are enfolded within the School of Liberal Arts curriculum.

Liberal arts graduates are expected to read and listen effectively, to speak and write clearly and persuasively. They learn how to think critically and creatively. As perspective analysts of what they read, see, and hear, liberal arts students are expected to be able to reason carefully and correctly and to recognize the legitimacy of intuition when reason and legitimacy of intuition when reason and evidence prove insufficient. They learn to use various analytical tools, such as mathematics and statistics, to enable them to undertake quantitative analysis when such a strategy is appropriate.

Furthermore, students in the liberal arts, by developing communication skills in both English and at least one foreign language, equip themselves to communicate with others within their own culture and different cultures. This ability to communicate requires insights into diverse patterns of thought and modes of expression. Such insights allow students to identify universal, as well as unique, aspects of their culture, their community, and themselves.

Students in the liberal arts spend a substantial amount of time studying local and international human communities. Students cultivate an informed sensitivity to global and environmental issues exploring the range of social, geographic, economic, political, religious, and cultural realities influencing world events.

Liberal arts students do not limit their studies to the here and now. A liberal arts education requires the development of a historical consciousness, so that students can view the present within the context of the past, can appreciate tradition and what the preservation of knowledge implies, and can understand the critical forces that influence the way we think, feel, act, and speak.

In the midst of discussions of theoretical frameworks and appropriate methods of gathering and verifying data, liberal arts students consider social problems such as poverty, pollution, crime, racism, and sexism. Such consideration leads to an even greater appreciation of the dynamics of change and of what different perspectives have to offer.

A quality liberal arts education also includes an appreciation of literature and the arts and the cultivation of the aesthetic judgment that makes possible the enjoyment and comprehension of works of the creative imagination.

The liberal arts curriculum helps students examine ethical perspectives, so that they can formulate and understand their own values, become aware of others' values, and discern the ethical dimensions underlying many of the decisions that they must make. The issues discussed and the individuals and points of view studied help define the citizen as an informed and responsible individual.

This course of study implies that to be educated is to be tolerant, open to others and their ideas, and willing to admit the validity of alternative approaches. Interdisciplinary courses in which students are asked to consider the same subject from varied perspectives enhance that aspect of the liberal arts education.

General knowledge of the liberal arts provides a firm foundation for productive and responsible citizenship. When professional and personal decisions are actions are informed by knowledge, rationality, and compassion, they make the greatest contribution to a better world.

The broad knowledge and course of study described above as characteristic of a good liberal arts education is coupled with an in depth exploration of at least one particular academic discipline, a major. Liberal arts students acquire a coherent, sophisticated understanding of a major body of knowledge with all its complexities, unique methodologies, power, and limitations. The major provides a foundation for additional academic study or for advancement within a chosen career. But because of the demanding general requirements, a liberal arts course of study protects students from the pitfalls of overspecialization too early in their postsecondary education.

A liberal arts education is an ideal preparation for professional life, encouraging students to pursue subsequent specialization within a framework of intellectual breadth and creativity. More than just training for today's occupations, however, the humanities and social sciences offer students the skills and flexibility they will need as they move onto careers and occupations not yet know or imagined.

All in all, individual, whether just out of high school or returning to college after being away for decades, can find a better course of study for the present and the future, for the personal and the professional, than one in the School of Liberal Arts.

The IUPUI Principles of Undergraduate Learning

The School of Liberal Arts has embraced the Principles of Undergraduate Learning. Indeed, in 1998, the School of Liberal Arts and the School of Science endorsed "A Principled Curriculum" specifically designed around the Principles of Undergraduate Learning. This curriculum, implemented in Fall 2000, may be found at: http://common.iupui.edu.

The School of Liberal Arts has encouraged its faculty to stress the Principles in their classes. For example, we have asked that faculty specifically note Principles on their syllabi, indicating which Principles will be addressed in their classes (see Appendix I). In addition, Liberal Arts, in consultation with the School of Science, has begun an assessment of the Principles. This is part of our "Graduating Senior Survey" (see Appendix II).

Students are asked questions that ascertain their awareness of the Principles, and they are asked to reflect on one (chosen randomly) of the six principles. This information is then assessed by the SLA Committee on Teaching and Advising.

STUDENT LEARNING

Based on the IUPUI Student Satisfaction and Priorities Survey, 1999, SLA students do learn in our courses. Students were presented eleven questions concerning their "Involvement in Learning." For 9 of the 11 questions, the mean score for SLA students was above the overal IUPUI mean score. For 5 of the 9 items, the SLA mean was significantly higher than the campus average. These data suggest, compared to other IUPUI students, that SLA students are significantly more likely to discuss ideas with our faculty, write a paper of five or more pages in length, read academic articles or books that are not assigned, summarize major information in class readings or notes, and conduct research in the library.

Similarly, there were 21 questions that concerned the "Impact of IUPUI on Your Learning -- Growth." These items assess student growth on the dimensions of the IUPUI Principles of Undergraduate Learning (Core Communication and Writing Skills; Critical Thinking; Intellectual Depth, Breadth, and Adaptiveness; Integration and Application of Knowledge; Understanding Society and Culture; Values and Ethics). We are pleased to report that for 18 of the 21 items, the SLA score was above the campus mean score. For 8 of these 18, the SLA score was significantly above the mean. Thus, SLA students, compared to their counterparts in other schools, are more likely to report that they have experienced growth in skills like: expressing ideas, opinions, and facts in writing; comprehending, analyzing, and interpreting texts; analyzing complex issues and making informed decisions; synthesizing information to arrive at reasoned conclusions; using knowledge to generate and explore new questions; applying and integrating knowledge to solve practical problems; understanding traditions, values, and history of people different from themselves; and recognizing the importance of aesthetics in their

personal lives and in society. SLA's curriculum supports the Principles of Undergraduate Learning.

Our success in "student learning" stems from multiple sources. The School encourages all of its faculty to embrace teaching and student learning as central to their profession. SLA is proud to note that several of its faculty have used "excellence in teaching" as a basis for promotion and tenure. The School also supports faculty who want to improve their teaching, and their courses.

APPENDIX I: The SLA Syllabus Checklist

The SLA Curriculum Committee recommends that SLA syllabi contain the following:

A. Information about the Instructor

1.Instructor's Name

2.Instructor's Office Number

3.Instructor's Office Telephone Number (Fax Number, Home Phone, are optional)

4.Instructors's Office Hours (Times when students may contact you)

B. Course Information

1.Course number, section, title, location, credit hours

2.Required text(s)

a. Author(s)

b. Title(s)

c. Edition(s)

3.Course description and/or objectives, including connections to the Principles of Undergraduate Learning.

4.Prerequisites and/or co-requisites, or additional enrollment restrictions or authorizations (e.g., Instructor's signature)

C. Class Schedule Information

1.For the date of each class meeting (or announced well in advance):

a. Specify: the subject matter/topics to be covered

b. Pre-class readings

2.Assignment due dates, e.g., homework, quizzes, papers, etc. (preferably highlighted)

3.Examination dates (preferably highlighted)

D. Grading Information

1.Course requirements (exams, quizzes, projects, papers, class participation, etc.)

a. Proportion each requirement counts toward the final grade

2.If class participation is part of the final grade, how the class participation will be evaluated should be explained

3.A method of assigning grades

E. Other Policies

1.Policies regarding late work and make-up examinations

2.A statement regarding academic integrity (i.e., a plagiarism statement; we recommend the statement under academic misconduct in the SLA Bulletin)

3.Attendance policy

4.Innovative class procedures/structures, such as cooperative learning exercises, panel presentations, case study methods, class journals, etc.

5.A liability warning: Students should be warned that, ultimately, they are responsible for activity on their computer accounts

APPENDIX II: ASSESSMENT OF THE PRINCIPLES OF UNDERGRADUATE LEARNING

The following letter and enclosure is sent to SLA graduating seniors:

DATE:

TO: SLA Graduating Seniors

FROM: Robert White, Associate Dean, and the SLA Committee on Teaching and Advising

RE: The Principles of Undergraduate Learning

You are approaching graduation. Congratulations! As the end of your undergraduate career draws near, the School of Liberal Arts would like to ask you a few questions on the implementation of the Principles of Undergraduate Learning. These principles describe the fundamental intellectual competence and cultural ethical awareness that we believe every IUPUI graduate should attain. Below we have a few questions on the Principles, and then we ask you to write a paragraph or two about one specific Principle.

This questionnaire is anonymous. If you want to, you may write your name on it. Otherwise, this is not necessary. Thank you very much for your help.

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SLA GRADUATING STUDENT REFLECTION ON THE PRINCIPLES OF UNDERGRADUATE LEARNING

The Principles of Undergraduate Learning are listed on the back of this page. Please look at this list and then answer the following questions. (Use the back or an additional sheet if necessary.)

1.Were the Principles listed on any of your course syllabi, handouts, or web sites? If possible, please tell us which courses or instructors did so.

2.Were the Principles introduced or discussed in any of your courses? If you remember, please tell us which courses or instructors did so.

3.Were you asked to use the Principles in any of your courses in some way (for example, as part of an assignment)? If possible, please tell us which courses or instructors did so and how.

4. One of the Principles listed on the next page is circled. Please take a few moments to reflect on this one Principle. Then please write on the last blank page (or on an attached sheet) how you experienced this Principle in your undergraduate courses at IUPUI,

giving special attention to courses in your major. Did your course work help you attain the outcomes associated with this Principle? Will what you have learned about this principle at IUPUI influence your life in the future? Please write carefully, in full sentences, rather than presenting a list of items. Thank you very much for your help!

Note: If you would like to write about any of the other Principles, please do so, using additional sheets if necessary.

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THE IUPUI PRINCIPLES OF UNDERGRADUATE LEARNING

1. Core Communication and Quantitative Skills: The ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology--the foundation skills necessary for all IUPUI students to succeed.

Outcomes: This set of skills is demonstrated, respectively, by the ability (a) to express ideas and facts to others effectively in a variety of written formats, (b) to comprehend, interpret, and analyze texts, (c) to communicate orally in one-on-one and group settings, (d) to solve problems that are quantitative in nature, and (e) to make efficient use of information resources and technology for personal and professional needs.

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

Outcomes: This skill is demonstrated by the ability of students (a) to analyze complex issues and make informed decisions, (b) to synthesize information in order to arrive at reasoned conclusions, (c) to evaluate the logic, validity, and relevance of data, (d) to solve challenging problems, and (e) to use knowledge and understanding in order to generate and explore new questions.

3. Integration and Application of Knowledge: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Outcomes: This skill is demonstrated by the ability of students to apply knowledge (a) to enhance their personal lives, (b) to meet professional standards and competencies, and (c) to further the goals of society.

4. Intellectual Depth, Breadth, and Adaptiveness: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Outcomes: (a) Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study; (b) intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines;

(c) adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

5. Understanding Society and Culture: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

Outcomes: This skill is demonstrated by the ability (a) to compare and contrast the range of diversity and universality in human history, societies, and ways of life; (b) to analyze and understand the interconnectedness of global and local concerns; and (c) to operate with civility in a complex social world.

6. Values and Ethics: The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.

Outcomes: A sense of values and ethics is demonstrated by the ability of students (a) to make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and (b) to recognize the importance of aesthetics in their personal lives and to society.

Please write on the circled Principle on this, or an attached, page. Thank you!

Anthropology

Anthropology is the study of human cultural and biological diversity across a broad span of time and space. It includes the archaeological study of past societies, ethnographic investigations of contemporary cultures around the world, research into human evolution and genetic variation, and analyses concerning the development, structure, and social use of language.

The IUPUI anthropology program emphasizes applied anthropology - the application of anthropological concepts and methods to current issues and concerns. Applied anthropology investigates such topics as how socioeconomic change affects migrant farmworkers, how globalization affects local groups in different parts of the world, how museum programs represent Native Americans, how archaeologists can recover, interpret and preserve the cultural heritage of a group, and how studies of variation in facial form can be used in the detection, treatment and counseling of children with birth defects. The anthropology curriculum contributes to student growth in three ways: by broadening their understanding of the human experience across ethnic groups and across time, by encouraging learning, critical thinking, and inquiry skills, and by providing practical learning experiences such as community internships and guided student research projects. A major in anthropology can lead to a career in a wide variety of social service organizations, health fields, museums, and businesses. A minor in anthropology can provide a base in human diversity to complement such careers as nursing, social work, education, and urban planning.

The anthropology program has laboratories that assist faculty and students with research in archaeology, biological anthropology, museum studies, and ethnography. Bulletin boards near our teaching classrooms provide students with information about employment, field work opportunities and current research in the four sub-fields of the discipline. Frequent summer field courses provide further opportunities for students to gain cross-cultural and research experience in settings as diverse as Greece and Mexico, and archaeological sites in Indiana and elsewhere in the United States. The Anthropology Club serves as a forum for students to exchange ideas and hear public speakers. The Museum Studies Club similarly fosters collegiality and sponsors events such as exhibit openings and field trips.

Jeanette Dickerson-Putman and Elizabeth Kryder-Reid are coordinators for the Anthropology Department's assessment of the major.

Department of Anthropology (major)					
General Outcome	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in second column?	What are the assessment findings?	What improvements might be based on assessment findings?
Students will receive an overview of Anthropology P.U.L.: 1-6	- Understand broad human experience across time and space	- Lectures - Readings, - Group discussions	- Tests - Writing assignments - Student	- A403 pilot test: In ratings 1-5 (1 = "did nothing toward this goal" and	- We have developed a capstone experience that will include a

Courses: A103 A104 A360	- Develop anthropological inquiry skills - Investigate selected conceptual topics - Understand history and social role of Anthropology Integrate the content and perspectives of the discipline - Understand the development of anthropological ideas - Develop the abilities to apply anthropological knowledge and skills - Self-reflect how anthropological knowledge and skills can effect personal growth and career development. - Understand ethics and professional codes of conduct	- Student group work - Written and other course assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on experiences - Problem-based learning	course evaluations pertaining to learning objectives - Senior exit interviews - IMIR data: survey of graduates and current majors indicate that anthropology. -Development of a instrument for assessing critical thinking in A104.	5 = "greatly advanced my thinking") of 18 items measuring learning objectives, students produced an ave. 4.5 rating. Particularly high marks were given for developing more complex understanding of cultural diversity. Lowest ranking item was for use of different viewpoints and backgrounds of students as source of collaborative learning. Senior exit interviews indicate that students feel they have achieved a broad understanding of the discipline	Senior Seminar to foster an overview of Anthropology from an upper level. The major has been revised to provide students with a clearer understanding of the developmental nature of the curriculum and with its applied focus. There is now a set of core courses (includes a threshold course in applied) a set of upper level courses to create depth and breath in the discipline and a capstone experience that includes an integrative seminar and a senior project that emphasizes application - develop more supplementary course evaluations pertaining to specific learning objectives,

Students will learn Applied Anthropology P.U.L. 3,4,5,6 Courses: A201 Component of most upper level course, but given specific attention in the following: A337 A361 A395 A401 A403 A405 A408 A485 A494 E391	- Develop knowledge concerning the process of applied anthropology and ethical issues involved - Develop theoretical knowledge, skill, and abilities to conduct applied anthropology - Gain practical experience in applying anthropology in a variety of community settings - Develop knowledge about various anthropological approaches - Understand ethics and professional codes of conduct	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on learning experiences - Problem-based learning - Practica - Service-Learning experiences - Opportunities to interact with applied professionals - Oral presentations - Presentations by applied anthropologists and community professionals	- Tests - Writing assignments - Senior exit interviews - Evaluation by external organizations - IMIR data - practicum advising and evaluation - Student reflective journals	- Practica serve our students who use them to explore career possibilities and apply knowledge learned in the classroom. These internship projects demonstrate the degree that students have mastered the skills, perspectives and knowledge of anthropology. - from IMIR survey: 94% of respondents were currently employed and all felt that anthropology helped them in their job. Post-graduation	- A201: development of course in applied anthropology - develop more supplementary course evaluations pertaining to specific learning objectives We have revised the senior practicum. It is now a senior project that can be either a community based applied project or an original research project. Develop assessment tools for senior project that allow us to assess student's ability to use anthropological research methods and perspectives
Students will learn about	- Develop -in-depth	- Lectures	- Tests	from IMIR survey: majors	- develop more supplementary

peoples and cultures of the world. P.U.L.: 3-5 Courses: A395 E300 E310 E316 E320 E326 E335 E336 E356 P220	knowledge of the cultural experiences of people in a particular ethnic group, nation or region - develop a conceptual and methodological framework for understanding other ways of life understanding of the nature and impact of such forces as globalization, immigration and development on all societies.	- Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on experiences - oral presentations - Problem-based learning - Field experiences outside the university	- Writing assignments - Senior exit interviews - evaluations of oral presentations - IMIR data	and graduates reported higher than SLA ave. satisfaction in opportunities to engage in community service and faculty research (which is predominantly multi-cultural) Exit interviews confirm that students feel they have a better understanding of diversity in the world and within their own communities	course evaluations pertaining to specific learning objectives
Students will gain advanced perspectives on principles, concepts, theories and issues in Anthropology. P.U.L.: 1,2,4,5 Courses: A337 A401 A403	- Utilize critical thinking, evaluation and comparison in the examination of theories and perspectives ~~of~~ FOR a defined anthropological topic - Explore the diverse perspectives to investigate focused	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material	- Tests - Writing assignments - Senior exit interviews - Evaluation of research projects - oral feedback from students - IMIR data	- from student feedback there seems to be confusion regarding the distribution categories of courses for the major from IMIR survey: survey rated higher than SLA ave. for quality of faculty	- develop more supplementary course evaluations pertaining to specific learning objectives reviewed and revised the sequencing and offerings of the upper level courses in the major;

A454 B220 B370 B371 B480 E380 E391 E402 E411 E421 E445 E455 E457 E470 L300 L401	anthropological topics - Awareness and comprehension of range of anthropological theories - Ability to analyze a specific aspect of the human experience - Ability to compare, evaluate and synthesize diverse information - Ability to use anthropological understandings to reach informed decisions	(slides, overheads, Internet sites) - Hands-on experiences - oral presentations - Completion of research projects - Problem-based learning - field and lab experiences		teaching, advising, and courses in the major. Exit interviews indicate that students feel they had exposure to theoretical perspectives in several classes and that they had obtained both breadth and depth within the discipline	Restructured the upper level courses Institute alumni surveys to see if graduates feel they were adequately prepared in anthropological theory and perspectives
Students will obtain methods central to anthropological practice. P.U.L.: 1,2,5,6	- Ability to identify and locate relevant anthropological information on specific topics - Awareness of specific research strategies and techniques - Ability to	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual	- Tests - Writing assignments - Senior exit interviews - practicum advising - Evaluation by external organizations	- from IMIR survey: Survey also indicated higher than SLA ave. response in opportunities to engage in community service and faculty	- develop more supplementary course evaluations pertaining to specific learning objectives senior seminar has been developed and senior

Courses: A395 A405 E404 P402	conduct original research - Ability to communicate research results in a variety of mediums - Understand ethics and professional codes of conduct	instructional material (slides, overheads, Internet sites) - Hands-on learning experiences - oral presentations - Problem-based learning - faculty guided research - journals - fieldnotes - field and lab work	- IMIR data -alumni survey	research. Exit interviews highlighted student research opportunities as a strength of the program, particularly opportunities to work in the field. This occurred both within regular classes and in classes devoted to method and fieldwork.	practicum revised to allow broader range of opportunities for students to demonstrate acquisition of methodological expertise. Develop assessment tools for senior project that evaluate student's mastery of method. Consider development of student portfolio that highlights student's methodological skills.

Communication Studies Department
2001-2002 PRAC-CUL Report

General Description of Major/Department

Communication Studies, as an academic discipline, focuses on the complex processes whereby shared public or private symbolic discourses are used to construct and evaluate meaning whitin a variety of communicative contexts. The particular "communicative contexts" represented in the curriculum of the Department of Communication Studies at IUPUI include health care, families, organizations, media, interpersonal interaction, theatre, intercultural interaction, and small groups. Students use the Communication Studies major as a gateway to a wide variety of careers, including human resources, training, sales, work in professional theatres, media production, as well as to a variety of professional theatres, media production, as well as to a variety of professional and advanced degree programs (i.e., law, medicine, Master's programs). The number of majors in Communication Studies has stabilized at around 250, after the major curriculum changes that were made in 1994.

The major is designed to give students flexibility in designing a program of study that will help them meet their personal, professional, and intellectual goals, while simultaneously ensuring that all students who graduate with a degree from this department meet certain objectives. Specifically, all Communication Studies majors should graduate with 1) and appreciation for the breadth of the discipline, 2) competency in oral communication, 3) a more in-depth theoretical and/or historical foundation in at least one of the areas in the field, and 4) a sense of synthesis.

The structure of the major facilitates the attainment of these objectives in the following ways: All majors are encouraged to enroll in the Gateway Course (G100) early in their plan of study. This course introduces students to the discipline, provides an overview of the history of communication as a field of study, and establishes a context out of which students can make informed choices about which courses to take to complete their major. Students, in consultation with their adviser, are required to select two courses from a cluster of classes that emphasizes oral performance (which fills the second objective above) and two from a cluster that emphasizes theoretical/historical foundations (which fills the third objective identified above). Structurally the major ensures that students will meet the first objective by requiring students to integrate at least one class from each of the four areas represented in the major (organizational/interpersonal, media studies, theatre, and rhetoric) in their plan of study. Finally, synthesis is achieved by requiring students to complete a capstone experience. The capstone is a course selected by the student in consultation with an advisor that requires the student to conduct an original

research project that will serve as an appropriate culmination to their plan of study.

Summary of Department's Assessment Plan

In the Department of Communication Studies, a three-member committee (appointed by the chair) oversees assessment. The current members of the assessment committee are Beth Goering, Kim White-Mills, and Jennifer Cochrane. Upon its creation, this committee was charged with designing an assessment plan for the department, a task which the committee members have divided into two sub-tasks: 1) facilitation assessment of individual classes by individual instructors, and 2) developing a plan for assessment on a programmatic level, including assessing the design of the curriculum in Communication Studies, assessing learning outcomes for majors in Communication Studies, and assessing the "fit" between this Department and the School of Liberal Arts and the Principles of General Education. To date, the committee has focused primarily on the second of these two tasks. The specific steps taken in this process thus far have been to : 1) identify learning outcomes, 2) pin-point the classes that emphasize each learning objective, 3) examine existing outcome data, and 4) investigate additional assessment strategies.

Identifying Learning Outcomes

The faculty in Communication Studies has identified eleven general learning outcomes that any graduate with a major in Communication Studies at IUPUI should attain. These outcomes are the "General Outcomes" listed in the first column of the attached templates. The second column of the templates "operationalizes" each outcome, identifying the specific knowledge or skill represented by "mastery" of the outcome. After learning outcomes were approved y the Departmental faculty, the assessment committee linked the outcomes to the six principles of general education (see the third template column).

Identifying Classes that Emphasize Learning Outcomes

The next step in the process was to determine in which Communication Studies courses students could be expected to acquire each of the learning outcomes. In some cases, a learning outcome might be fundamental to a course (i.e., becoming a competent oral communicator is fundamental to R110); while in other cases, learning outcomes may be reinforced by material covered or assignments made in a class (i.e., students may be required to give oral presentations in a class where the primary content is something other than making effective oral presentations). The fourth column in the templates identifies the classes in which the learning outcome is a primary focus of the course, and the fifth column identifies those classes in which the outcome is reinforced.

Examining Existing Outcome Data

The outcome data available to the assessment committee include Departmental and institutional surveys. The information provided in the eighth column of the templates comes from the Alumni Survey for 1994-95 Undergraduate Degree Recipients, the 1996 Continuing Student Satisfaction and Priorities Survey (both provided by the Office of Information Management and Institutional Research - IMIR) and a 1996 survey of alumni distributed by the Department of Communication Studies.

Investigation Additional Assessment Strategies

The assessment committee is exploring a variety of assessment options, including electronic portfolios, exit interviews, and systematic assessment of curriculum.

Department of Communication Studies								
General Outcome	What will the student know or be able to do?	General Ed. Principal linked to outcome	Courses with this outcome as primary objective	Courses that reinforce this outcome	How will you help students learn it?	How could you measure each of the desired behaviors in second column?	What are the assessment findings?*	What improvements might be based on assessment findings?
Become critical consumers of media	Understand relations among media regulators, producers, advertisers and the public Become aware of the ways in which cultural differences are represented in the media	3,2	M150 R227 R321 R330 M373 T430 M462	C104 R110 T205 T305 R310 R320 M370 C392	Lectures, class discussions, writing and oral assignments, viewing and analyzing media messages	Assess learning in individual courses through tests, writing assignments, and oral presentations Assess learning on a programmatic level through alumni surveys, exit interviews, electronic portfolios, etc.	Respondents to Comm. Studies Alumni Survey identify "media literacy" and "telecomm. skills" as being "most helpful to them in their careers."	Consistently reexamine curriculum to maintain excellence within our mass mediated age

Goal	Objectives	#	Courses	Courses	Teaching Methods	Course Assessment	IMIR Findings	Recommendations
Be able to use comm. technology appropriately and effectively	Design technologically mediated messages Use technology appropriately and ethically in communication	1	R110 M210 M220 M221 M290 R320 R321 T430 M450	C223 R227 C228 R310 R330 T337 T338 M373 G375 C380 C392 G499	Lectures, class discussions, Faculty development of pedagogical strategies best suited for teaching our curriculum to students Focused assignments using technology	Assess learning in individual courses through tests, writing assignments, portfolios Assess learning on a programmatic level through alumni surveys, exit interviews, electronic portfolios, etc.	IMIR surveys suggest that Comm majors are slightly less satisfied with the use of technology in the classroom than are other SLA students	Integrate technology into classrooms on a more regular basis (i.e., R110 is moving in this direction already, by including instruction in use of power point) Expand efforts to combine technology with innovative and collaborative methods of teaching as in distance learning, video presentations, and world wide web Internet education
Recognize the relationship between culture and communication.	Recognize the ways in which culture, including race and gender, impact on communication Recognize the ways in which culture is constructed through communication Communicate effectively in culturally diverse contexts	5	C104 M150 C180 R320 R321 C322 T336 T339 G375 C380	G100 C228 T205 T305 C325 R310 R330 M373 C392 C394	Lectures, class discussions, role plays, interviews, interaction with people from various cultural backgrounds, written analytical assignments	Assess learning in individual courses through tests, writing assignments, public presentations Assess learning on a programmatic level through alumni surveys, exit interviews, electronic portfolios, etc	IMIR surveys suggest that Comm. majors have experienced equal growth in their "ability to understand traditions, values, and history of people different from you" when compared to other SLA students	Continue to integrate discussions of the relationship between culture and communication in Comm. Studies classes

| Gain an under-standing of the historical dimensions and development in the discipline | Have a general familiarity with the historical underpinnings of the discipline

Gain a more in-depth understanding of aspects of the discipline that are most relevant to the student's plan of study | 4 | C393

T437

T440

G100

R309

R310

R330

M370

M373

C380

T333

T336

T337

T338

T437

T440

C491 | T430

M462

C480

M150

T205

R320

R321

C325

T339

C393

C480 | Lectures, class discussions, focused writing assignments

Student internships and capstone courses | Assess learning in individual courses through tests, writing assignments, public presentations

Assess learning on a programmatic level through alumni surveys, exit interviews, electronic portfolios, etc | IMIR surveys suggest that Comm majors report experiencing less "in depth understanding of their major field" than other SLA students

NOTE: Most of the students responding to this IMIR survey would not have taken G100, which is designed to provide students with an historical overview of the discipline | Encourage students to enroll in G100 early in their plan of study

Assess structure of major to ensure that students cannot complete major without taking courses that address historical dimensions of the discipline

Strengthen units that address historical development of the discipline in each course where appropriate

Continue to assess the capstone experience offered in Comm. Studies |

| Become appreciators and/or practitioners of performing arts through the study of theatre or oral interp. | Recognize the value of the performing arts | 6,4 | G100 C104 T130 T133 T205 T305 T333 T336 T337 T338 T339 T430 T431 T437 T440 | R110 | Lectures, tests, class discussions, focused writing assignments

Student involvement in comm. centered extracurr. activities, e.g., debate, speech events, theatrical productions, oral interp. and reader's theatre

Require students to attend live theatre performances or rehearsals | Assess learning in individual courses through tests, writing assignments, oral performances

Assess learning on a programmatic level through alumni surveys, exit interviews, electronic portfolios, etc | In spite of the demise of the theatre program, students have continued to produce plays on a regular basis through CUE, the student theatre organization, and in courses

Students have successfully participated in intercollegiate debate competitions | Continue to seek creative ways to integrate the performing arts into the Comm. Studies curriculum and to provide students with opportunities to practice the performing arts

Search for a facility that provides students opportunities to perform |
|---|---|---|---|---|---|---|---|---|

| Be able to effectively use research methods to answer questions about communi-cation | Select research methods appropriate to research question

Use available resources (i.e., library resources, etc.) as a research tool

Design and conduct primary research | 2,4 | C322
C328
R330
T336
T337
T338
T339
M370
M373
C393
C482
G499 | G100
R110
T133
T205
C223
R227
T305
R320
R321
G325
T333
C380
C392
C481
C394 | Lectures, class discussions, focused writing assignments, research assignments | Assess learning in individual courses through tests, writing assignments, public debates, original research projects

Assess learning on a programmatic level through alumni surveys, exit interviews, electronic portfolios, etc | IMIR survey indicates that Comm majors report "working with a faculty on a research project" and "doing research for a class paper in the library" more than other SLA majors | Continue providing students with opportunities to conduct research in their classes, through independent research projects, and through the capstone

Explore the possibility of integrating "service learning" opportunities into research classes |

Become competent oral communi-cators	Communicate effectively one-on-one (a) Work effectively in groups (b) Prepare and present effective public presentations (c)	1,2	R110-c* M150-c C180-a T205 C223 R227-c C228-b T305 R309 R320-c R321-c C322-a C325-a C328-b T339 C392-b T430 T437-a T440-c M462-c C482-a *a, b, & c refer to commun. contexts in column 2	G100 T130-b T133 M150-b C180-b R227-a,b C228-a,c R320-a,b R321-a,b C322-c C328-c T333 T336-b,c M462-c M370-b,c C380 C392-c C480-b C481-c C482-b,c C394 T440-b G499-b,c	Lectures, class discussion, collaborative projects and activities, role play activities, public presentations	Assess learning in individual courses through tests, writing assignments, public debates, oral presentations, role play activities Assess learning on a programmatic level through alumni surveys, electronic portfolios, etc	IMIR surveys indicate that Comm majors report experiencing greater growth in oral communication (speaking to a large group, speaking in a small group, presenting ideas in a group) than other SLA majors Responses to Department alumni surveys identify "oral presentation skills" and "interpersonal skills" as two of the most helpful aspects of their major	Continue to routinely integrate oral performance opportunities into Comm. Studies classes

| Be effective listeners | Recognize behaviors associated with ineffective listening

Be able to listen in an active and focused manner | 1 | C104
C108
R110
C180
T205
R227
T305
R320
R321
T339
T437 | G100
C223
C228
R310
C322
C325
R330
C392
C393
C394
G499 | Lectures,

class discussions,

writing and oral assignments, listening exercises | Assess learning in individual courses through tests, writing assignments, role play activities

Assess learning on a programmatic level through alumni surveys, electronic portfolios, etc | None currently available | Develop a means of assessing this outcome

Continue to integrate discussions about listening in Comm. Studies courses at all levels

Consider whether the resources exist to offer C108 as a required class for the major |

| Be able to use theory to explain and interpret communication situations | Students should be conversant with a variety of theoretical perspectives relevant to the understanding of communication

Students should be able to select appropriate theories and use them to interpret "real-world" communication phenomena | 3, 2 | R110

T130

T133

C180

C228

R310

R320

R321

C322

R330

T333

T336

T337

T338

T339

M462

C392

C393

C394

T437

T440

C480

C481

G499 | C223

R227

T305

M373

C481 | Lectures,

class discussions,

writing and oral assignments,

case studies, application assignments | Assess learning in individual courses through tests, writing assignments, role play activities, case studies, application journals, performances

Assess learning on a programmatic level through alumni surveys, electronic portfolios, etc | IMIR surveys indicate that Comm majors experience slightly less growth in their "ability to relate knowledge with practice" than other SLA majors.

The same surveys indicate that Comm majors report more growth than other SLA majors in their "ability to critically examine ideas/issues," their "ability to make sense of personal, social & political experience," and

their "ability to view events from different perspectives." | Encourage faculty to develop and integrate opportunities for "applying" knowledge on a more regular basis in Comm. Studies classes

Explore the possibility of including formal "service learning" units in certain courses |
|---|---|---|---|---|---|---|---|---|

Understand how to communicate effectively in organizational settings	Understand communication processes relevant to organizational contexts Acquire communication competencies for interacting appropriately and effectively in organizational contexts	1,4	C223 R320 R321 C380 C392 T430 C481	C180 R227 C325 C482 G499	Lectures, class discussions, writing and oral assignments	Assess learning in individual courses through tests, writing assignments, role play activities, case studies, application journals Assess learning on a programmatic level through alumni surveys, electronic portfolios, etc	The 1994-95 Alumni Survey shows that 91% of alumni surveyed are currently employed Respondents to Department Alumni Survey identify "career enrichment" and "organizational skills" as being "most helpful to them in their career." NOTE: These findings indicate that our majors are able to communicate effectively in organizational settings	Develop a means for better assessing this outcome

Increase retention rates						Retention/Our graduation rates were comparatively higher than other departments in 1993 and 1994; the decline in retention in 1995 brings the Department closer to other SLA departments	

| Develop an awareness of the ethics involved in communi-cation. | Recognize an ethical dilemma when it occurs in communication contexts

Understand how various ethical perspectives might resolve dilemma | 6 | R110

C223

R310

T430

T437

G499 | G100

C180

T205

T305

C322

C325

C328

R330

T336

T337

T338

C392

C393

C394

C481

C482 | Lectures,

class discussions,

writing and oral assignments | Assess learning in individual courses through tests, writing assignments, role play activities, case studies, application journals

Assess learning on a programmatic level through alumni surveys, electronic portfolios, etc | IMIR surveys indicate that Comm majors report slightly greater growth in "developing a sense of values and ethical standards" than other SLA majors | Continue to include discussion of ethics as they relate to communication in Comm Studies classes |
|---|---|---|---|---|---|---|---|---|

Economics Department
2001-2002 PRAC-CUL Report

The economics major has the option of pursuing a general track or a quantitative track. The general track provides a firm grounding in economic theory and exposure to problems and techniques the student is likely to encounter in a business, nonprofit, or government agency environment. The quantitative track supplements the general track with extensive training in mathematical and statistical techniques required for graduate course work. This track is also recommended for those students who prefer a more quantitative approach to problem solving. Completion of this track fully prepares the student for entrance into the department's Master of Arts in Economics program at IUPUI as well as graduate programs at other universities.

Update: Spring 2000

The Economics Department has undertaken an analysis of the score of common final examiantions. They have collected data from E201, E202, and E270 offered over the last five years. The variables include:

(1) the z-score of the average of common final in a section

(2) the weight each instructor assigns to the common final (which can vary across sections for the same instructor)

(3) a binary variable for the section being a night class

(4) a binary variable for the section being a weekend class

(5) a binary variable for the instructor being tenure-track

(6) a binary variable indicated the first year the instructor has taught full-time

(7) the years of experience for instructors past their first year

(8) the years of experience squared for instructors past their first year

(9) the number of students in the section who took the common final the square of the number of students in the section

(11) binary variables for any instructor who has taught four or more sections.

A simple regression of the z-score on all of these variables has an R-square of 22.4% and an adjusted R-square of 13.5%. Most of the 18 instructor binary variables are not significantly different than the set of omitted instructors. The omitted instructors tend to be the least experienced. Three instructors who are exceptions and have significant

positive effects on the common final score (after having taught many times) are Associate Professor Partha Deb (1.58 standard deviations above the common final average in E201 and a t-score of 3.47), and Associate Professor Peter Rangazas (1.23 standard deviations above the common final average in E202 and a t-score of 2.87), and Associate Professor and Chair Robert Sandy (1.04 standard deviations above the common final average in E270 and a t-score of 2.21). No one among the instructors who has taught enough sections to have an individual binary variable had a significantly negative coefficient relative to the set of inexperienced instructors.

Other variables were also significant. Being a full timer had a negative coefficient and a t-score of -2.11, which is disconcerting. The number of students and its square had t-scores of -2.73 and 2.28 respectively. That means class size is fairly important over the range we observe (10 to 60 students). This makes it even more important that the Economics Department put its best instructors in any large lectures. There is also a significant negative impact of being a first year instructor (-0.64 standard deviations and a t score of -2.37. The variables on the weight given to the common final was not significant, but there was not much variation in that variable. The night and weekend binary variables had negative coefficients, but they were not significant.

One weakness in this study is that there are no controls for student quality, not even as an average for a section. The Department hopes to address this issue in future examinations. In the short term, however, if someone teaches many sections differences in the quality of students should average out. This, however, will probably not be true of part-time instructors who tend to teach in the same time slot, but it should be true for most full-timers who teach at different times.

These are, of course, preliminary results. The next step in this project is to run regressions on individual student scores and control for student quality for the most recent data.

Department of Economics					
General Outcome	**What will the student know or be able to do?**	**How will you help students learn it?**	**How could you measure each of the desired behaviors in second column?**	**What are the assessment findings?**	**What improvements might be based on assessment findings?**
General knowledge of Economics	Provides a firm grounding in economic theory and exposure to problems and techniques the student is likely to encounter in a business, nonprofit, or government agency environment	Lectures, readings, class discussion, focused writing assignments	Testing of students at the beginning of their course work through common final exams in introductory microeconomics, introductory macroeconomics, and introductory statistics for business and economics - We evaluate majors		At this time we do not contemplate substantial changes in this evaluation process. The next step up in effort and expense for evaluating our majors could be an exit interview or an examination required for graduation

			after they have left IUPUI by polling them		
Prepare students for entrance into graduate school	The quantitative track supplements the general track with extensive training in mathematical and statistical techniques required for graduate course work	Lectures, readings, class discussion, focused writing assignments	- Economics Senior Seminar. Currently the seminar is required by all majors in economics - Each student in the senior seminar is required to write a substantial paper that reflects their training across economics courses		

English Department
2001-2002 PRAC-CUL Report

Through its courses and other activities in linguistics, writing, creative writing, film, and literature, the Department of English works to create and sustain evolving communities of learners interested in the contributions of language to what has been called the examined life: a thoughtful, morally aware, and civically and personally responsible existence. Faculty and students aim for excellence in analyzing, understanding, and communicating about language and its beauties.

In addition to service courses and courses for our undergraduate and graduate majors, the department supports the diverse communities created by the American Sign Language/English interpreting program, the English as a second language program, the Humanities Theatre Group and A.C.T. Out, the Indiana Center for Intercultural Communication, the Journal of Teaching Writing, and the University Writing Center.

While student progress in the English Department learning outcomes is continually assessed at the individual course level by faculty, there is an intentional process of student self-assessment in E450, the English department's capstone course. This reflective self-assessment occurs throughout the semester.

It begins with the first set of assignments, which take students through the mission of the department, the stated student learning outcomes, and the principles of undergraduate learning. Students complete two grids: one focusing on the principles, and the other on the learning outcomes. For each of these grids, they identify the courses which emphasized each of the

outcomes or principles, they describe how they were taught or integrated into the course, they list how each principle or outcome was assessed, and they describe what they learned from the assessment and how this influenced future learning.

These grids provide information for three two-page papers connecting what students have learned in relation to the mission, learning outcomes, and principles to their own missions, learning expectations, and values. During the remainder of the semester, students participate in several events, such as attending a film, a theatrical production, poetry and prose readings, lectures, exhibits, and so on. Following class discussions of these events, they intentionally apply the skills, knowledge, and understanding they have discussed in the earlier assignments to their intellectual responses to these class events.

In this way, they are reflecting upon, applying, and demonstrating their acquisition of knowledge in relation to the department learning outcomes and the principles of undergraduate learning throughout the course. All of this work

culminates in a portfolio which summarizes each English major's intellectual journey through the curriculum.

A departmental assessment task force, composed of Professors Hamilton, Hoegberg, and Davis, is currently reviewing the findings gleaned from the E450 experience. This review, coupled with input from the entire department, will lead to the completion of the following matrix:

Update 2000: Report from English as a Second Language
IUPUI Program Review and Assessment Grant
Spring 1999

**Assessing Programmatic and Instructional Effectiveness
of the English as a Second Language Program at IUPUI**

Report of Results
January 5, 2000

Thomas A. Upton, Director

English as a Second Language Program

Our proposal for conducting an ESL Program review and assessment sought to address three areas of programmatic concerns: testing, curriculum, and record keeping. This report will be organized around these three areas.

I. Testing

The two questions we were concerned with were: 1) Does our placement test adequately assess the language needs of our students? 2) Are students placed into appropriate classes based on the placement test?

To address these questions we conducted a review of past placement test scores for the past three years and reevaluated the resulting class placements that students were assigned to based on those scores. We found several issues that we felt needed to be addressed to improve the placement test: (1) We did not feel that our oral interview reliably identified students who needed to be placed into our listening and speaking classes. In fact, we concluded that the scoring rubric we used for the oral interview placed too much of an emphasis on pronunciation as a determination of listening and speaking skills. (2) We had no test that provided a reliable assessment of listening ability. Students were being evaluated for listening ability based on the oral interview alone. (3) We were relying on only one form of our standardized to test to conduct 400+ tests across twelve or more test dates per year. We felt that this left us vulnerable to cheating. (4) Test scores were not standardized to national norms.

As a result of this review, we made several significant changes in our testing instruments and procedures. First of all, we purchased three additional versions of the Michigan Test of English Language Proficiency (MI-ELP). This allows us to better ensure the integrity of our placement instrument over time by rotating the versions that we offer. We also now standardize (norm) the test results from the MI-ELP, which not only allows us to accurately compare scores from different versions of the test, but to compare our test results with those from other institutions.

The second significant change we made in our testing procedures was to add a new listening component, the Michigan Test of Aural Comprehension (MI-AC). This test, a companion to the MI-ELP, provides an evaluation of one's academic listening abilities. As the curriculum in ENG G009, ENG G012 and ENG G020 all address academic listening skills, the addition of this test made our placement of students into these classes more objective and valid.

The third significant change we made in our testing procedures was to revamp the oral interview. In place of a casual conversation, where there was no clearly defined objective for eliciting language samples, the oral interview was made into a structured activity focused on evaluating performance on specific language functions. We have developed a series of structured questions and tasks that are designed to elicit specific types of language utterances (description, various verb tenses, various grammatical structures, etc.). With this new structure, we have also developed a more appropriate scoring rubric with descriptors and established a training and calibration workshop that all interviewers must regularly attend. Both the oral interview and the scoring rubric were based on nationally recognized models: the SPEAK Test developed the Educational Testing Services and the Oral Proficiency Interview developed by the Modern Language Association. The refinement of the oral interview allows us more accurately and confidently to place students into the ESL classes that focus on speaking skills.

II. Curriculum

The two questions we wanted to address concerning our curriculum were: 1) Do our classes address the language needs indicated by the placement test? 2) Are students properly prepared for academic classes once they exit the ESL program?

After reviewing the syllabi for each of the courses in our curriculum and evaluating them in light of the placement test which we used to place students into these classes, and talking with instructors and students in various classes, we felt that several changes in our curriculum were necessary. First, it was clear that graduate students were not well served by being placed into the same listening/speaking course, ENG G012, as undergraduates. The academic and professional expectations of graduate students are different enough from undergraduates that instructors found it hard to balance the needs of both in the listening/speaking class. Undergraduates need to focus on understanding lectures and interacting with peers in small group discussion settings. Graduates are more concerned about giving formal reports, working with colleagues in research groups, and giving presentations. Consequently, we made the decision to no longer place graduate students

in G012, but to place them in ENG G020. We have reworked the curriculum of G020, which was originally designed to develop communication skills of international teaching assistants (ITAs), so that all graduate students needing listening/speaking development, whether they were ITAs or not, would benefit from taking this course.

Further review of the graduate reading/writing course, ENG G013, showed that there was too strong of an emphasis on reading. Since students were placed in this class based primarily on their composition score on the ESL Placement Test, we felt that we needed to refocus the curriculum on developing the writing needs of graduate students (e.g., article summaries, research reports). Consequently, the syllabus for G013 was restructured.

We also evaluated the undergraduate ESL curriculum, including interviews with students and instructors. Our first conclusion was that our ENG G010 course attempted to cover too much. The curriculum was written to include listening, speaking, pronunciation, reading, writing, and grammar in a four-credit course. Instructors found this impossible to do and felt that they were unable to focus on any one language skill adequately. We have split this course into two. ENG G010 now focuses only on reading and grammar. We have added a new course, ENG G009, which addresses the listening and speaking skills. Pronunciation is left to be covered in ENG G015 and writing in ENG W001. We have also shifted the content of ENG G010, as well as G009, to the academic English skills required to be successful at IUPUI (reading academic texts, written grammar, summarizing, etc.). In the past, G010 included many social language activities, such as visiting stores, etc. We felt that students who did not already have basic social language skills were not ready for academic work and that these activities should not be taught in this course.

In general, we were fairly pleased with our evaluation of ENG G011, W001, and W131, the three courses taken by the majority of ESL students at IUPUI. Nevertheless, we have made many important adjustments in the curriculum of all three. The G011 curriculum in particular has undergone significant changes as reading and grammar instruction are now more closely integrated and emphasize the development of writing skills. Our interviews of teachers and students found that there was a general level of satisfaction with what is taught in these courses.

While it is difficult to answer the question of whether ESL students are adequately prepared for academic classes once they exit the ESL Program, we did try to at least partially answer this question by tracking students taking upper-division writing classes after completing an ESL section of W131. Looking at 243 ESL students who completed W131 between Fall 1996 and Fall 1998 and comparing them with 5281 native speakers of English during that same time period, we found the following results. As shown in Table 1, the average GPA for ESL students in an ESL section of W131 was 3.34 and the average GPA in their next writing course (e.g., ENG W132, TCM 220) was 2.96. The average GPA of students in regular sections of W131 during this time period was 3.09, and the average GPA in their next writing course was 2.68. The GPA for ESL students in both categories was higher (3.34 and 2.96), although not significantly so.

TABLE 1

Table 2 and Table 3 show that the breakdown of which "next" writing course students took and when they took them is pretty much the same for both ESL and non-ESL sections.

TABLE 2

TABLE 3

Tables 4 and 5 give further information about performance in the "next" writing courses, showing that while difference by course is significant ($p > .05$), difference by ESL versus non-ESL is not significant.

TABLE 4

TABLE 5

These data show that, overall, students who finish our ESL courses appear to be as ready for advanced writing courses, an important predictor of overall academic success, as the native speakers of English.

III. Record Keeping

The primary question we wanted to address was: Do we keep adequate records to monitor and enforce IUPUI's ESL requirements? In short, no. The primary record keeping system that we had in place was a file of "cards" on which all student data was kept, listed in alphabetical order and kept in a metal box. We also had an archaic computer program, called PC File, on which data was also kept. However, only two people in the office could access the program, the program was very slow and crashed frequently, and the data could not be searched and sorted in any useful way. The program was so old that the School of Liberal Arts did not provide technical support, our office had no instruction manual for it, and no one really knew how to use it effectively. Consequently, it was rarely used.

With the record keeping systems we had in place, it was nearly impossible to track students and monitor which courses students had taken and still needed to take. Record

keeping was so poor that we never had an accurate record even of the number of students taking ESL classes each year. While we could keep track of enrollments in specific courses, many students were taking multiple ESL courses and so were getting double or triple counted.

With funds from the PRAC grant, we have purchased the award-winning database software program FileMaker Pro. Since spring 1999, we have entered complete data on nearly 1,000 students who have taken our ESL Placement Test and our ESL classes. The flexibility and ease with which we can search our database and run reports has greatly increased our ability to professionally run our office. We can now keep track of placement test scores, test dates, classes placed into, classes taken during what semester and with which instructor, grades earned, native language, contact information, along with other student specific data.

IV. Conclusion

We feel that the program review and assessment that was conducted during the spring of 1999 with the financial support of the PRAC, was not only useful in evaluating program problems and shortcomings, but also in helping us make significant and meaning changes to our program. Without a doubt, the ESL Program is now stronger and better situated to carry out our mission.

Department of English					
General Outcome (and associated Principles of Undergraduate Education)	**What will the student know or be able to do?**	**How will you help students learn it?**	**How could you measure each of the desired behaviors in second column?**	**What are the assessment findings?**	**What improvements might be based on assessment findings?**
Majors can critically assess spoken language, written text, and visual representations (Principle 1 and 2)	Students can write critical analyses of text or film Students can participate in discussions that critique text or film	Students are explicitly taught the techniques of critical analysis in all literature classes, in film studies classes, and in many writing classes	Written assignments that require a critical analysis of a text or film		
Majors can understand relationships between reading and	Students can apply the analytical and critical processes of reading to revising their	Faculty explicitly draw attention to the interrelationship of these processes	Reflective papers on how students apply certain writing processes while reading and certain		

writing processes (Principles 1 and 2)	own written work; students can apply heuristics and other invention strategies of composing to their reading of literary text		reading processes while writing		
Majors can apply their understanding of the rhetorical context by writing effectively and appropriately within the different areas that comprise the English major (Principles 1 and 3)	Students demonstrate consideration of function, audience, and intention in their written work	Explicitly taught in W131/W140 and all subsequent core writing courses.	Consider attention to the rhetorical context in grading written work.		
Majors understand how language influences intellectual and emotional responses (Principles 1 and 2)	Students will demonstrate sensitivity to the inflammatory and persuasive aspects of language	The gateway and linguistics requirement of the major explicitly addresses this concept	Sensitivity to language use in class discussions; Have students analyze conversations and texts for language that explicitly elicits certain intellectual and emotional responses.		
Majors can apply research strategies appropriate to their area(s) of study in the English major (Principles 1, 3, and 4)	Students can complete a major research project in either linguistics, composition, or literature using the conventions of the sub-discipline appropriately and effectively	These concepts are introduced in the gateway and in the required courses in linguistics, literature, and composition	Assign a major research project during the capstone and other senior level courses		

Majors can integrate public and personal voice in creating and responding to text (Principles 1and 3)	Students demonstrate the appropriate conventions for locating their own perceptions, biases, and judgments in their written and oral responses to and creation of text	These concepts are introduced explicitly in W131 and L115 and where appropriate in subsequent courses	The appropriate integration of public and personal voice in creating and responding to text is and explicit part of the evaluation rubric		
Majors know how texts make meaning within a diversity of cultural contexts, involve readers or spectators, and use, create, or recreate conventions (Principles 1, 2, and 5)	Students respond positively to varied and unfamiliar cultural uses of language and discourse conventions, and demonstrate their understanding of how these enrich language and literature and life	All writing courses, creative writing courses, literature courses, linguistics courses, and film studies courses explicitly address a wide range of applied, derived, and innovative discourse conventions	The capstone portfolio provides an opportunity for students to showcase their understanding of this concept. Oral and written assignments throughout the major assess different aspects of this concept.		
Majors understand and can distinguish among various approaches and genres in the field (Principles 1 and 2)	Students use their understanding of literary approaches and genre in their analyses and critiques of literary text.	L115 and the Gateway introduce these concepts, which are then developed throughout the major in all literature courses.	Written assignments, essays, and the capstone portfolio provide opportunities to assess the level of students' understanding of this outcome.		
Majors can analyze the structures and uses of language through application of linguistic principles and	Students can apply fundamental linguistic principles to analyze written and spoken discourse.	The linguistics courses attend to this outcome explicitly.	Written assignments Tests		

methods (Principles 1 and 2)					
Majors understand that language changes over time and varies in systematic ways (Principles 1 and 5)	Students respond positively and knowledgeably to differences in language use over time and from culture to culture.	Linguistics courses attend to this outcome explicitly.	Written assignments Projects Poster demonstrations		
Majors can synthesize the diversity of responses and issues raised during collaborative discussions of texts written by themselves and others (Principles 1 and 2)					

General Outcome And Courses	Associated Principle of Undergraduate Learning and Courses	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
1. Communication: Ability to communicate in the FL at least at the Intermediate High proficiency level as defined by the American Council on the Teaching of Foreign Languages	Principle 1: Core communication. .	1.1. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.	Class discussion, lectures, readings , interpretation of oral texts, oral presentations compositions, translations, student group work, interviews with native speakers in the FL.	-Course written and oral exams, quizzes, papers.	-Program assessment is largely based on performance in individual courses.	Although program goals are consistent with curriculum and course offerings, there is a need for global performance assessment independent from individual courses.
Courses: All 300 and 400-level courses		1.2 Students understand and interpret written and spoken language on a variety of topics.	Use of technology (video, internet, computer programs and laboratory work) for language learning.	-Reflective essays, individual portfolios. - Individual and group projects, class participation.	-Student evaluations of teaching rate the program highly. -Students' success in being accepted to	Students language proficiency must be assessed at entrance and exit points in the Major Program.
		1.3. Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	Internships (local, national, and international) and service learning programs.	-Capstone experience: portfolio and oral presentation.	graduate programs. -Students' success in Study Abroad Program context.	Language proficiency will be assessed through a diagnostic entrance test to the major, an exit test and during the Capstone experience.
			Encouragement to participate in Study Abroad Programs.			National/International language proficiency test are being considered.
			Encouragement to participate in extra curricular activities such as Immersion Days, film festivals in the FL, conversation hours, etc.			

General Outcome And Courses	Associated Principle of Undergraduate Learning and Courses	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
2. Cultures: Gain knowledge and understanding of other cultures	Principle 5: Understanding society and culture. Principle 6: Values and ethics. Principle 4: Intellectual Depth, Breadth, and Adaptiveness.	2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Class discussion, lectures, readings, oral presentations, student group work, interviews with native speakers in the FL. Use of technology (video, internet) for accessing cultural information. Internships (local, national, and international) and service learning programs.. Encouragement to participate in Study Abroad Programs. Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc.	-Course written exams, application of cultural norms during oral exams, oral presentations, quizzes, papers. -Reflective essays, individual portfolios. - Individual and group projects, class participation. -Capstone experience: portfolio and oral presentation.	-Assessment of the acquisition of cultural understanding is largely based on performance in individual courses. -Student evaluations of teaching rate the program highly??	Although program goals are consistent with curriculum and course offerings, there is a need for global performance assessment independent from individual courses. Acquisition of cultural understanding will be assessed through an exit content test and the Capstone experience portfolio.
Courses: S313, S317, S320, S360, S363, S428 and all 400-level literature and culture courses.						

General Outcome and Courses	Associated Principle of Undergraduate Learning	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
3. Comparisons: Develop insight into the nature of language and culture. Courses: S311, S320, S363, S411, S412, S423, S426, S428.	Principle 2: Critical thinking. Principle 4: Intellectual Depth, Breadth, and Adaptiveness. Principle 5: Understanding society and culture.	3.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 3.2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Class discussion, lectures, readings, analysis of written and oral texts, oral presentations, translations, student group work, interviews with native speakers in the FL. Use of technology (video, internet) for accessing linguistic and cultural information. Internships (local, national, and international) and service learning programs. Encouragement to participate in Study Abroad Programs. Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc.	-Course written and oral exams, oral presentations, quizzes, research papers, translations. -Reflective essays, individual portfolios. - Individual and group projects, class participation. -Capstone experience: portfolio and oral presentation.	-Assessment of acquired insights into the nature of language and culture is largely based on performance in individual courses. -Student evaluations of teaching rate the program highly??	Although program goals are consistent with curriculum and course offerings, there is a need for global assessment independent from individual courses. Acquisition of new insights into the nature of language and culture will be assessed through an exit content test and the Capstone experience portfolio.

General Outcome and Courses	Associated Principle of Undergraduate Learning	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
4. Connections: Connect with other disciplines and acquire information. All courses at the 300 and 400-level: Linguistic courses (S311, S320, S421, S426, S428) connect with several linguistic fields: phonology, morphology, syntax, semantics, pragmatics, dialectology, diachronic linguistics, applied linguistics, and pedagogy. Literature courses (S360, S407, S408, etc.) make connections with literary theory and analysis, history, geography, etc. Culture courses (S363, S411, S412) make connections with history, geography, sociology, economics, anthropology, art, film, etc. Translation and applied language courses (S315, S319, S423) connect with translation studies, stylistics, business, and health.	Principle 3: Integration and application of knowledge. Principle 4: Intellectual Depth, Breadth, and Adaptiveness.	4.1. Students reinforce and further their knowledge of other disciplines through the foreign language. 4.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.	Class discussion, lectures, readings, analysis of written and oral texts, oral presentations, translations, student group work, interviews with native speakers in the FL. Use of technology (video, internet) for accessing information. Internships (local, national, and international) and service learning programs. Encouragement to participate in Study Abroad Programs. Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc.	-Course written and oral exams, oral presentations, quizzes, research papers, translations. -Reflective essays, individual portfolios. - Individual and group projects, class participation. -Capstone experience: portfolio and oral presentation.	-Assessment of connections with other disciplines is largely based on performance in individual courses. -Student evaluations of teaching rate the program highly??	Although program goals are consistent with curriculum and course offerings, there is a need for global assessment independent from individual courses.. Acquired knowledge from other disciplines will be assessed through an exit content test and the Capstone experience portfolio.

General Outcome and Courses	Associated Principle of Undergraduate Learning	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
5. Communities. Participate in multilingual communities at home and around the world.

Courses:
S320, S360, S363, S428, S494, S493 | Principle 1: Communication skills.

Principle 3: Integration and application of knowledge.

Principle 5: Understanding society and culture. | 5.1 Students use the language both within and beyond the school setting.

5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. | Interviews with native speakers in the community, students' projects involving the target language speaking community, class discussion focusing on developing personal enjoyment of texts.

Use of technology (e-mail, internet) for interacting with the target language speaking community.

Internships (local, national, and international) and service learning programs..

Encouragement to participate in Study Abroad Programs.

Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc. | -Research papers, translation and interpretation projects.

-Reflective essays, individual portfolios.

- Individual and group projects.

-Capstone experience: portfolio.

-Outside (community) evaluation of students' performance. | -Assessment of interaction with the community is largely based on performance in individual courses.

-This goal is not carefully integrated in assessment procedures. | Although program goals are consistent with curriculum and course offerings, there is a need for global assessment independent from individual courses.

Program needs to provide more opportunities for and assess systematically students' interaction and involvement with the language speaking community through internships and students' projects. |

Assessing Student Learning
Department of Foreign Languages and Cultures
(Spanish Program)

- *The Mission*

- *The National Standards for Foreign Language Learning (American Council for the Teaching of Foreign Languages)*
- *The Matrix*
- *What we do to assess learning*
- *What we have done so far and what we are planning to do in the future*
-
- *Appendix A: Intermediate High Proficiency Guidelines (ACTFL)*
- *Appendix B: Intermediate Low Proficiency Guidelines (ACTFL*

-

The overarching mission of the Department of Foreign Languages and Cultures is to make international languages and cultures familiar to our students, our colleagues, and the broader community, helping them to participate more effectively in the diverse world we share trough new linguistic and cultural understanding.

Vision

1.To be a model department for the study and teaching of languages and cultures of the non-English-speaking world.

2.To advance an apply knowledge of global languages and cultures, both contemporary and past, through teaching, research, and service.

3.To prepare our students to communicate effectively in a broad global context by developing proficiency in languages other than English with an appreciation of their cultural setting.

4.To foster and enhance intellectual and linguistic flexibility and creativity in IUPUI's students through the exploration of world languages and cultures.

5.To share the fruits of our experiences, reflection, and research with diverse communities-academic and non-academic- at the local, national, and international levels.

6.To provide cultural and linguistic resources to the local community and encourage understanding of and respect for cultural heritage and diversity

➢Spanish Program Mission Statement

The mission of the Spanish Program at IUPUI is to assist students in achieving proficiency in the Spanish language and to lead them to an understanding and an appreciation of the wide range of Hispanic cultures. To meet this goal, the Spanish program offers introductory and advanced instruction in language, linguistics, culture and civilization, literature and applied language studies…The advanced curriculum prepares students to communicate orally and in writing about subjects in the target language, giving them the foundation for their future career experiences and to prepare them for graduate study. Through investigation into the different content areas that comprise the study of Spanish, the program contributes to the academic and personal development of students in multiple ways. The study of Spanish gives students the ability

1) to communicate with Spanish speakers in the United States and abroad.

2)to understand better the cultural manifestations of other peoples.

3)to gain greater insight into the nature of language itselfas well as their own language.

4)To reinforce knowledge gained from other disciplines and connect it with the study of a second language.

5)To develop a sense of a multilingual international community of which they form an integral part.

National Standards
For
Foreign Language Learning
(ACTFL)

➢ *Communication: Communicate in Languages Other Than English.*

➢ *Cultures: Gain Knowledge and Understanding of Other Cultures.*

➢ *Connections: Connect with Other Disciplines and Acquire*

Culture.

➤ *Communities: Participate in Multilingual Communities at Home and Around the World*

(

What we do to assess students' learning

✓*Individual course assessment through:*
✓*written and oral tests*
✓*papers*
✓*oral presentations*
✓*individual and group projects*
✓*reflective essays*
✓*student portfolios*

✓*Capstone experience (student portfolios and oral presentations reviewed by a faculty committee).*

✓*Student course evaluation.*

What we have done so far

The program assessment study shows that so far, assessment of student learning is largely based on performance in individual courses, and on students' perceptions as expressed in individual course evaluations.

Although we find that the overall program goals and expected outcomes are consistent with our curriculum and course offerings, it is evident that there is a need to continue to engage faculty in collective assessment efforts beyond the individual courses that they teach.

As a result of our discussions on undergraduate learning over the last few years the following changes have occurred:

➢*Regular discussion among faculty on curricular and assessment issues during program meetings.*

➢*Curricular changes in order to align program with National Standards for the discipline (increase in number of required courses for the Major thus strengthening students' learning in the areas of culture and linguistics).*

➢*Capstone experience.*

➢*Sharing of course syllabi for core courses taught by several faculty resulting in some cases on the development of common syllabi (S313).*

Collective discussion of adoption of Spanish placement exam as entry Exam for the Spanish Major.

➢**Entry Exam for the Major**

(A language proficiency diagnostic test given to students as they start the 300-level course sequence. The language proficiency test will consist of the following: a required score in a language placement test, a writing sample, and an audio recorded oral interview with the student advisor. The oral language proficiency of entering students as evidenced in the recorded interview and the writing sample will be collectively assessed by the faculty during program meetings. Those students who are identified as not reaching an Intermediate Low proficiency level (as defined by ACTFL) will be contacted by their advisors and recommended to take appropriate course of action –attending free tutoring sessions and conversation hours, participating in Study Abroad Programs, etc.) Advisors will be responsible for ensuring that their advisees comply with the Entry Requirement.)

➢**Exit Exam for the Major**

(During Capstone experience, students' discipline content knowledge and language proficiency will be assessed collectively by a Faculty Committee. Assessment will be based on student portfolio, oral presentation, and content test?? Several national and international language proficiency tests are being considered for adoption)

➢**Exploration of graduating students' and alumni perception of the Major through Surveys and Exit Interviews.**

➢**Better integration in curriculum of Communities goal and collective assessment of its impact on students' learning.**

➢

Iowa Model
✓ *Oral proficiency test*
✓ *Writing assessment based on two compositions*
✓ *Exit Interviews with graduating seniors*
✓ *Questionnaires to Majors and alumni*

Bates Model
(From Written Comprehensive Exam + Oral exam to
Written Comprehensive Exam + Portfolio)

Possible portfolio content:
✓ *List of courses and syllabi.*
✓ *Personal statement.*
✓ *Journal created during a course or Study Abroad*
   experience.
✓ *Minimum of three course papers.*
✓ *Video/Audio tape illustrating oral skills at different*
   points in the undergraduate experience.
✓ *Something else.*

(From Liskin-Gasparro, J. 1995. 'Practical Approaches to Outcomes Assessment: The Undergraduate major in Foreign languages and Literatures.' In *ADFL Bulletin*, 26: 21-27.)

➤*Speaking* Able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. Able to handle successfully most uncomplicated communicative tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interest and area of competence, though hesitation and errors may be evident. Can narrate and describe in major time frames using connected discourse of paragraph length, but performance will exhibit features of breakdown (failure to maintain narration or description semantically or syntactically in time frame, disintegration of connected discourse, misuse of cohesive devices, reduction in vocabulary, failure to successfully circumlocute, or significant amount of hesitation). Can be understood by native speakers unaccostumed to dealing with non-natives, although dominant language is still evident (code-switching, false cognates, literal translations, etc.) and gaps in communication may occur.

➤*Listening* Able to sustain understanding over long stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

➤*Reading* Able to read consistently with full understanding simple connected texts dealing with basic personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent.

➤*Writing* Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible.

(Adapted from Breiner-Sanders, K. et al. 2000. 'ACTFL Proficiency Guidelines-Speaking. Revised 1999.' *Foreign Language Annals*, 33: 13-

➤ *Speaking* Able to handle successfully a limited number of uncomplicated tasks by creating with the language in straight-forwarrd social situations. Can handle concrete exchanges and predictable topics necessary for survival in the target language culture: basic personal information, self and family, daily activities, personal preferences, ordering food, making a simple purchase, etc. Can ask a few appropriate questions but struggles to answer direct questions. Frequent pauses and self-correction. Strong influence of L1 in pronunciation, vocabulary and syntax. Can be understood by sympathetic interlocutors, particularly those accustomed to dealing with non-natives.

➤ *Listening* Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks such as obtaining information, inviting, etc. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstanding in both main ideas and details arise frequently.

➤ *Reading* Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal supppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

➤ *Writing* Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consist of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation and spelling.

(Adapted from Breiner-Sanders, K. et al. 2000. 'ACTFL Proficiency Guidelines-Speaking. Revised 1999.' *Foreign Language Annals*, 33: 13-18; and A. Omaggio Hadley. 1993. *Teaching Language in Context* (2nd. Ed.). Boston, MA: Heinle & Heinle.)

Department of Geography
Assessment of Student Learning:
Department of Geography
2001-2002

Geography, like history, is a way of looking at the world. Whereas historians study variation through time, geographers study variation through space: how and why the earth's natural and human features vary from place to place. Underlying this spatial approach are such recurring themes as spatial diffusion of people, goods, and ideas; the significance of relative location in human interaction; the power of place in human conscience; and the interaction of physical and human processes to create characteristic landscapes. Geographers work at the intersection of social and natural sciences, using the concepts and methods of both to examine human-environmental relationships in their full complexity. This integrative approach is a hallmark of geography and one of its main attractions.

Major in Geography

The Bachelor of Arts degree in geography at IUPUI (http://www.iupui.edu/~geogdept) provides a general introduction to the philosophy, content, and methods of the discipline. Geography majors should graduate with 1) an appreciation for the breadth of the discipline, but also its commonalities; 2) a more in-depth theoretical and/or historical foundation in at least one of the main sub-fields (environmental and/or urban-political geography); and 3) competency in basic techniques of spatial analysis. At the core of the major are foundational courses in physical and human geography (6 cr), the history of the discipline (3 cr), and geographic research methods (3 cr). Upon completion of these courses, students take advanced courses in regional geography (3 cr), environmental geography (3 or 6 cr), human geography (3 or 6 cr), and techniques of spatial analysis (6 cr). As a student progresses through their Geography Major, learning outcomes are continually assessed at the individual course level by faculty. A capstone course, required of all majors, provides an opportunity for a more integrated assessment.

The department has developed an applied emphasis in environmental analysis, with courses in field methods, remote sensing, computer cartography, and geographic information systems. Students can thus select a broad academic program or emphasize acquisition of job-related skills. Graduates of the program obtain jobs for private or public organizations developing and/or applying GIS, and in the realm of environmental management, urban planning, conservation, recreation and tourism, and international affairs.

The geography program at IUPUI draws on all the principles of undergraduate learning (PUL). At the core of the discipline is the integration of knowledge about humans and their environment (PUL 5), and the application of general theories and understanding to

local cases/places across the globe (PUL 4). Throughout the curriculum, attention is directed to the consequences of human actions and ethical issues in informed decision making (PUL 6). In all courses, students develop core communication and quantitative skills gaining invaluable experience in the use of information technology (PUL 1), and develop and apply critical thinking skills (PUL 2), through written, oral, and analytically based assignments. Internships, independent student research, and the department's capstone course, provide opportunities for majors to develop inquiry skills further. The major is deliberately structured to provide students with an overview of the discipline and depth in selected areas (PUL 3), with exposure to the diverse methods and philosophies of both social and natural science, as well as the techniques of geospatial analysis.

The faculty in Geography has identified six general learning outcomes that any graduate with a major in Geography at IUPUI should attain (these are based on standards established by the National Council of Geographic Education). Students taking geography courses to fulfill general education courses (largely G110 – Introduction to Human Geography, and G107 – Physical Systems of the Environment) will achieve a basic level of competency in these also. All members of the department serve on the committee that oversees the assessment of student learning in geography courses and the major (the committee is coordinated by Catherine Souch). The department holds regular meetings with discussions of the department's curriculum, student learning outcomes, and its assessment.

Learning outcomes for a Geography Major at IUPUI

General Outcome	Courses where this outcome is the primary objective? [courses that support outcome]	What will the students be able to do?	How will you help the students learn it?	How do you measure each of the desired behaviors in column 2?	What are the assessment findings?	What improvements have been made based on assessment findings?
Students majoring in geography will understand the world in spatial terms and be acquainted with the tools of spatial analysis

(PUL 1,2,3,4,5,6)* | All Geography courses. Particularly courses in spatial analysis (G311, G336, G337, G338, G436, G438, G439, G465, G488) | - Identify spatial patterns, interactions, and underlying spatial processes - Analyze the spatial organization of people, places and environments on Earth's surface | -Lectures -Class discussion

-Integration of visual imagery – slides, videos, animations, real-world/real-time images and data from the web

-Readings and | *Within classes* -Exams in multiple formats

- In-class exercises

-Independent and group assignments

-Major research | - All graduating geography majors have completed 30 cr of Geography courses with this theme at its core, with a grade of C or better -Student evaluations and anecdotal comments by students make reference to the value of tools of instruction and assessment in understanding subject matter. | - Greater integration of tools of spatial analysis in classes at all levels of the curriculum - More active learning in classes at all levels of the curriculum

-Greater number of field trips/ |

			focused reading assignments	papers (group and independent)	-Successful placement of students in appropriate internships, graduate programs and geography-related careers	experiences (guided and self-guided) in classes at all levels of the curriculum
		- Ask and answer questions about why human and environmental systems are where they are and how they developed - Use maps and other geographic representations, tools and technologies, to acquire, organize, process, and report information from a spatial perspective	-Class assignments -Student presentations -Independent and group research projects - Internships - Field Trips (guided and self-guided) - Class support materials – summary sheets & web based materials	- Student presentations - Student self-evaluation and peer-evaluation Across the major -Students must complete 30 cr of Geography courses with this theme at its core, with a grade of C or better, and a capstone course.		
Students majoring in Geography will be familiar with the principal subfields within the discipline						
Understanding places and regions (PUL 1,2,3,4,5,6)*	All courses; Particularly courses in human regional geography (G110, G130, G314, G321, G322, G323, G326, G327, G328, G329, G311, G341, G355, G410, G421)	-Develop global perspectives -Understand the relationship between local and global issues -Have an integrative view of the natural and human world, and understand the origins of places and regions as the outcome of multiple interacting factors	-Lectures -Classdiscussion -Integration of visual imagery – slides, videos, animations, real-world/real-time images and data from the web -Readings and focused reading assignments -Class assignments -Student presentations -Independent and group research	*Within classes* -Exams in multiple formats - In-class exercises -Independent and group assignments -Major research papers (group and independent) - Student presentations - Student self-evaluation and peer-evaluation	- All graduating geography majors have completed 30 cr of Geography courses withthis theme at its core, with a grade of C or better -Student evaluationsand anecdotal comments by students make reference to the value of tools of instruction and assessment in understanding subject matter. -Successful placement of students in appropriate internships, graduate programs and geography-related careers	- Greater integration of tools of spatial analysis in classes at all levels of the curriculum -More active learning in classes at all levels of the curriculum -Greater number of field trips/ experiences (guided and self-guided) in classes at all levels of the curriculum

			projects - Internships - Field Trips (guided and self-guided) - Class support materials – summary sheets & web based materials	Across the major -Students must complete 30 cr of Geography courses with this theme at its core, with a grade of C or better.		
Physical Systems (PUL 1,2,3,4, 6)*	All courses; Particularly courses in physical/ environmental geography (G107, G108, G185, G303, G305, G307, G310, G315, G404, G446, G475)	-Understand the fundamental physical processes that shape the Earth's surface, its climate, landforms, soils and ecosystems -Have a basic understanding of the scientific method	-Lectures -Classdiscussion -Integration of visual imagery – slides, videos, animations, real-world/real-time images and data from the web -Readings and focused reading assignments -Class assignments -Student presentations -Independent and group research projects - Internships - Field Trips (guided and self-guided) - Class support materials – summary sheets & web based materials	*Within classes* -Exams in multiple formats - In-class exercises -Independent and group assignments -Major research papers (group and independent) - Student presentations - Student self-evaluation and peer-evaluation Across the major -Students must complete 30 cr of Geography courses with this theme at its core, with a grade of C or better.	- All graduating geography majors have completed 30 cr of Geography courses withthis theme at its core, with a grade of C or better - Student evaluationsand anecdotal comments by students make reference to the value of tools of instruction and assessment in understanding subject matter. -Successful placement of students in appropriate internships, graduate programs and geography-related careers	- Greater integration of tools of spatial analysis in classes at all levels of the curriculum -More active learning in classes at all levels of the curriculum -Greater number of field trips/ experiences (guided and self-guided) in classes at all levels of the curriculum
Human Systems (PUL 1,2,3,4,5 6)*	All courses in human regional geography	-Understand the characteristics, distribution and migration of	-Lectures -Classdiscussion	*Within classes* -Exams in multiple	- All graduating geography majors have completed 30 cr of Geography courses	- Greater integration of tools of spatial analysis in

	(G110, G130, G314, G321, G322, G323, G326, G327, G328, G329, G311, G341, G355, G410, G421)	human populations on Earth's surface -Understand the characteristics, distribution and complexity of Earth's cultural mosaics and their development -Understand the local, regional and global patterns and networks of economic interdependence - Understand the processes, patterns and functions of human settlement -Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface - Achieve an understanding of contrasting philosophical approaches in social sciences	-Integration of visual imagery – slides, videos, animations, real-world/real-time images and data from the web -Readings and focused reading assignments -Class assignments -Student presentations -Independent and group research projects - Internships - Field Trips (guided and self-guided) - Class support materials – summary sheets & web based materials	formats - In-class exercises -Independent and group assignments -Major research papers (group and independent) - Student presentations - Student self-evaluation and peer-evaluation Across the major -Students must complete 30 cr of Geography courses with this theme at its core, with a grade of C or better.	withthis theme at its core, with a grade of C or better - Student evaluationsand anecdotal comments by students make reference to the value of tools of instruction and assessment in understanding subject matter. -Successful placement of students in appropriate internships, graduate programs and geography-related careers	classes at all levels of the curriculum -More active learning in classes at all levels of the curriculum -Greater number of field trips/ experiences (guided and self-guided) in classes at all levels of the curriculum
Students majoring in geography will understand the relations between peoples, places and environments (PUL 1,2,3,4, 6)*	All courses in Geography. Particularly G305, G310, G315, G446	-Have an integrated view of the natural and human world - Understand how human actions modify physical environments and how physical systems affect human environments	-Lectures -Classdiscussion -Integration of visual imagery – slides, videos, animations, real-world/real-time images and data from the web -Readings and focused reading	*Within classes* -Exams in multiple formats - In-class exercises -Independent and group assignments -Major research papers	- All graduating geography majors have completed 30 cr of Geography courses withthis theme at its core, with a grade of C or better - Student evaluationsand anecdotal comments by students make reference to the value of tools of instruction and assessment in understanding subject matter.	- Greater integration of tools of spatial analysis in classes at all levels of the curriculum - More active learning in classes at all levels of the curriculum - Greater number of field trips/experiences (guided and self-

		- Understand the changes that occur in the meaning, use, and distribution of resources	assignments -Class assignments -Student presentations -Independent and group research projects - Internships - Field Trips (guided and self-guided) - Class support materials – summary sheets & web based materials	(group and independent) - Student presentations - Student self-evaluation and peer-evaluation Across the major -Students must complete 30 cr of Geography courses with this theme at its core, with a grade of C or better.	-Successful placement of students in appropriate internships, graduate programs and geography-related careers	guided) in classes at all levels of the curriculum
Students majoring in geography will be able to apply and use Geography (PUL 1,2,3,4, 6)*	All courses in Geography.	Apply geography to interpret the past and present, and to make informed decisions about the future.	-Lectures - Classdiscussion -Integration of visual imagery – slides, videos, animations, real-world/real-time images and data from the web -Readings and focused reading assignments -Class assignments -Student presentations -Independent and group research projects - Internships - Field Trips	*Within classes* -Exams in multiple formats - In-class exercises -Independent and group assignments -Major research papers (group and independent) - Student presentations - Student self-evaluation and peer-evaluation Across the major -Students must	- All graduating geography majors have completed 30 cr of Geography courses with this theme at its core, with a grade of C or better - Student evaluations and anecdotal comments by students make reference to the value of tools of instruction and assessment in understanding subject matter. -Successful placement of students in appropriate internships, graduate programs and geography-related careers	- Greater integration of tools of spatial analysis in classes at all levels of the curriculum - More active learning in classes at all levels of the curriculum -Greater number of field trips/experiences (guided and self-guided) in classes at all levels of the curriculum

			(guided and self-guided) - Class support materials – summary sheets & web based materials	complete 30 cr of Geography courses with this theme at its core, with a grade of C or better.	

*Principles of undergraduate learning
http://clas/iupui.edu/undergraduatelearning.html

1. Core communication and quantitative skills
2. Critical thinking
3. Integration and application of knowledge
4. Intellectual depth, breadth and adaptiveness
5. Understanding society and culture
6. Values and ethics

Department of History
2001-2002 PRAC-CUL Report

The Department of History provides students with the opportunity to better understand the human social condition through the systematic study of the past. Historians conduct research in surviving, primary materials that document the past; they analyze and interpret their findings; and they communicate the results in a variety of refereed publications and classroom presentations. Students in all history classes read and discuss appropriate, published historical literature. Majors in the capstone class (J495) conduct research in primary, unpublished materials, and under the guidance of the instructor, analyze, interpret, and present their findings to their peers. The department offers a variety of courses dealing with the history of the United States, Europe, Latin America, Africa, and Asia. The history major provides a foundation for continued work at the graduate level, which could include training for an academic or public history career. (Graduate programs in public history, such as the one at IUPUI, train good historians who will practice their craft in a variety of settings outside of the academy, such as museums, historical societies, archives, historic preservation organizations, and government agencies.) Courses in history serve the student admirably in fulfilling the tradition of a liberal education. They also provide a solid basis for professional training in such fields as law, business, environmental affairs, historic preservation, public administration, and government.

DEPARTMENT OF HISTORY						
GENERAL OUTCOME & Principles of Undergraduate Learning that the outcome addresses	**History courses for which this outcome applies**	**What will the student know or be able to do?**	**How will you help students learn it?**	**How could you measure each of the desired behaviors in second column?**	**What are the assessment findings?**	**What improvements might be based on assessment findings?**
The ability to read both primary & secondary sources related to history Outcome applies to	ALL history courses	Students will be able to read historical literature, understand the relationship between argument and evidence, and assess the historical accuracy or	Students are assigned readings which will be discussed in class. Faculty model the kinds of questions that students should bear in mind when	Class discussions Written assignments Quizzes and Tests Written	This ability improves across time and becomes more technically skilled	We expect the preliminary results reported in Col. 5 to be reinforced as the department's data collection technique (described elsewhere)

principles: I, II, III, IV, V		biases of various authors.	reading, which will lead to appropriate critical analyses of the works read.	examinations Self reflective rating by majors in exit survey		produces a larger sample of student papers.
The ability to evaluate sources and judge interpretations Outcome applies to principles: I, II, III, IV, V	ALL history courses	Students will successfully analyze historical issues, events, and written texts according to criteria appropriate for the study of history	Faculty demonstrate appropriate analytical techniques and assign work for students to apply these techniques throughout their work in the major.	Class discussions Written assignments Quizzes and Tests Written examinations Self reflective rating by majors in exit survey	The ability to evaluate sources develops slowly, but it is apparent in our sample, and becomes more technically sophisticated across time.	More attention must be given in class to judging interpretations.
The ability to communicate effectively ideas in writing Outcome applies to principles: I, II, III, IV, V	ALL history courses	Students will be able to develop a coherent written argument on the basis of historical evidence	Students are required to fulfill written assignments on a regular basis; faculty provide feedback on the effectiveness of each written argument	Faculty analysis of written assignments Self reflective rating by majors in exit survey	Clear improvements in organization, clarity, focus, and argument have occurred in the papers in our sample.	We expect the preliminary results reported in Col. 5 to be reinforced as the department's data collection technique (described elsewhere) produces a larger sample of student papers.
The ability to complete a	A, B, C, D, E, F,	Students will be able to design a	Faculty model	Faculty and/or	Based upon our still-small	We expect the preliminary

work of original research in some area of historical relevance Outcome applies to principles: I, II, III, IV, V	G, H and J courses at the 300 and 400 level	research project, locate the appropriate documents and/or relevant historical literature, conduct the research according to appropriate historical methods, following research conventions appropriate to the study of history, write up the project in which the student presents findings and draws conclusions.	appropriate research conventions, explicitly highlighting appropriate vocabulary and salient conceptual frameworks. Faculty explicitly address conventions of historical research, and/or provide examples for students.	students will provide measured critiques of completed research projects. Self reflective rating by majors in exit survey	sample, it appears that seniors have mastered the complex skills that enable them to write major original research papers	results reported in Col. 5 to be reinforced as the department's data collection technique (described elsewhere) produces a larger sample of student papers.
The ability to make oral presentations Outcome applies to principles: I, II, III, IV, V	A, B, C, D, E, F, G, H and J courses at the 300 and 400 level	Students will make an effective oral presentation to the class or to another appropriate venue using the discourse and conceptual frameworks appropriate to the study of history.	Students are given opportunities to make oral presentations throughout their course work in their major. Faculty provide feedback, and model effective oral presentations.	Graded critiques of presentations Self reflective rating by majors in exit survey	Where it has been measured, it appears our students can do this effectively.	We have proposed a department discussion on how to revise our techniques to collect data on this outcome more effectively.
The ability to engage in informed discussion with others on	ALL history courses	Students will be able to debate effectively or critique oral arguments in	Students are given many opportunities to discuss and debate	Self reflective rating by majors in exit survey	Our current data collection technique does not	We have recommended that a major item on the agenda of the

historical issues Outcome applies to principles: I, II, IV		class or in other appropriate venues, using the conceptual frameworks appropriate to the study of history.	historical issues throughout their course work in their major. Faculty provide feedback on the effectiveness of debate.		allow us to measure this outcome.	coming fall department faculty retreat be a discussion about drafting the exit survey for majors (mentioned in col.4 of all seven rows) to provide data by which we can measure this outcome.
The ability to use computer skills relevant to the study of history Outcome applies to principle: I	ALL history courses	Students will use the computer for word processing, will access the internet/www/e-mail for course-related work, and may conduct electronic research to discover information and to generate bibliographies	Faculty facilitate the use of computer resources	Self reflective rating by majors in exit survey	Our current data collection technique does not allow us to measure this outcome.	We have recommended that a major item on the agenda of the coming fall department faculty retreat be a discussion about drafting the exit survey for majors (mentioned in col.4 of all seven rows) to provide data by which we can measure this outcome.

Additionally, the History Department has developed a schema for investigating questions related to the kinds, numbers, and sequences of history courses taken. They also have plans to ask their graduates and alumni to assess the utility and value of their historical training.

PHILOSOPHY

The Discipline of Philosophy

Philosophic inquiry aims, ultimately, at a general understanding of the whole of reality. It draws on the insights of the great historical philosophers, on what has been learned in all other major fields of study, and on the rich perspective embodied within ordinary ways of thinking. Philosophers address a diverse array of deep, challenging, and profoundly important questions. Examples: the nature of the self and of personal identity; the existence or nonexistence of God; the nature of such phenomena as time, mind, language, and science; the sources and limits of human knowledge; the nature of the good life; the foundations of state authority; the requirements of social justice; and the nature of art, beauty, and aesthetic experience. Philosophical questions are addressed not by reference to empirical information alone, but by means of analysis, synthesis, argument, and the construction and evaluation of philosophical theories.

What attracts students to philosophy is the intrinsic interest of its subject matter. But the study of philosophy has practical benefits as well. Philosophy majors are practiced in the close reading of complex texts, in the careful analysis and evaluation of arguments, in original and creative thinking, and in the clear, precise, and persuasive communication of ideas. The skills thus acquired are not only a source of deep personal satisfaction, but a strong asset in any profession. That the study of philosophy is highly effective in enhancing academic skills is evidenced by the fact that philosophy majors, as a group, receive exceptionally high scores on the Law School Admissions Test (LSAT), the Graduate Record Exam (GRE), and other standardized admissions tests.

Since philosophy examines the presuppositions and the basic concepts and methods of all other disciplines, a minor in philosophy can be the perfect complement to a major in any other field of study. In addition to the perspective it offers on other fields, a minor in philosophy sharpens intellectual skills, opens a broad intellectual vista, and affords an opportunity to consider fundamental questions of human concern.

Assessment Update – Spring 2002

As recommended by the department's assessment committee, consisting of John Tilley (Chair), Luise Morton, and Ursula Niklas, the department has revised both its list of desired "general outcomes" and the lists of associated specifications, methods, and measures. The revisions are reflected in columns 1-4 of the matrix below. Columns 5 and 6 of the matrix ("findings" and "improvements") report the results of two recent assessment projects.

One project was undertaken this spring by the department's assessment committee, which reviewed the department's curriculum and examined samples of strong, average, and weak student work from fifteen classes, ranging from 100-level introductory courses to 400-level advanced courses. Their findings and recommendations, which have been endorsed by the department, are reported in the *first paragraph* of each of the five row of columns 5 and 6, respectively.

The other project, undertaken by the department chair, was aimed at learning the recent improvements resulting from the *individual* assessments of individual philosophy instructors. As professional academics, our instructors routinely assess their own courses. In December 2001, the department chair asked every philosophy instructor to report those dissatisfactions with student outcomes that have prompted recent changes in his or her courses. (Accordingly, their reports are limited to *negative* findings. It must not be inferred that their assessments of their own courses are negative overall. Furthermore, it must be borne in mind that the findings typically apply to *some* of the instructor's students, not necessarily to *many* of them.) In response to the chair's request, thirteen instructors submitted (remarkably detailed) reports. Columns 5 and 6 include merely a representative *selection* of the reported findings and improvements. (They are the *lettered* entries below each of the reports of the assessment committee.) It is gratifying to learn just how much assessment and course improvement individual faculty undertake on their own initiative.

Department of Philosophy

General Outcome [column 1]

1. Knowledge of the history of philosophy

   Related principles of undergraduate learning:
   #'s 3, 4, 5 & 6

2. Knowledge of philosophical problems

   Related principles of undergraduate learning:
   #'s 2, 3, 4 & 6

3. Writing and speaking skills

   Related principles of undergraduate learning:
    #'s 1 & 2

4. Reading skills

   Related principles of undergraduate learning:
   #'s 1 & 2

5. Logical skills

   Related principles of undergraduate learning:
   #'s 1 & 2

What will the student know or be able to do? [column 2]

1. Know and understand the important figures and movements in the history of philosophy, especially, but not exclusively, the classical and modern periods in Western philosophy.

2. Know and understand the major questions, positions, distinctions, and arguments in the main branches of philosophy, e.g., in ethics, metaphysics, and epistemology.

3. Write clear, cogent, and informed philosophical papers. Speak clearly, accurately, and in an academic manner on philosophical topics.

4. Comprehend, interpret, and analyze complex philosophical writings.

5. Make relevant distinctions; clarify important concepts and claims; competently analyze, evaluate, and construct both deductive and inductive arguments.

How will you help students learn it? [column 3]

1. Lectures, readings, handouts, exercises, class discussions, films, and focused writing assignments.

2. Lectures, readings, handouts, class discussions, films, field trips (to museums and performances), and focused writing assignments.

3. The instructor provides instruction in philosophical and argumentative writing, and critiques students' writing. The assigned readings model the desired writing skills. In lectures and class   discussions, the instructor displays the desired speaking skills.

4. The instructor and the readings demonstrate the process of analyzing and interpreting complex philosophical writings. Student practice these skills during their reading and writing assignments.

5. The department offers courses devoted exclusively to logic, and all philosophy majors are required to take at least one course in logic. But since philosophy is largely an argument-based discipline, *all* of its courses offer explicit instruction and training in logical skills and/or frequent *demonstrations* of logical skills (by instructors and in the assigned readings), as well as frequent critiques of the logical skills exhibited by students.

How could you measure each of the desired behaviors in the second column? [column 4]

1. Through tests, writing assignments, class discussions, and oral feedback from students. (The foregoing are means by which instructors assess the performance of students. Through peer reviews and student evaluations, the department assesses the performance of instructors. This parenthetical comment applies also to the other four rows in this column.)

2. Through tests, writing assignments, and class discussions, and oral feedback from students.

3. Through tests, writing assignments, class discussions, student presentations, and oral feedback from students.

4. Through tests, writing assignments, class discussions, and oral feedback from students.

5. Through tests, writing assignments, class discussions, in-class exercises, and oral feedback from students.

What are the assessment findings? [column 5]
(In each row, the first paragraph reports the findings of the assessment committee. The lettered entries that follow report *problems* cited by one or more instructors.)

1. Frequency of courses in which important figures are covered is more than satisfactory. Oral feedback from students reveals that these courses are positively received. Also, students who have gone on to Ph.D. programs consistently report that their training at IUPUI was more than adequate for graduate work on important philosophical figures. (A related point that applies not only here but in the next four rows: in the past decade, over 90% of our applicants to graduate school have been admitted.) However, our assessment of tests and papers reveals than some students are not as knowledgeable of small but important details as they are of general positions and arguments. See row 4.

1. (a) Students learn little about Eastern philosophy.

   (b) Beginning students may get an insufficient sense of the contemporary relevance of philosophy.

   (c) Some students demonstrate less understanding than desired of major philosophers and movements.

   (d) Some students show insufficient understanding of the relations among the views and arguments of different philosophers.

   (e) Some students feel they don't know what's important and what might appear on an exam.

2. The above remarks apply, *mutatis mutandis*, in this row as well. Also, in recent years the department has expanded (through its course offerings) both the number of branches of

philosophy it covers and the problems and positions covered within each branch. Some areas, however, are not as fully covered as others. Courses in them are few or infrequent.

2. (a) A need to draw gifted students as deeply as possible into the subject.

   (b) Some students do poor-quality work on the essay exams.

   (c) A need to help students appreciate the relevance of ethical theories.

   (d) A need to demonstrate more clearly the relevance of philosophy.

   (e) Some students appear to have given insufficient *thought* to course material.

3. As a rule our students write well. Also, the variety of writing assignments is impressive. Term papers, short position papers, in-class essays, expository papers, comparative studies, argumentative papers, interpretive papers, research papers, and other forms of writing assignments are widely used within the department. The assessment committee was equally impressed by the amount of written feedback the instructors give students on their papers. One thing that stands out, however, is that few instructors refer weak writers to the Writing Center.

3. (a) A need for students to cultivate their ability to converse about philosophy.

   (b) Some students take so long to select a topic for their term paper that they have insufficient time to research, write, and revise it.

   (c) Some papers not of high quality.

   (d) A need to draw more students into class discussion.

4. The comments in row 1, above, apply here. Some students do well in reading for the "big picture"--they grasp the positions of the philosophers they study and the structure of the philosophers' arguments--but their knowledge of details (e.g., dates, names, terminology) could stand improvement.

4. (a) Students, especially introductory students, can be confused and intimidated by philosophical texts.

   (b) Some students don't keep up with the readings and/or don't understand what they've read.

   (c) Some students fail to appreciate, or fail to recall, the main points addressed in the readings.

   (d) Even strong students find it hard to analyze difficult passages.

5. The department does well in this area. For example, the variety and frequency of logic courses, the variety of skills taught in those courses, and the students' performance on logic tests are all satisfactory.

5. (a) Some students find it hard to succeed in P162, Logic (which they need to satisfy an analytical-skills requirement), even though they are strongly motivated.

(b) Students sometimes fail to appreciate the applicability of what they learn in Logic.

(c) Some students (referring here to students in courses other than logic courses) demonstrate inadequate logical skills when analyzing and evaluating arguments.

What improvements have been based on the assessment findings? [column 6]
(In each row, the first paragraph is the recommendation of the assessment committee. The lettered entries that follow report improvements made recently by one or more instructors.)

1. Instructors have been encouraged not to skimp on "objective" tests and exercises (true/false, multiple choice, short answer). These should be included along with their other, more writing- intensive assignments.

1. (a) The instructor's sections of introductory philosophy now offer *equal* coverage of Eastern and Western philosophy – and are *advertised* as doing so.

(b) Now assigns readings by contemporary as well as historical philosophers, readings that demonstrate the contemporary relevance of philosophy.

(c) More handouts, to decrease the need for note taking and to provide students with clear, written explanations of essential points.

(d) Students notified at the beginning of the course that the essay exams will require them to compare and contrast the views and arguments of different philosophers and movements.

(e) Help students gain insight into what's important, and likely to appear on an exam, by asking students to prepare and suggest questions of their own, some of which are accepted.

2. The department has recently added, or is in the process of adding, several new courses. These include courses in legal ethics, medical humanities, Asian Philosophy, African American philosophy, and American Indian Philosophy. The department is also in the process of

recruiting a full-time philosopher of science. See also row 4.

2. (a) Encouraging strong students to elect the Honors option.

(b) Now distributes essay questions in advance and encourages students to show him their answers before they have to write them out on exam day; has greatly increased the encouragement he gives students to discuss the material with him in his office and to correspond with him about it by e-mail.

(c) Requires students, early in the course (Ethics), to write without prior research a paper defending their position on a moral issue of their own choosing. Near the end of the course, students write another paper on the same issue, discussing their original ideas in the light of the ethical theories, concepts, and distinctions they have learned.

(d) Has recently incorporated philosophical material on terrorism, war, and Islam.

(e) Has for some time required students to keep a philosophical journal, in which they discuss material from at least half of the course lectures; has in the last year given students fuller instruction in the art of journaling.

3. Instructors have been encouraged not only to continue helping their weak writers, but to make use of the support the university offers for that purpose. This especially includes the Writing Center.

3. (a) Students called on frequently to read a sentence or two from a text and then to explain what it means and why it's there.

Students comment on the meaning of a passage. Then the class collectively composes an analysis of the passage.

(b) Now distributes at the beginning of the course a list of options for paper topics and requires that a topic be selected within a week.

(c) Strongly encourages students to submit papers in drafts, so that his comments can help them improve their interpretations, their analyses, their arguments, and their writing.

Has scheduled more office hours and has much more strongly encouraged students to take advantage of the opportunity for one-on-one assistance.

(d) Now calls on students who don't volunteer.

Students expected to give oral reports on their homework.

The class scheduled for the final exam is devoted to discussion of the essay questions that have been prepared in advance and brought to class. With everyone having written on the topics, more students participate in the discussions than at any other meeting.

4. Instructors have been encouraged not to skimp on "objective" tests and exercises (true/false, multiple choice, short answer). These should be included along with their other, more writing- intensive assignments.

4. (a) Posting guides to the readings on Oncourse, which makes them accessible even to those who have missed class.

(b) Assigns 30% less reading, but expects students to read more carefully, and devotes ample class time to the readings.

(c) Now assigns 2-3 study questions for each reading, and requires students to write answers to those questions.

(d) Sends groups of students to the board to lead group analyses of important but challenging passages.

5. The committee has no recommendations at this time.

5. (a) Strives to present the material ever more clearly.

Provides an abundance of exercises.

In his determination to enable all students to do their best, one instructor has offered more help every semester. He now holds office-hour marathons before each exam; gives practice exams to prepare students for the actual exams; gives step-by-step solution sheets for logic exercises, replete with "watch for pitfall" points; phones students who do poorly on the first exam and asks them how he can be of more help; prepares extra exercises for slow learners; phones the bottom 20% or so before each exam to offer help.

(b) Students are asked periodically to select and analyze an argument from a text in another course, or from a magazine or newspaper, using what they've learned in Logic.

(c) More class time, and more handouts, devoted to the careful analysis and evaluation of arguments.

Students encouraged to submit drafts of their papers, so that their arguments (as well

as their interpretations and their writing) can be critiqued.

More extensive comments, both on exams and on papers, concerning students' reasoning.

Political Science Department
2001-2002 PRAC-CUL Report

Politics is about power: who has it and how it is used. The goal of the Department of Political Science is to provide students with a superior program of study in to the many different and intriguing ways in which power is given, taken, distributed, limited, manipulated, and used, and to help them better appreciate and understand the many different forms taken by systems of government around the world.

The department offers introductory courses in all the major subfields of the discipline: American politics, public policy, political theory, comparative politics, and international relations. We also offer a wide variety of advanced courses in which students can learn more about topics are varied as Indiana state government; national politics in Washington, D.C.; the political systems of Africa, Asia and Europe; the mechanics of voting and public opinion, and critical policy issues of our time, such as welfare, crime, the environment, and women in politics. Our students also derive hands-on experience through internships and multicollege political simulations.

Our majors have gone on to careers in fields as diverse as politics, business, teaching, human services, the media, and working for interest groups, and may have gone onto graduate school in politics and law. Courses in political science help majors in nonmajors alike become critical observers of - and informed participants in-politics and government at the local, national, and international level.

DEPARTMENT OF POLITICAL SCIENCE					
GENERAL OUTCOME	**What will the student know or be able to do?**	**How will you help students learn it?**	**How could you measure each of the desired behaviors in second column?**	**What are the assessment findings?**	**What improvements have been based on assessment findings?**
Research skills relevant to students of political science.	Students will successfully complete a research project using the conventions of research in	Students will have completed research projects during their other course work in	Students must complete the capstone course with a grade of C or better	38 of 42 students (90%) completing the capstone course during 2001-02 received grades of C or	No improvements were made during 2001-02 based on these findings.

		political science. In preparation for these projects, faculty will directly instruct students in the conventions of political science research.	in order to graduate, so the proportion of students completing the course with grades of C or better would be an indicator.	better.	
political science during their capstone course.					
Analytic skills relevant to students of political science.	Students will successfully analyze political issues, events, and written texts according to criteria appropriate for students of political science.	Faculty demonstrate appropriate analytical techniques, and assign work for students to apply these techniques throughout their work in the major. These skills are stressed especially in POLS Y205 and in the 15 cr. of 300/400-level political science course work required of all majors. Each of these courses must be completed with a grade of C or better to count toward fulfillment of the major.	(A) Since several non-majors also take POLS Y205 and 300/400-level POLS courses, we would have to go back through each section of each course, separate the political science majors, then determine what proportion of the political science majors completed the courses with a C or	We don't do (A). The findings from (B) indicate that 100% of POLS graduates completed 15 cr. of 300/400-level course work with grades of C or better.	No improvements were made during 2001-02 based on these findings. The department faculty began a conversation, which will continue in 2002-03, on whether to revise the requirements for the major.

			better. (B) We require each major to complete 15 cr. of 300/400-level course work in political science before certifying them for graduation.		
Communication skills relevant to students of political science.	Students will be able to make oral presentations in class settings. Students will be able to contribute to class discussions appropriately. Students will be able to write using the vocabulary and conceptual frameworks appropriate to political science discourse.	Faculty will model appropriate discourse conventions. Students have many opportunities during their major to make presentations and participate in discussions, and written work is required in every political science course. Students majoring in political science must complete 30 cr. of course work in political science with a grade of C or	Completion of the required number of courses with the required minimum grades is certified for each major prior to graduation.	100% of graduating political science majors have completed 30 cr. or more of political science course work with a grade of C or better in each course, and their oral and written communication skills were assessed in those courses.	No improvements were made during 2001-02 based on these findings.

		better in each course.			
Students majoring in political science will become familiar with the principal subfields within the discipline, and reflect upon the discipline as a whole	Students majoring in political science will be able to successfully master course material in at least five of the following subfields: methodology, theory, American politics, comparative politics, public policy, public law, and international relations. Seniors will be able to describe what they have learned over the course of their work in the major.	Students majoring in political science are required to take and pass with a C or better: one course each in American politics, political theory, and comparative politics, and any two from a list of courses in methodology, public law, public policy, and international relations. In the capstone course, senior political science majors are required to reflect in writing on what they have learned during their undergraduate education in political science.	Completion of the courses in the subfields, and of the capstone course, with a C or better is certified for each political science major prior to graduation.	100% of graduating political science majors have completed courses with a C or better in five of the principal subfields of political science, and in the capstone course.	In previous years, some members of the department had voluntarily implemented the capstone course assignment inviting students to reflect on their learning within the major. At the beginning of 2001-02, the department faculty agreed to make this a required activity in the capstone course. Also, during 2001-02, the department faculty began a conversation, which will continue in 2002-03, on whether to revise the requirements for the major, which may affect the distribution of subfield courses.

Religious Studies Department
2001-2002 PRAC-CUL Report

Religious studies offers students opportunities to explore the patterns and dimensions of the many different religious traditions of the world from the perspectives of the academic study of religion. The courses are designed to help students develop basic understandings of the many ways in which religions shape personal views of the world, create and sustain the communities in which we live, and interact with politics, economics, literature and the arts, and other structures of society. Through this curriculum, students are provided the skills that will allow them to understand religions as a part of the study of human history and traditional and nontraditional values. The department offers both a major and a minor, allowing students to investigate religious phenomena in depth and encouraging connections with other areas of the humanities and social sciences.

Program Planning
In the degree programs, the Department of Religious Studies pays special attention to the student's expressed hopes and plans, and the faculty counsels its majors carefully toward that end. Thus, students can construct undergraduate programs of study that meet both personal goals and the faculty's sense of what comprises a coherent and focused concentration in religious studies. With these possibilities in mind, students are encouraged to declare their intentions to major as early as possible in their college careers.

Those students who choose to major in the department are invited first to explore course, designated by the faculty, to introduce the wide breadth of concerns that belong to the field - religious, social, and comparative ethics; scriptures and traditions; South Asian and comparative studies; religion and American literature and culture.

On the basis of these studies, students are then able to pursue more specialized courses of inquiry, depending on their personal interests and concerns. And the faculty stands prepared to help in this regard by presenting more selective and rigorous options within the department, by helping to locate ties with cognate areas in other departments and schools, and by working with upper-level students in courses of independent study.

DEPARTMENT OF RELIGIOUS STUDIES					
GENERAL OUTCOME	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in	What are the assessment findings?	What improvements might be based on assessment

			second column?		findings?
Students will be acquainted with the academic study of religions	Students can explain orally or in writing the main features involved in the academic study of religion	Lectures, assigned readings	Written tests	Most students accept the approaches and succeed satisfactorily	Only continued emphases on this matter seem necessary
Students will know basic patterns and dimensions in religions	Students can describe orally or in writing the basic patterns and dimensions in religions; Students can relate these basic dynamics across religions and to the cultures from which religions emerge	Lectures, assigned readings, class discussions	Written tests, projects, essays, group discussions	Most students develop a fair grasp on this departmental fundamental	Long used, this approach seems solid enough
Students understand the roles and significance of religion in human history	Students can explain orally or in writing the roles and significance of religion in human history	Lectures, assigned readings, class discussions	Written tests, projects, essays	Students are often timid about generalizing their learning	More emphasis is probably necessary on this in introductory courses
Students have acquired	Students can analyze	Lectures	Written assignments	Students begin to see the	The concentraton

the analytical skills necessary to study religions within the context of the humanities	the ways in which the academic study of religions meshes with the academic history and role of the humanities			relations of religion to other aspects of culture	on objective analysis should remain a "staple"
Students have acquired the fundamental academic literacy to speak, write, and think about religion	Students will write and talk about religions and the study of religions using the vocabulary and discourse conventions appropriate to the academic study of religions	Faculty will model appropriate discourse conventions and explicitly introduce appropriate vocabulary; Students will be given ample opportunities to pursue the discourse conventions and appropriate vocabulary in classroom discussions and written assignments.	Classroom discussions

Written assignments

Exams

Projects | Students who work seriously display vivid arcs of improvement | Perhaps necessary to fortify work in applying concepts |
| Majors have acquired an in-depth understanding of the variety of methods and approaches in the study of religions, as well as an | Majors will be able to use a variety of appropriate methods and approaches in the completion of their | Coursework throughout the major | Apportion part of the grade for the capstone course to the demonstrated effective use of a variety of appropriate methods and approaches | As expected, students move only gradually to develop interdisciplinary skills | Need stronger emphasis on interdisciplinary work in lower-level curriculum |

appropriate level of expertise in the application of those methods and approaches	capstone project		Major research paper Participation in seminar		
Majors have acquired an in-depth understanding of at least one and preferably two religious traditions	Majors will be able to compare traditions and demonstrate how the common elements of religious phenomena are developed in culturally and historically distinctive manners	Coursework throughout the major	Apportion part of the grade for the major research paper to a demonstrated understanding of how the common elements of religious phenomena are developed in culturally and historically distinctive manners	Recently revised curriculum has improved student learning in this area	Maintain emphasis and strengthen "comparative" works on traditions
Majors have developed an in-depth consideration of selected and varied cross-cultural religious themes and topics	Majors can analyze how religion interacts with other elements of culture and society to produce those similarities and differences that characterize various religious traditions	Lectures, assigned readings, coursework throughout the major	Major research paper Participation in seminar	Students are very often weak in writing papers of "argumentation"	More emphasis before "capstone" on argumentation
Majors have	Majors can	Lectures,	Major	Our majors	More attention

an appreciation for the variety of ways in which the academic study of religions is an integral part of the traditions of the liberal arts	explain orally or in writing the relationship between the academic study of religions and the traditions of the liberal arts	assigned readings, integration with other areas of study pointed out by faculty and discussed in class	research paper Participation in seminar	prove moderately successful in seeing this relationship	throughout the curriculum to connections of Religious Studies with other academic fields

Sociology Department
2001-2002 PRAC-CUL Report

ASSESSMENT OVERVIEW AND TEMPLATE

Sociology involves the social scientific study of human interaction, social groups, and the effects of social patterns and structures on the human experience. The sociological perspective, described by C. Wright Mills as the "sociological imagination," is unique among the liberal arts and sciences because it "enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals" (*The Sociological Imagination*, New York: Oxford University Press, 1959, p. 5). More important, it directs us to look beyond the "facades of social structures" and "penetrate the smoke screen of the official versions of realityYand try to grasp the signals that come from the 'underworld'" (Peter Berger. *Invitation to Sociology*, New York: Anchor Books, 1963, pp. 31, 35) As a unit within the School of Liberal Arts at IUPUI, the Department of Sociology offers a variety of unique learning opportunities for students and the community to critically examine the complex social, economic, political, and technological challenges facing our society on the brink of the twenty-first century. The Faculty seeks to contribute to the broader intellectual mission of the School to Aenhance the intellectual fabric of Greater Indianapolis, Central Indiana, and the state through its basic and applied research and teaching on social issues and problems.@ Consistent with the mission of IUPUI to develop and apply knowledge and serve as a "model for collaboration," the Faculty remain deeply committed to sharing the sociological imagination and their social science research expertise with colleagues throughout the University and with individuals, government, and community agencies across the state.

During 1999, the Department took significant steps to enhance learning, especially for entry level students. First, we established a position of Director of Undergraduate Studies to monitor student progress under our curriculum and to recommend revisions. Second, with the English Department, we competed successfully for a $200,000 award under the PEW Grant Program in Course Redesign to link R100 and W131 and to revise R100 instruction to use technology. An evaluation will assess both learning impacts and reductions in the DWF rate.

Mission

The IUPUI Department of Sociology has a three-fold mission:

to facilitate student learning of the field and craft of sociology and to prepare them for advanced study in sociology or for careers in fields which require social scientific background.

to contribute through original research to the body of sociological and social science knowledge.

to use and apply our sociological expertise for the betterment of society through service to the School, the University, and the community.

Goals

Within this three-fold mission, the Faculty hold specific goals within the domains of teaching, research, and service:

Teaching

Attract and retain students for course work in the Department by offering stimulating and relevant opportunities to learn about society, sociology, and social science methods.

Assist undergraduate students in developing critical thinking and analytic skills essential for success in higher education and professional careers.

Help undergraduate students prepare for advanced studies in sociology or related fields and/or for careers which require social science background and training.

Enhance student learning through innovative learning strategies including collaborative learning, independent studies, service learning, and mentoring initiatives.

Research

Conduct exemplary sociological and interdisciplinary research for our students and peers.

Respond to regional needs for applied sociological research.

Secure funded research to enhance Department resources and support undergraduate and graduate learning opportunities.

Service

Strive to expand public and professional awareness and appreciation of the sociological perspective and sociological research.

Provide leadership and consultation on social issues and promote the use of sociology for university, professional, and community organizations and agencies.

Promote the betterment of society and the amelioration of social problems through involvement in university and community activities.

CURRICULUM AND PROGRAMS

The IUPUI sociology curriculum seeks to offer courses representative of the discipline along with courses designed to take advantage of the unique resources of our urban campus. The curriculum emphasizes the applied aspects of sociology as well as those segments of sociology necessary for advanced study. Courses in sociology serve to broaden the understanding of social life for all students and should be of particular interest to students preparing for careers in professional social science, education, government, law, criminal justice, urban affairs, social service, medical service fields, and business. In an ever-changing environment, the IUPUI Department of Sociology strives to provide students with diverse educational experiences, including traditional classroom activities and applied fieldwork and/or survey research experience. Undergraduate majors are encouraged to participate in internships and research projects as part of their educational experience.

The sociology faculty at IUPUI set high standards for themselves and their students. We hope to make coursework challenging but enjoyable and relevant to the student= s own experience. There is a rich and varied set of course offerings with frequent writing and group project assignments. Students are taught to analyze their own environment, to critique published reports, to consider alternative possibilities in addition to the most obvious explanations. Sociology courses should provide a great opportunity not just to pick up some intriguing facts uncovered by others but also to develop students= abilities to investigate social phenomena themselves.

UNDERGRADUATE STUDIES

Sociology Major

The major requires 33 credit hours of sociology course work, 12 of which must be completed at IUPUI. Students must complete the following courses with a grade of A C@ or better:

R100 Introduction to Sociology (3 cr.)

R251 Social Science Research Methods (3 cr.)

R356 Foundations of Social Theory (3 cr.)

R357 Contemporary Sociological Theory (3 cr.)

R359 Introduction to Sociological Statistics(3 cr.)

Capstone course selected from the following:

R494 Internship program in sociology

R481 Evaluation research methods

R490 Survey research methods

R493 Practicum in sociological fieldwork

R497 Individual readings in sociology

15 additional credit hours of other sociology courses.

Sociology Minor

The IUPUI Department of Sociology offers two minors for students wishing to be formally certified for their interest in sociology:

General Minor

A general minor in sociology allows students in a variety of fields to expand their liberal arts education within an area that complements their general major or program of professional training.

Requirements: The general minor requires 15 credit hours of course work (6 of which must be completed at IUPUI):

R100 Introduction to Sociology (3 cr.)

One of the following (3 cr.):

R251 Social Science Research Methods or

R356 Foundations of Social Theory or

R357 Contemporary Social Theory

9 additional credit hours of sociology courses will be required, with 6 of those credit hours at the 200-400 level.

Medical Sociology Minor

Considering the unique resources and needs of IUPUI, the Department of Sociology offers a minor in medical sociology. This program is designed to lead to a general understanding of the social context of health, health care, and the delivery of medical services and should be of special interest to all students majoring in health-related specialties.

Requirements: The medical minor requires 15 credit hours of course work (6 of which must be completed at IUPUI):

R100 Introduction to Sociology (3 cr.)

R381 Social Factors in Health and Illness (3 cr.)

R382 Social Organization of Health Care (3 cr.)

6 additional credit hours of sociology courses, with substantial health-related content approved by the medical sociology adviser.

COURSE OFFERINGS B INDIANAPOLIS

The IUPUI Department of Sociology strives to offer an interesting and varied sampling of courses each semester. Our course offerings in a given semester represent a balance of service offerings, major requirements, traditionally popular courses, and special faculty teaching interests. Introductory Sociology serves units across the campus, and we make every effort to offer a sufficient number of both large (150+ students) and A small@ (50 students) sections to meet the demand at convenient times. Among the advanced courses that we can count on having full enrollments are traditionally popular electives for students across the campus, including R320 B Human Sexuality, R327 B Death and Dying, R345 B Crime and Society, and R346 B Control of Crime. Beyond these, we try to give students greater course diversity with periodic scheduling of courses in faculty specialty areas. With high enrollments in other classes, we are able to teach some advanced classes with as few as 8 students.

ALTERNATIVE LEARNING OPPORTUNITIES

Individual Readings and Independent Studies

The Department offers undergraduate students an opportunity to pursue independent studies of topics that may be of special interest to them. Through our course listing, R497, advanced students can get credit for individual work. A student cannot enroll for R497 without the permission of a specific instructor with whom the student contracts to work. In practice, this means that the student approaches a faculty member whose teaching or research interests closely match the student= s plan of study. The student and faculty member agree upon

readings and one or more written assignments. Normally, faculty expect a quality term paper from each student enrolled in R497. Faculty members may also sponsor students in independent studies through arrangements with the IUPUI Honors Program.

Internship Program

The Internship Program offers 3-6 hours credit to students who work in organizations where they can apply or gain practical insight into sociological concepts, theories, and knowledge. Students are eligible for the program if they have completed 9 or more hours in sociology and have a GPA of 2.5 or better. About half the interns are in their last semester at IUPUI, but about half still have further coursework to complete.

The goals of the internship include (1) acquisition of skills and knowledge relevant to a particular area of employment, (2) exposure to various work roles and career choices, (3) opportunity to apply academic learning to real life, (4) service to the community, and (5) job experience before graduation. The work hours vary from 8-10 hours a week (for 3 credits) to 16-20 hours (for 6 credits). Students are required to complete a detailed learning contract in collaboration with their work supervisor and the faculty internship coordinator. Students meet together with other interns twice a month to discuss their experiences, solve problems, and submit a written log that they complete after every work day, which describes and analyzes their experiences. Students also develop an academic reading list, conduct two interviews with people in their organization, and develop and write a final paper that sociologically analyzes some aspect of their internship topic.

Research Assistantships

The Department of Sociology at IUPUI is a diverse group of faculty, with interests in many areas. Their research projects have examined family violence, neighborhood development programs, harassment in public places, democratization of the workplace, local political campaigns, revolutions in other countries, sexual preferences, and patterns of coping with disease and death. Some students get opportunities to assist the faculty in such projects as interviewers and research assistants, while others can benefit from the presentation of timely material from on-going studies by instructors actively engaged in scientific investigation. Our regular department assistants are involved with several faculty projects to some degree. Many students are paid for work on specific faculty research projects.

SOCIOLOGY AT IUPU-COLUMBUS

A wide variety of sociology courses are offered at the IUPU-Columbus campus. Each semester approximately 110 students enroll in R100, Introduction to

Sociology, at Columbus while an average of 75 students take other sociology courses. Currently, ten IUPU-Columbus students have declared themselves to be sociology majors and 33 are working on minors in sociology. The Sociology minor is popular among students majoring in General Studies and Psychology. IUPU-Columbus also coordinates Sociology offerings at nine satellite locations throughout southeastern Indiana.

DESIRED LEARNING OUTCOMES

Learning the field and craft of sociology is a challenge for any student. The IUPUI Department of Sociology embraces the general desired student learning goals adopted by the American Sociological Association (*Liberal Learning and the Sociology Major*. Washington, D.C.: American Sociological Association, 1991). These are the A General Outcomes@ listed on our assessment template.

SOCIOLOGY ASSESSMENT COMMITTEE

The Department of Sociology developed the assessment indicators presented in our template meeting as a committee of the whole during our 1998 self-assessment. The 1999 update was prepared by the chair to reflect continuing faculty work on assessing learning outcomes. Continuing work on assessing learning outcomes is the responsibility of all regular faculty members.

NOTE: Beginning Fall 2000, a common set of 25 questions was distributed to students in all sections of R100, Introduction to Sociology. This is the first time that any form of a common examination has been employed by faculty teaching this course. Assessing the results showed strengths and weaknesses in R100. With respect to strengths, the questions were distributed as part of the department's Pew Project, and they show that student in redesigned sections of R100 scored significantly higher than students in traditional sections of R100. This suggests that the course redesign benefits our students. With respect to weaknesses, the scores for all students were modest, and suggest that R100 instructors must continue to work together to enhance R100.

Recent Assessment in R100:

Assessment Findings (column five below): In the summer of 2001, Faculty in Sociology who teach R100, Introduction to Sociology, met and discussed the goals of the course. Faculty agreed that survey research is a central feature of the field of sociology. Therefore, they decided to introduce a common survey across several, technologically enhanced, sections of the course. The survey was first implemented in the fall of 2001. This meets two needs. First, it introduces students to the design and implementation of surveys. Second, the questions are are pedagogically inspired and allow faculty an additional teaching tool. For example, the book Dead Man Walking was assigned in at least one section. Questions on capital punishment allow the instructor to compare student

attitudes with data presented in the book and with national surveys. This offers students a learning experience rooted in their own lives and in social science.

Improvements Based on Assessment (column six below): The R100 survey, first offered in the summer of 2001, offers several improvements in the delivery of R100 that are consistent with the Principles of Undergraduate Learning, as follows:

Quantitative Skills: In-class discussion of survey results address the collection of data and problem solving with quantitative data.

Critical Thinking: The discussion of the survey demonstrates the careful and logical analysis of information, and evaluation of the logic, validity, and relevance of data.

Understanding of Society and Culture: The use of "deviance" questions and comparison to national surveys helps student compare and contrast the range of diversity and universality in human history, societies, and ways of life. Discussion of "deviance" helps students learn to operate with civility in a complex social world.

Values and Ethics: The survey is voluntary, asks sensitive questions, and is IRB approved. As such, students are introduced to concepts of anonymity, confidentiality, and informed consent in social science research. This helps students make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices.

Enhanced Learning In Introduction to Sociology: Preliminary Report to the Office of Professional Development

Redesign of R100, Introduction to Sociology & W131, Elementary Composition I

Department of Sociology						
General Outcome	**Associated Principle of Undergraduate Learning and Courses**	**What will the student know or be able to do?**	**How will you help students learn it?**	**How could you measure each of the desired behaviors in third column?**	**What are the assessment findings?**	**What improvements might be based on assessment findings?**
Understanding of social reality	Principles 5 and 6 - all sociology courses, building on R100	- Describe how sociology differs from and is similar to other social sciences, and	Lectures, readings, class discussion, focused writing	Quizzes, multiple-choice tests, short-answer tests, essay tests, papers	- Measurement of learning is intrinsic to individualized course	Enhanced writing component in R100 with efforts to reduce rates of

		give examples of these differences - Describe how sociology contributed to a liberal arts understanding of social reality - Apply the sociological imagination, sociological principles and concepts to her/his own life	assignments Use of technology for learning Internships and research assistantships	(11+pp), class participation, student group work, oral presentations, projects, discussions	grading - Student evaluations of teaching show that on average over 80% agree that "course assignments help in learning the subject matter" and that "exams stress important points of the lecture/text" -Traditional exams and papers may not be adequate for assessing learning in new settings	D/W/F - A detailed assessment of R100 is currently underway -R100 redesign with W131 link and new technologies Increased opportunities for applying knowledge through internships and research assistantships
Understand the role of theory in sociology	Principles 2 and 4 - R356, R357, all sociology courses incorporate relevant theory to promote adaptive and critical thinking	- Define theory and describe its role in building sociological knowledge - Compare and contrast basic theoretical orientations - Show how theories reflect the historical context of times and cultures in which they were developed - Describe and apply some basic theories or theoretical	Lectures, readings, class discussion, focused writing assignments Use of technology for learning	Quizzes, multiple-choice tests, short-answer tests, essay tests, papers (11+pp), class participation, student group work, oral presentations, projects, discussions	-Measurement of learning is intrinsic to individualized course grading - Student evaluations of teaching show that on average over 80% agree that "course assignments help in learning the subject matter" and that "exams stress important points of the lecture/text"; 88% agree	Review of theory offerings with the possibility of honors emphasis

		orientations in at least one area of social reality			that their sociology "course improved my understanding of concepts in the field"	
Understand the role of evidence and qualitative and quantitative methods	Principles 2 and 1 - R251, R359, R493	- Identify basic methodological approaches and describe the general role of methods in building sociological knowledge - Compare and contrast the basic methodological approaches for gathering data - Design a research study in an area of choice and explain why various decisions were made - Critically assess a published research report and explain how the study could have been improved	Lectures, readings, class discussion, focused writing assignments Use of technology for learning Internships and research assistantships	Quizzes, multiple-choice tests, short-answer tests, essay tests, papers (11+pp), class participation, student group work, oral presentations, projects, discussions	- Measurement of learning is intrinsic to individualized course grading - Student evaluations of teaching show that on average over 80% agree that "course assignments help in learning the subject matter" and that "exams stress important points of the lecture/text" -Traditional exams and papers may not be adequate for assessing learning in new settings	Increased opportunities for applying knowledge through internships and research assistantships
Understand basic concepts in sociology and their fundamental theoretical interrelations	Principle 4 - R100, R356, R357	Define, give examples, and demonstrate the relevance of the following: culture; socialization; stratification; social structure;	Lectures, readings, class discussion, focused writing assignments	Quizzes, multiple-choice tests, short-answer tests, essay tests, papers (11+pp), class participation, discussions	- Measurement of learning is intrinsic to individualized course grading - Student evaluations of teaching	Implementation of new capstone experience for majors

		institutions, and differentiations by race/ethnicity, gender, age and class	Use of technology for learning		show that on average over 80% agree that "course assignments help in learning the subject matter" and that "exams stress important points of the lecture/text"; 88% agree that their sociology "course improved my understanding of concepts in the field"	
Understand how culture and social structure operate	Principle 5 - all substantive sociology courses, building on R100	- Show how institutions are connected in their effects on each other and on individuals - Demonstrate how social change factors such as population or urbanization affect social structure and individuals - Demonstrate how culture and social structure vary across time and place, and the effect is of such variations - Identify examples of specific policy implications using reasoning	Lectures, readings, class discussion, focused reading assignments Use of technology for learning Internships and research assistantships	Quizzes, short-answer tests, papers (11+pp), class participation, students' written responses to instruction	-Measurement of learning is intrinsic to individualized course grading - Student evaluations of teaching show that on average over 80% agree that "course assignments help in learning the subject matter" and that "exams stress important points of the lecture/text" -Traditional exams and papers may not be adequate for assessing learning in	Increased opportunities for applying knowledge through internships and research assistantships

		about social structural effects			new settings	
Understand reciprocal relationships between individuals and society	Principles 5 and 6 - R100, R234, R356, R357	- Explain how the self develops sociologically - Demonstrate how societal and structural factors influence individual behavior and self's development - Demonstrate how social interaction and the self influences society and social structure - Distinguish sociological approaches to analyzing the self from psychological, economic, and other approaches	Lectures, readings, class discussion, focused writing assignments Use of technology for learning Internships and research assistantships	Quizzes, multiple-choice tests, short-answer tests, essay tests, papers (11+pp), class participation, discussions	- Measurement of learning is intrinsic to individualized course grading - Student evaluations of teaching show that on average over 80% agree that "course assignments help in learning the subject matter" and that "exams stress important points of the lecture/text" -Traditional exams and papers may not be adequate for assessing learning in new settings	Increased opportunities for applying knowledge through internships and research assistantships
Understand the macro/micro distinction	Principle 2 - R100, R356, R357	- Compare and contrast theories at one level with those at another - Summarize some research documenting connections between the two - Develop a list of research or analytical	Lectures, readings, class discussion, focused reading assignments Use of technology for learning	Quizzes, multiple-choice tests, short-answer tests, essay tests, papers (11+pp), class participation, student group work, oral presentations, projects, discussions	- Measurement of learning is intrinsic to individualized course grading - Student evaluations of teaching show that on average over 80% agree that "course assignments help in	

		issues that should be pursued to more fully understand the connections between the two			learning the subject matter" and that "exams stress important points of the lecture/text"	

REDESIGN OF R100, INTRODUCTION TO SOCIOLOGY
AND
W131, ELEMENTARY COMPOSITION I

IUPUI PROJECT OF THE PEW GRANT PROGRAM IN COURSE REDESIGN

FINAL REPORT

Robert White, Principal Investigator

William Gronfein, Project Manager

PART I: THE REDESIGN PLAN

A. Project Description

The Traditional Course

R100, Introduction to Sociology, fulfills requirements for students in several IUPUI
schools, enrolling approximately 2,000 students each year. In Fall 1998, 13 sections of
R100 were offered, two with 200 students and eleven with 35-45 students. Classes meet
twice a week for a total of 2.5 hours of instruction.

R100 has been taught in a traditional format by faculty and teaching assistants. Students
take examinations, write papers, participate in class discussions, and complete additional
assignments that vary by instructor. There is no common textbook. Some instructors have
a large component of technology embedded in their instruction, while others have
virtually none. Research methods are taught differently in every section. In large sections,
examination questions are objective and standardized and required papers are of limited
length and depth. A teaching assistant helps prepare, proctor, and grade exams. Small
sections have more writing. Overall, sections are taught independently without
coordination of content or approach.

The most significant academic problem in the traditional course is a high DFW rate
(percentage of students receiving a "D", "F", or "W" -- withdrawing from the course).
The traditional lecture format, in large and small classes, limits student opportunities to
learn collaboratively from one another or interactively from tests. Another significant
problem is a lack of coordination. There is no pooling of resource material and no
standard expectation for learning. Finally, the DFW rate for students co-enrolled in R100
and W131, Elementary Composition I - a course required of all students - is extremely
high. The goal of the redesign is to use technology to increase student learning, lower the

DFW rate, and decrease the costs of instruction for students, faculty, and IUPUI in general.

The Redesigned Course

The prime objective in the course redesign is to use technology to improve student learning. Collaborative learning theory suggests that the more extended discussion students engage in, the more likely they are to learn the course material. The new approach to teaching R100 will motivate students to participate more fully in the collaborative learning environment and help instructors be more efficient and effective in their roles as facilitators. The university and the department's is a ten percent decline in the DFW rate as a result of the redesign.

Under the learning goals for the redesigned course, students will:

- understand basic concepts of Introductory Sociology (e.g., understand and take a sociological perspective on personal experiences and public issues, recognize the limitations of individual experience, develop an awareness of the complexity of human social behavior, develop sensitivity to social and cultural influences on human activities and world views, and learn to think critically);
- learn how to work collaboratively in a computer-based environment; and
- understand basic concepts of composition as applied to writing for sociology.

To help students achieve these goals, the course will have a standard research module for all sections with a special focus on the collection and analysis of data. The research module will provide students with opportunities to work independently and collaboratively on their writing and analytical skills. A "student social survey" will introduce and help students relate to specific course topics, provide data for instructors to demonstrate how social scientists study social phenomena, and provide data for student presentations and papers. Each of these offers instructors an opportunity to challenge students to think critically.

Interactive testing will also be introduced. Quiz questions will be available from a test bank and at least one common, standardized examination will be offered. In large sections, it is anticipated that all examinations will be delivered interactively and outside of class, which will free in-class time for additional student-teacher interaction.

A common software system – Oncourse -- will allow faculty to easily develop, distribute, and manage course material and effectively monitor student participation, allowing early intervention in problem situations. The software will also create a common discussion space permitting students (resident and commuter, traditional and non-traditional) to work collaboratively without location and time restrictions.

In addition, some sections of Introduction to Sociology will be linked to W131, Elementary Composition I (which is required of virtually all students on campus) in order to strengthen students' understanding and skill in writing about sociology. Linking these

courses will provide a more substantive topical component for writers in Elementary Composition I and better writing instruction in Introduction to Sociology. As an added feature, the new course environment will significantly reduce the average cost for students. Each course is now offered for three hours credit at a cost (Fall 1998) of $106.25 per hour. By integrating sections of W131 and R100 as fully as possible, IUPUI will offer linked courses that will count for the six hours of both courses, but they will only charge students for five hours of credit when they enroll in these linked sections.

Traditional Course Structure:
- 16-week term;
- 2 large lecture sections of 150 - 250 students each;
- 10 - 12 smaller sections of 35 - 45 students each;
- 2.5 contact hours per week.

Five or six professors each teach one or two sections per semester with the following responsibilities:
- Prepare and present lectures;
- Create and update examinations;
- Grade papers and examinations;
- Monitor student progress;
- Respond to students via e-mail;
- Hold at least 2 office hours per week; and
- Supervise undergraduate teaching assistants in large sections.

Two or three part-time faculty teach one or two small sections per semester with the following responsibilities:
- Prepare and present lectures;
- Create and update examinations;
  - Grade papers and examinations;
  - Monitor student progress;
  - Respond to students via e-mail; and
  - Hold at least 2 office hours per week.

Two undergraduate teaching assistants per semester assist in teaching large sections with the following responsibilities:
- Attend lectures;
- Take and record attendance;
- Grade exercises;
- Assist in course administration (photocopying, place readings on reserve, record grades, transport tests); and
- Serve as an informal liaison between students and the instructor after class.

Redesigned Course Structure:
- 16-week term;
- 2 large lecture sections of 150 - 250 students per year;
- 1 large lecture section of 150 - 250 students with sub-sections linked to writing sections;
- 5 small sections of 35 - 45 students each;
- 4 small sections of 35 - 45 students linked to writing sections; and
- 2.5 contact hours per week.

Five or six professors teach one or two sections per semester with the following responsibilities:
- Prepare and present lectures;
- Attend linked writing classes (varies by instructor);
- Create and update examinations;
- Grade papers and examinations;
- Monitor student progress;

- Respond to students via e-mail;
- Hold at least 2 office hours per week; and
- Supervise undergraduate teaching assistants in the large sections

Two or three part-time faculty each teach one or two small sections of the course with the following responsibilities:
- Prepare and present lectures;
- Attend linked writing classes (varies by instructor);
- Create and update examinations;
- Grade papers and examinations;
- Monitor student progress;
- Respond to students via e-mail; and
- Hold at least 2 office hours per week.

Three undergraduate teaching assistants per semester assist in teaching large sections with the following responsibilities:
- Attend lectures;
- Take and record attendance;
- Grade exercises;
- Assist in course administration (photocopying, place readings on reserve, record grades, transport tests); and
- Serve as an informal liaison between students and the instructor after class.

Summary

The redesigned course will implement the following changes:
- Collaborative computer work in a research module common to all sections;
- Coordination of content and skill learning in the various writing tasks regarding data analysis;
- Collaboration in a virtual discussion forum;
- Computerized, interactive testing;
- Use of an electronic course delivery system that allows increased student-faculty interaction and efficient monitoring of student progress; and
- More efficient monitoring of student participation via access to statistics on student use of the course Web site.

B. Planned Savings

1. IUPUI Course Planning Tool

Indiana University - Purdue University at Indianapolis				
Instructional Costs per Hour				
Introduction to Sociology				
Faculty	Large Section	Small Section	Adjunct	
Annual Salary and Benefits	$49,613	$53,400	$1,631	
% devoted to instruction	75%	75%	100%	
% devoted to this course	17%	17%	100%	
$ devoted to this course	$6,199	$6,672	$1,631	

Contact hours for course	38	38	38	
Out of class hours	263	194	192	
Total hours	301	232	230	
Cost per hour	$20	$29	$7	
Undergraduate TAs				
Cost per hour	$7			

Indiana University - Purdue University at Indianapolis – R100, Introduction to Sociology									
Instructional Costs of Traditional Course									
	Faculty-Large Section		**TAs**		**Faculty-Small Section**		**Adjuncts**		
	# of Hours	Total Cost	# of Hours	Total Cost	# of Hours	Total Cost	# of Hours	Total Cost	
	Hourly rate =	$20	Hourly rate =	$7	Hourly rate =	$29	Hourly rate =	$7	
I. Course Preparation									
A. Curriculum Development									
B. Materials Acquisition									
C. Materials Development									
1. Lectures/presentations	30	$614			12	$342	12	$84	
2. Learning materials/software	45	$921			12	$342	12	$84	
3. Diagnostic assessments	6	$123			12	$342	12	$84	
4. Assignments	6	$123			12	$342	12	$84	
5. Tests/evaluations	18	$368			12	$342	12	$84	
Sub-Total	**105**	$2,148			**60**	**$1,710**	**60**	**$422**	
D. Faculty/TA Devmt/Training									
1. Orientation	2	$41	4	$28	2	$57	2	$14	
2. Staff meetings	2	$41	4	$28	2	$57			
3. Attend lectures			35	$245					
Sub-Total	**4**	**$82**	**43**	**$301**	**4**	$114	**2**	**$14**	
Total Preparation	**109**	**$2,230**	**43**	**$301**	**64**	$1,825	**62**	**$436**	
II. Course Delivery									
A. Instruction									
1. Diagnose skill/knowledge	10	$205			10	$285	10	**$70**	
2. Presentation	40	$818			40	$1,140	40	**$281**	
3. Interaction	30	$614	7	$49	10	$285	10	**$70**	
4. Progress monitoring	10	$205			10	$285	10	**$50**	
Sub-Total	**90**	$1,841	**7**	**$49**	**70**	$1,996	**70**	**$492**	
B. Evaluation									
1. Test proctoring	4	$82	8	**$56**					
2. Tests/evaluation	100	$2,046	62	**$434**	100	$2,851	100	$711	
Sub-Total	**104**	$2,128	**70**	**$490**	**100**	$2,851	**100**	**$711**	
Total Delivery	**192**	$3,928	**77**	**$539**	**170**	$4,847	**170**	**$1,195**	

Total per Section	**303**	$6,199	**120**	$840	**234**	$6,671	**232**	$1,631	
# of sections		4				17		11	
# of students per section		200.5				40		40	
TOTAL		**$24,798**		**$3,360**		**$113,413**		**$17,941**	
GRAND TOTAL		**$159,511**							
Total # of students		**1,914**							
Cost per student		**$83**							

2. Course Planning Tool Narrative

IUPUI currently offers sociology in two formats: large sections of 200 or so students and small sections of 35-45 students. IUPUI's course redesign involves treating multiple sections as one course and linking some, but not all, sections of Introduction to Sociology with English W131, Elementary Composition I, in order to strengthen students' understanding and skill in writing about sociology. The course planning tool displays only the Introduction to Sociology course, under the assumption that the costs of Elementary Composition I remain the same. Costs for both large and small sections are shown.

The IUPUI course redesign is driven by student learning. They anticipate that the computer-based environment will enable greater interaction among faculty and students within a large course environment. As such, IUPUI plans to increase (to three) the number of large sections of R100 and to decrease the number of small sections. This should result in a 20% cost-per-student reduction and cost savings of approximately $26,000. Additional savings are anticipated as a result of an increase in student success (a decrease in the DFW rate). Savings will be passed along to students by eliminating the need to purchase coursepacks and by charging a five-credit tuition rate for six credits of study.

PART II – THE RESULTS OF REDESIGN

A. Impact on Student Learning

Assessing Student Learning:

IUPUI's goal is to increase student learning by adopting four innovations: integrating sections of R100 with W131; designing a survey research module for all sections of R100; creating a test bank and employing computer-based interactive testing; and employing other forms of technology that facilitate student learning.
- Common Questionnaire
A set of common objective questions measuring the understanding of key sociological concepts was developed. This examination is administered across all sections of R100.

In Fall 2000, a difference of means test showed that redesigned sections scored significantly (.05 level) higher than traditional sections. In Spring 2001, redesigned section means were not significantly different from traditional section means. In Fall 2001, redesigned section means were not significantly different from traditional section means.

- Final Grades

For students completing R100, final course grade (F= 0… A = 4.0) is regressed on: whether or not the student was in a redesigned course, student status (full vs. part-time), high-school percentile rank, race, gender, full-time vs. part-time instructor, and whether or not the student was a beginning freshperson. In Fall 2000, students in redesigned sections had significantly higher (.10 level) grades, controlling for the other variables. In Spring 2001, a similar regression yielded the same result (.10 level). Data are not yet available to examine Fall 2001 grades in this fashion.

- DFW rates

In Fall 1998, prior to any course redesign (Fall 1998 is IUPUI's baseline), the overall DFW rate in R100 was 38.9%. In Fall 2000, the overall DFW rate was 33.3%. In Spring 2001, the overall DFW rate was 30.3%. In Fall 2001, the overall DFW rate was 24.8%. IUPUI's target was a 10% decrease in the overall DFW rate.

2. Quality Improvement Techniques
- On-line Testing

Implementing on-line testing freed class time for additional lectures, including a focus on student writing.

- R100 On-Line Survey

The on-line survey, introduced across redesigned sections and part of the research module, introduces students to survey design and implementation. Its questions are pedagogically inspired; they offer an additional teaching tool. Comparing student results with national survey data offers students a learning experience rooted in their own lives and in social science. The IUPUI Team will continue to update the survey, the research module, and their pedagogical uses.

- Group Learning

Oncourse, IUPUI's web-based course delivery system, allows faculty members to create groups in which students may easily contact one another. A traditional problem with class-based groups on IUPUI's urban campus is that students have trouble meeting with each other. Oncourse allows 24x7 group communication. This is especially important in large sections of R100, where instructor-student and student-student interaction is often inhibited by class size.

- Announcements

Oncourse allows instructors to send messages 24x7. Changes in syllabi, special notices concerning class, etc., can be delivered efficiently at any time.

B. Cost Savings

1. Planned IUPUI final Course Planning Tool.

Indiana University - Purdue University at Indianapolis – R100, Introduction to Sociology							
Instructional Costs of Redesigned Course							
	Faculty, Large Section		**TAs**		**Faculty, Small Section**		**Adjuncts**	
	# of Hours	Total Cost	# of Hours	Total Cost	# of Hours	Total Cost	# of Hours	Total Cost
	Hourly rate =	$20	Hourly rate =	$7	Hourly rate =	$29	Hourly rate =	$7
I. Course Preparation							
A. Curriculum Development							
B. Materials Acquisition							
C. Materials Development							
1. Lectures/presentations	23	$460			9	$259	9	$63
2. Learning materials/software	34	$696			9	$259	9	$63
3. Diagnostic assessments	5	$92			9	$259	9	$63
4. Assignments	5	$92			9	$259	9	$63
5. Tests/evaluations	14	$276			9	$259	9	$63
Sub-Total	**79**	**$1,616**			**45**	**$1,297**	**45**	$316
D. Faculty/TA Devmt/Training							
1. Orientation	2	$41	4	$28	2	$58	2	$14
2. Staff meetings	2	$41	4	$28	2	$58		
3. Attend lectures	2	$41	35	$245	2	$57	1	$9
Sub-Total	**6**	$123	**43**	$301	**6**	$171	**3**	$21
Total Preparation	**85**	**$1,739**	**43**	**$301**	**53**	**$1,505**	**48**	**$336**
II. Course Delivery							
A. Instruction							
1. Diagnose skill/knowledge	10	$205			10	$285	10	$70
2. Presentation	40	$818			40	$1,140	40	$281
3. Interaction	36	$737	7	$49	12	$342	12	$84
4. Progress monitoring	10	$194			10	$271	10	$67
Sub-Total	**96**	**$1,964**	**7**	**$49**	**72**	**$2,053**	**72**	**$503**
B. Evaluation							
1. Test proctoring	4	**$82**	8	$56				
2. Tests/evaluation	90	**$1,841**	14	$98	90	$2,566	90	$633
Sub-Total	**94**	**$1,923**	**22**	**$154**	**90**	$2,566	**90**	$633
Total Delivery	**192**	**$3,928**	**29**	**$203**	**162**	**$4,619**	**162**	**$1,139**

Total per Section	277	$5,667	72	$504	215	$6,130	210	$1,476
# of sections		6				13		11
# of students per section		200				35		35
TOTAL		$34,005		$3,024		$79,685		$16,239
GRAND TOTAL		$132,953						
Total # of students		2,000						
Cost per student		$66						

2. Course Planning Tool Narrative

IUPUI plans to offer three large sections of R100 per semester, instead of two. Their assessment results suggest that technology allows for greater communication between instructors and students and across students in large sections of R100. Offering three large sections of R100, in addition to labor savings from the introduction of technology, will significantly the decrease the cost of instruction for R100. It is projected that the average cost per student will decline from $83 to $66.

Unfortunately, as noted under "What worked least well," the IUPUI Department of Sociology has experienced a reduction in the number of faculty teaching R100. This shortage has delayed the offering of three large sections of R100 per semester. Not all faculty are able to teach large sections of R100; a 200 student classroom, with or without technology, is qualitatively different from a 40 student classroom. Personnel changes have decreased the pool of those who teach the course.

3. Labor Saving Techniques

- On Line Examinations

Depending upon the instructor, on-line examinations have freed one to four class periods per semester. This allows for additional instruction on topics not normally covered in class (e.g., writing), more in-depth coverage of topics important for a given instructor, group presentations, etc.

- Start-up Costs per Semester

  Oncourse allows the easy transportation of syllabi, assignments, and examinations from one semester to the next. Preparation time from semester to semester, and within semesters, is reduced.

- On-Line Grading

  Oncourse provides students with immediate feedback, and provides instructors with on-line gradebooks. This allows for easy storage and calculation of grades.

- Teaching Assistant Duties

  Large sections of R100 are assigned teaching assistants. Technology reduces the labor of teaching assistants, e.g., in recording grades and photocopying syllabi and assignments

C. Implementation Issues

1. General

- Campus Administration

  The IUPUI Team has received strong support from the Campus Administration. IUPUI's Center for Teaching and Learning established an instructional design team that participated in the Summer Workshops and is on-call for questions/consulting.

- University Library

  The IUPUI University Library has provided significant support for IUPUI's Project. Librarians were part of the instructional design teams and participated in Summer Workshops. They have also been available for questions and consultation.

- Implementation in Waves

  Implementation occurred in waves, with Summer Workshops in 2000, 2001, and (scheduled) 2002. Faculty in the first workshop were resources for those in the second workshop. Implementation developed collaboratively, rather than top-down, and this built faculty support for the Project. However, development in waves and collaboration also slowed implementation. New faculty brought new ideas and concerns that enhanced the Project but also required modifications and adjustments.

2. What Worked Best

- Working with English Faculty

Traditionally, R100 faculty take an individualistic approach; pedagogical discussion is general, sporadic, and uncoordinated. W131 faculty have been highly organized for a number of years. For W131, common goals, a shared syllabus, shared textbook and assignments and grading rubrics are routine. As a result, W131 faculty are better able to deliver a standard learning experience; they also save time and effort by working together, benefiting from one another's ideas. Sociology faculty benefited from collaboration with English faculty.

- Common Examination

Developing the common examination forced R100 faculty to operationalize the sociological concepts that are most important for their students.   This process, in and of itself, was important. Sociology faculty continue to debate the common questions; their development is ongoing, as it should be.

- R100 On-line Student Survey

The on-line survey forced Sociology faculty to work collaboratively to develop the questions to be included. Development of the survey is also ongoing.

3. What Worked Least Well

- On-line Testing Problems

On-line testing at IUPUI is not "cheat-proof." One solution is to offer on-line examinations at only certain locations, with proctors. Unfortunately, this increases costs and still may not eliminate cheating. IUPUI faculty are pushing for enhancements that minimize on-line cheating opportunities.

- R100 On-line Student Survey

Some questions on the student survey are sensitive, asking about "deviance" – including illegal activities. Oncourse's survey feature does not guarantee confidentiality. "Flashlight," which ensures confidentiality, was used instead.

- Linking: Faculty

In developing R100-W131 links, it became evident that faculty in each discipline knew less about the other discipline than anticipated. Thus, faculty in linked courses attended a significant number of the classes of their linked counterpart, which significantly increased faculty workload. As links become more routine and faculty are familiar with one another, the number of classes attended should drop.

- Linking: Students

The linking R100-W131 linking was more cumbersome than expected. IUPUI's registration software is not programmed to keep students co-enrolled in two (or more) courses; electronically, students may drop one

course yet not the other. The course redesign coordinator must carefully, and continually, monitor enrollments.

- Institutional Challenges

The premier version was on-line testing was not available until just before the Summer 2000; this delayed implementation of on-line testing.

- Staffing Concerns: English

IUPUI's Writing Program has been besieged by other departments and units requesting participation in efforts like this one. There are only so many faculty available; as the Writing Program participates with others, its ability to work with Sociology is diminished.

- Staffing Concerns: Sociology

Since 1999, the department has lost one faculty member to another university and two faculty members have become administrators. Two of these people regularly taught large sections of R100; the loss of the third increases scheduling difficulties. These losses have delayed IUPUI's offering of additional large sections of R100.

- Scheduling

Scheduling classes is always difficult; faculty preferences vary and must be considered. Linking courses/instructors makes this even more difficult.

- Sociology Faculty

Some R100 faculty are more enthusiastic than others about course redesign; thus, some aspects of the redesign have been implemented unevenly.

D. Dissemination

1. On Campus Presentations

Eric Wright and Ron Sandwina, "Strategies for engaging students in small and large Gateway Courses." School of Liberal Arts "Celebration of Teaching." November 16, 2001.

Julie Freeman and Susanmarie Harrington. "Making Class Time Make a Difference." Keynote address, School of Liberal Arts Faculty Assembly (SLA "Celebration of Teaching"). November 16, 2001.

Eric R. Wright. "Virtual Learning Teams in Introductory Sociology." Brownbag Series on Using *Oncourse*, IUPUI Center for Teaching and Learning, September, 2001.

2. Off-Campus

Gerald R. Bepko. "Redesigning R100, Introduction to Sociology, and W131, Elementary Composition I." Annual Meeting of the American Council on Education, February, 2001.

Robert White, William Gronfein, et al. "Enhanced learning in Introduction to Sociology." Submitted. American Sociological Association Annual Meetings, August, 2002.

3. Publications

Eric R. Wright and Tere Molinder Hogue. Forthcoming. "Sociological Writing or Writing Sociologically? Interdisciplinary Faculty Collaboration as a Vehicle for Discovery in the Scholarship of Teaching." Chapter in Sharon Hamilton, editor, *Writing in the Arts, Sciences, and Professional Schools at IUPUI.* IUPUI Office for Professional Development.

Robert White, William Gronfein, David Ford, Eric Wright, et al. "Enhanced learning in Introduction to Sociology." Paper to be submitted to *Teaching Sociology*.

E. Sustainability

The IUPUI Project, using technology to enhance student learning, is sustainable. A central feature of the Project is faculty development. The Project was developed in waves. One cohort of faculty was "enhanced" in Summer 2000 and another was enhanced in Summer 2001. The first cohort was available for consultation and discussion with the second cohort. They also provided evidence that the Project was worthwhile. Instead of an administrator (Chair or Dean) forcing change on the faculty, the faculty became leading advocates for the Project . Sociology faculty have created a new culture for the teaching of R100, Introduction to Sociology. From this there is no going back.

Links between sections of R100 and W131 will continue; instructors in both departments agree that these links are pedagogically sound. The number of links will vary from one semester to the next, but linking will continue for the foreseeable future.

Offering six hours of credit for the cost of five, for linked R100-W131s, may not be sustainable. The IUPUI Team learned that the best approach was to offer complementary assignments, rather than the same assignment in both courses. In addition, the State of Indiana has experienced an economic downturn. IUPUI faces significant funding cuts. Budget concerns may limit IUPUI's ability to offer six hours of credit for the cost of five hours.

The "six for five" feature is not essential for sustainability or expansion. IUPUI's Political Science department successfully linked a section of Y103, Introduction to American Politics, to a section of W131, with no financial incentive. Also, without financial incentives, the IUPUI campus is adopting "block schedules" for first year students; students in "learning blocks" co-enroll in two to four courses. The IUPUI

Project has influenced the block development. In Fall 2002, in addition to R100-W131 links, the School of Liberal Arts will offer three learning blocks for first-year students. An R100-W131 link is in one of the blocks.

APPENDICES

I. Assessment Report

IUPUI's goal is to increase student learning by adopting four innovations: integrating R100 with W131; designing a survey research module for all sections of R100; creating a test bank and employing computer-based interactive testing; and employing other forms of technology that facilitate student learning. Results from three different sources suggest that we have in fact increased student learning.

- Common Questionnaire

IUPUI Sociology faculty developed set of common, objective, questions that measure the understanding of key sociological concepts. This examination is administered across all sections of the course. In Fall 2000, a test for the difference of means showed that students in redesigned sections scored significantly higher than students in the traditional (control) sections (.05 level). In Spring 2001, the means for the traditional versus the redesigned sections on the common examination were not significantly different, however. In Fall 2001, the means for the traditional versus the redesigned sections on the common examination were not significantly different.

- Final Grades

For students who complete R100, final course grade (F= 0... A = 4.0) was regressed on: whether or not the student was in a redesigned course (1=yes; 0=no), student status (full-time=1; part-time=0), high-school percentile rank, race (1=white; 0=all others), gender (1=female; 0=male), whether or not the student was taught by a full-time or part-time faculty member (1=full-time; 0=part-time), and whether or not the student was a beginning freshperson (1=beginning freshperson; 0=not). In Fall 2000, students in redesigned sections had significantly higher (.10 level) grades, controlling for the other variables. In Spring 2001, a similar regression yielded the same result (at the .05 level); students in redesigned sections received significantly higher grades (the beginning freshperson variable was omitted from this regression). Data are not yet available to examine Fall 2001 grades in this fashion.

- DFW rates

High rates of failure in R100 led us to submit our proposal to the Pew Grant Program in Course Redesign. By our definition, students "fail" when they receive a "D", an "F", or withdraw (a "W") from R100, Introduction to Sociology. Unfortunately, R100 has had persistently high DFW rates. We stated in our proposal, "Our goal is to redesign R100 so that we significantly increase the degree to which students are engaged in learning in the course. One indicator of our success will be a decrease in the DFW rate for our redesigned course."

Our base-line for this project is the Fall semester of 1998, when the DFW rate for R100 was 38.9%. Data from Fall 1998 were used as examples in our proposal. Fall 1998 best reflects the status of our traditional course; the data reflect a state of affairs prior to any interventions or even discussion of redesigning the course. In developing our proposal, we became aware of the unique situation of students who co-enroll in R100 and W131, Elementary Composition I. W131 is a demanding course, required of virtually all

students on our campus. Our examination showed that students who enroll in both R100 and W131 during the same semester have an especially difficult time. In the Fall of 1998, 114 students enrolled in R100 and W131 concurrently. Fifty four (47%) of them received Ds, Fs, or Ws in R100.

Recent DFW rates in R100 are promising. In Fall 2000, the overall DFW rate for the course was 33.3%; this compares favorably with the 38.9% rate for Fall 1998. Similarly, in Spring 2001, the overall DFW rate for R100 was 30.3%. In Fall 2001, the overall DFW rate for R100 was 24.8%. The rate for Fall 2001 represents a 14.1% decrease in the overall DFW rate for R100 versus our Fall 1998 baseline.

These results may reflect changes in the composition of our student body, rather than the redesign of R100. To test for this, for Fall 2000 data, we regressed (logistically) whether or not a student received a "D", "F" or "W" on a variable measuring whether or not the student was in a redesigned section, controlling for race, gender, beginning student status, high school percentage rank, whether or not the instructor was full-time or part-time, and whether or not the student was full-time or part-time. The results showed that students in redesigned sections were significantly (.01 level) less likely to receive a D, an F, or a W. The same regression with Spring 2001 data (minus the beginning student variable) yielded the same result (.10 level). Data are not yet available to perform the this regression for Fall 2001 data. These results suggest that our course redesign has significantly decreased the DFW rate in R100.

We are especially interested in where are our redesign is most effective. To assess this, we created a quasi-experimental design. This design allows us to examine specific issues that are important to us, including differences that our redesign has on small and large sections of R100. In Fall 2000, students were distributed into six different types of sections of R100. Initially, the Sociology Department scheduled 13 sections of R100. Two sections were large (225 or so students) and the rest were small (45 or so students). One large section was left as is; this became a "Large Traditional" section of R100. The other large section was sub-divided into three sub-sections. Two sub-sections (25 or so students each) were linked to W131; students in these sections experienced linking and technologically enhanced R100 (that is, there were two Large Linked and Enhanced sections). In the third sub-section, these students experienced technologically enhanced R100, but no linking (that is, this was one Large and Enhanced only section). The 11 small sections were also sub-divided. Four sections of R100 were sub-divided into eight sub-sections. Students in all eight sub-sections received technologically enhanced sociology; four of these sub-sections were linked with sections of W131 (these are Small Linked and Enhanced sections; the other four sub-sections are "Small and Enhanced"). The remaining seven sections of R100 were left as is (they were Small Traditional sections of R100).

The types of sections of R100, and the number of students in each, are presented in Table 1. Table 2 presents the DFW rate for each section type of our quasi-experimental design.

Table 1: R100 Quasi-Experimental Design, Fall 2000 (N=982)

Large Sections of R100, Linked with W131, Elementary Composition I, and Technologically Enhanced (n=44 students; Large Linked and Enhanced)	Large Section of R100, Not Linked with W131, but Technologically Enhanced (n=184 students; Large Enhanced)	Large Traditional Section of R100 (n=223 students)
Small Sections of R100, Linked with W131, Elementary Composition I, and Technologically Enhanced (n=88 students; Small Linked and Enhanced)	Small Sections of R100, not Linked with W131, but Technologically Enhanced (n=90 students; Small Enhanced)	Small Traditional Sections of R100 (n=353 students)

Table 2: DFW Rate: Linked Sections, Enhanced Sections, Traditional Sections, by Section Size

	Linked and Enhanced	Enhanced	Traditional Sections
Large Section	22.7% (n=44)	39.1% (n=184)	48.4% (n=223)
Small Sections	35.2% (n=88)	23.3% (n=90)	24.1% (n=353)

Of special interest are students who co-enroll in R100 and W131. Under our redesigned system, students may co-enroll in these courses in two ways: they may (following the "traditional" method) choose two sections of these courses and enroll, or they may co-enroll in our linked and enhanced sections. In Fall 2000, the DFW rate for "traditional" co-enrolled students was 42.4%. As shown in Table 2, the DFW rates for students co-enrolled in our redesigned and linked courses was substantially less than this; 22.7% in the large section and 35.2% in the small section.

More generally in Table 2, students in the large redesigned course (Linked and Enhanced and Enhanced only) had a lower DFW rate than students in the Large Traditional section. In the smaller sections, students in the Small Enhanced sections had slightly lower DFW rates than students in the Small Traditional sections.

These results do not control for selection effects and differences in students across entries in Table 2. The logistic regressions suggest that our redesign has an effect; in Tables 2-4, we are trying to understand this effect. Because the results for the large redesigned section were promising, we examined them more carefully. A univariate analysis of variance compared the DFW rates for the redesigned large sections (Linked and Enhanced and Enhanced) versus the Large Traditional section. After controlling for race, gender, and high school percentile rank, the difference in the mean DFW rate in the

redesigned large sections remained significantly lower than the mean DFW rate for the Large Traditional section. The difference in the adjusted means was 13%.

In Spring 2001, students were again distributed into our quasi-experimental design. One large section of R100 was sub-divided into two sections; one of these was linked with W131 (a Linked and Enhanced section) and one of these was not (Enhanced only). One Large Traditional section of R100 was offered. Five small sections of redesigned R100 were offered. Two of these five sections were sub-divided into four sections; two of these were linked to W131 (Small Linked and Enhanced). Students in the other two sub-sections were not linked (Small Enhanced only). Thus, a total of five Small Enhanced sections were offered. Ten Small Traditional sections were also offered.

Table 3:FW Rate:Linked Sections, Enhanced Sections, Traditional Sections, by Section Size, Spring 2001.

	Linked and Enhanced	Enhanced	Traditional Sections
Large Section	40.09% (n=20)	22.7% (n=172)	48.4% (n=186)
Small Sections	48.8% (n=43)	23.8% (n=85)	23.2% (n=367)

The findings for Spring 2001 are broadly consistent with those for Fall 2000. As shown in Table 3, the most promising results are in the large redesigned sections, where the DFW rate is lower in both the Large Linked and Enhanced and the Large Enhanced only sections, relative to the DFW rate for the Large Traditional section. The results for the Small Linked and Enhanced sections are disappointing. A comparison of DFWs for Linked and Enhanced students (Large and Small sections) with the DFW for students co-enrolled in R100 and W131 but not in redesigned sections showed that the Linked and Enhanced students actually fared worse. These findings may reflect a combination of a relatively small number of students, selection effects of students, and/or growing pains for those faculty involved in the Project. It is important to remember that, overall, the logistic regression showed that, controlling for a number of factors, the DFW rate for redesigned courses was significantly lower than that of traditional courses, in Spring 2001.

In Fall 2001, students were distributed into our quasi-experimental design as follows. One large redesigned section was sub-divided into two sub-sections; one of these was linked to W131 (Large Linked and Enhanced) while the other was not (Large Enhanced only). Another (not subdivided) Large Enhanced section of R100 was also offered. There was no Traditional Large section. Eight small sections of R100 were subdivided into 16 sub-sections; eight of these were linked to W131 (Small Linked and Enhanced) while eight others were not (Small Enhanced). One small section of R100 was not linked, but was redesigned (Small Enhanced). Five Small Traditional sections were offered. Only one of these was taught by a full-time faculty member; the others were taught by Associate Faculty (part-timers).

Table 4: DFW Rate: Linked Sections, Enhanced Sections, Traditional Sections, by Section Size, Fall 2001

	Linked and Enhanced	Enhanced	Traditional Sections
Large Section	50.0% (n=22)	30.2% (387)	None Offered
Small Sections	19.6% (n=173)	21.2% (n=235)	20.5% (n=204)

The findings for Fall 2001 are consistent with those of Fall 2000 and Spring 2001. The overall DFW rate for the Large redesigned sections (Linked and Enhanced and Enhanced only) was 31.2%, which is significantly below the 48.4% for the Large Traditional sections reported in Fall 2000 and Spring 2001. Similarly, the overall DFW rate for students co-enrolled in R100 and W131 (Large Linked and Enhanced and Small Linked and Enhanced) was 23.1%. Our target was a 10% decrease in the DFW rate students co-enrolled in R100 and W131. Our Fall 2001 results meet this goal; compare 23.1% with the DFW rate for students co-enrolled in R100 and W131, but not in redesigned sections, in Fall 1998 (47%), Fall 2000 (42.4%), and Spring 2001 (37.5%).

Summary

The findings for Fall 2000 are the most important. They are our most "pure" findings, for two reasons. Try as we might, we cannot prevent the spread of enthusiasm from those faculty involved to those uninvolved. On their own, some faculty members in Sociology have added technology to their courses prior to their involvement in our course redesign. Indeed, one faculty member, well-versed in technology and pedagogy, but who was reluctant to teach Introduction to Sociology, has begun teaching the course again. Complementing this is a general push on our campus for faculty to adopt technology. This is consistent with our project, but it also limits our ability to compare redesigned and traditional courses. The Fall 2000 findings have the least influence of this diffusion process. Fall 2000 may represent the last time that IUPUI Sociology offered a "Traditional" section of R100.

In sum, our findings suggest that our redesign has increased student learning and decreased the DFW rate in R100. Perhaps most important, we have significantly decreased the overall DFW rate in R100 in spite of the fact that we have *increased* the number of students co-enrolled in R100 and W131. In Fall 1998, 114 students were co-enrolled in R100 and W131. In Fall 2000, in our redesigned courses alone, there were 195 students co-enrolled in R100 and W131. We have increased the number of especially vulnerable students in R100 and we have still achieved an overall decline in the DFW rate.

II. Financial Report (as of November 30, 2001):

Sent under separate cover by Indiana University Contracts and Grants Administration. As described in our budget, remaining funds will be spent as follow: salaries for the final Summer Workshop (Summer 2002), data collection and analysis, consultants, and support for the Redesign Coordinator.