The School of Liberal Arts Assessment Report 2006-2007

A liberal arts education begins with the premise that interest in one's world and one's self is at the core of the pursuit of knowledge. It leads to viewing the world from more than one perspective and learning 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 its substance, on what is known and what is worth knowing. Skills for acquiring and generating knowledge, as well as the communication and preservation of knowledge, are enfolded within the IU School of Liberal Arts curriculum. Through their course of study, curricular and co-curricular activities, students in the IU School of Liberal Arts become proficient in all of IUPUI's principles of undergraduate learning (PULs).

Liberal arts graduates are expected to read and listen effectively, and to speak and write clearly and persuasively. They learn how to think critically and creatively. As 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 evidence prove insufficient. They learn to use various analytical tools such as mathematics, statistics and logic to enable them to undertake quantitative analyses when such strategies are appropriate.

Furthermore, students in the liberal arts, by developing communication skills in both English and at least one other world 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, like poverty, pollution, crime, racism, and sexism. Such considerations lead 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. General knowledge of the liberal arts provides a firm foundation for

productive and responsible citizenship. When professional and personal decisions and actions are informed by knowledge, rationality, and compassion, they make the greatest contribution to a better world.

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. Inter and multi-disciplinary courses in which students are asked to consider the same subject from varied perspectives enhance that aspect of the liberal arts education.

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 on to careers and occupations not yet known or imagined.

PLANNING FOR LEARNING AND ASSESSMENT

In the past year's discussion of the IUPUI Faculty Council concerning the Principles of Undergraduate Learning (PULs) it was clear that following the updating of the PULs, directions about the effective implementation of the principles across the undergraduate curriculum need to be explored next. The IU School of Liberal Arts is addressing this issue of implementing the principles in two ways, not counting the policy and procedure already in place for including statements about the PULs in the syllabi of all new courses and most of the long-established ones, too.

In broadest terms, the school is using the opportunity of editing the new *Bulletin* (2008-2010) to articulate—in print and electronically to our most important public, namely the students, their parents and friends—what the PULs mean and how they are central to and incorporated into the liberal arts curriculum. This updating of the *Bulletin* requires that we agree on the outcomes (for one lengthy way to describe them, see the opening statement of this document, above; see also the school's Strategic Plan [2006-2010], in which the stated goals include the principles in a much shorter form) and that we can assess how well we are doing and how we can improve. A second way in which the school reflects on the PULs more generally is through the academic program review process, which provides departments with opportunities for discussing the disciplinary-specific measures by which they can assess how and how well their majors learn within the framework of the PULs—an approach to general education that distinguishes undergraduate education at IUPUI from more conventional learning outcome goals.

In regard to answers to the questions posed for this report, see below, the Department of Anthropology presents the example of the matrix that departments completed in earlier years.

For the past two years, the school's report presented updates in the form the Communication Studies and the rest of the departments following in alphabetical order.

1. **What general outcome are you seeking?**	2. **How would you know it** (the out-come) **if you saw it?** (What will the student know or be able to do?)	3. **How will you help students learn it?** (in class or out of class)	4. **How could you measure each of the desired behaviors listed in #2?**	5. **What are the assess-ment findings?**	6. **What improvements have been made based on assessment findings?**

1.   The IU School of Liberal Arts is initiating discussion by the faculty, who are responsible for the curriculum, about the best ways to articulate the goals expressed in the PULs for liberal arts students and majors.

2.   Liberal arts students and majors will know the PULs and be convinced of the importance of the principles in their education. We will know that implementation of the PULs is successful when graduates can readily explain the principles to their peers and how they are connected to the learning outcomes in their majors (and minors and certificates).

3.   Faculty will not only provide a statement in the syllabi of their courses about the relevant PULs but also tie the principles to the particular learning outcomes they have already designed to assess student success.

4.   The Undergraduate Curriculum and Academic Standards Committee of the IU School of Liberal Arts will make recommendations to the Faculty Assembly, which may affect changes to the graduating senior survey.

5,   Assessment on the school level depends in large part on assessment by the departments.

6.   Comparison and coordination of departmental assessment with implication for the school as a whole forms an important basis of the discussion by all liberal arts faculty.

Current Assessment of the PULs from the School of Liberal Arts Graduating Senior Survey:

Following an approach similar to that adopted by the School of Science, for the last four years the School of Liberal Arts has asked all of its graduating students to complete a series of surveys and to write short reflections on two of IUPUI's Principles of Undergraduate Learning. For the past two year this analysis is not yet completed because there has been a change in the way the data is collected and analyzed. In addition, discussions are under way—within departments and across disciplines—how to find, apply, and refine assessment measures that are sensitive to a wide range of learning experiences and outcomes, foremost among them online courses (or portions of courses) and service learning.

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Department of Anthropology*

Department of Anthropology					
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?**
Students will receive an overview of Anthropology P.U.L.: 1-6 Courses: A103 A104 A360	- Understand broad human experience across time and space - 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	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on experiences - Problem-based learning	- Tests - Writing assignments -Student course evaluations pertaining to learning objectives - Senior exit interviews	Senior exit interviews indicate that students feel they have achieved a broad understanding of the discipline	- We have developed a capstone course that includes a Senior Seminar to foster an overview of Anthropology and its career applications from an advanced level. -The major has been revised to provide students with a clearer understanding of the applied nature of the departmental curriculum and Anthropology's broad movement toward engaged research and service. There is now a set of core courses (includes a threshold applied Anthropology course) and a set of upper level courses creating depth and breadth in the discipline. The capstone experience includes an integrative

	skills can effect personal growth and career development. - Understand ethics and professional codes of conduct				seminar and a senior project that emphasizes application linking classroom training with engagement - 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 courses, but given specific attention in the following: A337 A361 A395 A401 A403 A405 A408 A485 A494 E391 P330 P405	- 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 field research	- Practica allow students to explore career possibilities and apply knowledge learned in the classroom. These projects demonstrate the degree that students have mastered the methods, perspectives and knowledge of anthropology. - from IMIR survey: 94% of respondents were currently employed and all felt that anthropology helped them in their job after graduation	- A201: We have developed a course in applied anthropology that is now required of all entering majors, providing a common entry-level introduction to the discipline among all our students - 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 peoples and cultures of the world. P.U.L.: 3-5 Courses: A395 E300 E310 E316 E320 E326 E335 E336 E356 P220	- Develop -in-depth 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.	- Lectures - 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	- Tests - Writing assignments - Senior exit interviews -Evaluations of oral presentations - IMIR data	From IMIR survey: - Majors and graduates reported higher than SLA average - 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	- Develop more supplementary 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 A454 B220 B370 B371 B480 E380 E391 E402 E411 E421 E445 E455 E457 E470 L300 L401 P330 P402 P405	- Utilize critical thinking, evaluation and comparison in the examination of theories and perspectives for an anthropological topic - Explore diverse perspectives to investigate 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	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on experiences - Oral presentations - Completion of research projects - Problem-based learning - Field and lab experiences	- Tests - Writing assignments - Senior exit interviews - Evaluation of research projects - Oral feedback from students - IMIR data	-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	- Develop more supplementary course evaluations pertaining to specific learning objectives - continue to review and revise course sequencing and upper-level offerings in the major; 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 Courses: A395 A405 E404 P402 | - Ability to identify and locate relevant anthropological information on specific topics

- Awareness of specific research strategies and techniques

- Ability to conduct original research

- Ability to communicate research results in a variety of mediums

- 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
- Oral presentations
- Problem-based learning
- Faculty guided research
- Journals
- Fieldnotes
- Field and lab work | - Tests
- Writing assignments
- Senior exit interviews
- practicum advising
- Evaluation by external organizations
- IMIR data
-Alumni survey | - From IMIR survey: Survey also indicated higher than SLA ave. response in opportunities to engage in community service and faculty 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. | - Develop more supplementary course evaluations pertaining to specific learning objectives
- Senior seminar has been developed and senior 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. |

Department committees/procedures: Given the modest faculty size, the Department of Anthropology does not have a formal curriculum committee, rather all faculty are involved in curricular discussions and decision making. The Department shares a strong sense of its focus as community engagement, which is typically considered the essential feature of applied anthropology within our discipline. As a result the assessment of the capstone projects by all of the faculty provide a structured framework within which to

discuss and evaluate student learning goals and outcomes. The teaching of all tenure line faculty and lecturers are reviewed regularly, usually at least once each year in both an upper and lower level course. Tenured faculty are peer reviewed less commonly. Lecturers, though not formally mentored, generally work very closely with one particular faculty member in their research area. Tenure-line faculty are mentored by a primary committee, both in preparation for tenure review and to strengthen ongoing teaching.

*The Department of Anthropology is working on a self-study in preparation for an academic program review in 2007-2008.

Department of Communication Studies*

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/communicationstudies.html

Method used	Changes Made	Impact of Changes
Students conduct research projects in the course. Increased use of internships, especially in the gateway courses.	Added the requirement for research methods. Systematic integration of service learning.	Students are better equipped to conduct research in other courses. We have had an increase in the number of students involved in research projects through the use of UROP funds and Crisler scholarships.
Increased opportunities for students to take courses online.	Development of more numerous online course offerings at all levels of instruction (including online certificate).	The development of online courses (supported by a Transformation Grant) has enabled wide-ranging discussion and exploration among faculty in the department about course goals and learning outcomes. Ongoing discussion about assessment tools for student projects that include significant components of service learning and civic engagement.

Department committees/procedures: The Department of Communication Studies has a curriculum committee which is charged with the analysis of the curriculum in all aspects. It generates proposals for discussion and policy vote by the faculty at large. Guidelines exist for advisors. These are generated by the lead advisor and or the chair for consideration by the faculty. All lecturers, gateway-course and tenure-line faculty are routinely peer reviewed. The primary committee and the chair share mentoring responsibility for the junior faculty.

*The Department of Communication Studies underwent an academic program review in 2006-2007, which has focused its discussion of learning outcomes for their students and majors, especially in light of a rapidly changing discipline and large number of students drawn to it study.

Department of Economics

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/economics.html.

A detailed assessment of the department, which addresses student learning, is provided in a report written in October 2003 for the Department of Economics' external departmental review: http://www.iupui.edu/~econ/assess_revised.doc.

Methods used	Changes made	Impact of changes
Experimental format of its gateway course (E102) but continued use of common final as assessment tool.	Large lecture class (multiple sections) in line with gateway courses in other disciplines.	Significant loss in enrollment (serious decline in credit hours).
Requiring electronic copies of the majors' capstone projects.	Assessment of all senior projects by department's faculty.	Ongoing discussion about evaluating student learning goals and outcomes for majors efficiently and effectively.

Department committees/procedures: The Department of Economics does not have a curriculum or undergraduate studies committee. Changes in the major are discussed and voted upon by the whole department. The course coordinators for E201, E202, and E270 form committees of full and part time instructors of their respective courses to review the list of required topics, select the common textbook, and review the common final exams. The senior seminar (the department's capstone course) also has an oversight committee to review its content and function. Every tenure-track faculty member and lecturer is peer reviewed annually. The peer reviews are not announced. They are assigned by the chair of the primary committee. The course coordinators are in charge of peer reviews of part time faculty in their respective courses.

Department of English*

The English Department has largely completed its chart of learning outcomes for the major (http://www.planning.iupui.edu/prac/02-03schoolreports/liberalarts/english2003.pdf), although work will continue until the few remaining categories that need work are complete. The department has begun the format 2 phase but have not completed that work (which will, in fact, be ongoing as we monitor the success of the system that we are currently developing).

Method used	Changes Made	Impact of Changes

Continued development of our system to clarify assessment in individual courses: we created a set of grids for each track in the English major (Literature, Film, Writing, Creative Writing, Linguistics). These grids identify the skills and knowledge that students in each track should attain, broken down by year.	Instructors use these grids to formulate course goals, to explain the coherence of course sequences, and to evaluate student work. The English Department created an Assessment Committee to consider a broad scale assessment of the major and/or its tracks, to supplement assessment of individual students and individual courses.	
Assessment of the Major as a Whole We are just completing the pilot phase of this assessment project. The English Department assessment committee ran a test of the initial system using one semester's capstone senior projects.	In Progress: Based on the pilot project, the committee will present its findings to the department and lead the department in developing a more comprehensive major assessment system. Whatever form this assessment system takes, it will involve using the track grids developed by each separate track in the department; the goals on these grids will be keyed to the Principles of Undergraduate Learning.	

Department committees/procedures: The Department of English has an Assessment Committee that has, as part of its charge, evaluating the undergraduate curriculum. Also, the English Department has a graduate studies committee that regularly discusses curricular and all other matters connected with the English M.A.

The department has advising bulletins, developed by the Associate Chair for English, which are revised annually. These are available to both faculty and students. The curriculum has recently been recently revised to a track system (Literature, Film, Creative Writing, Writing, and Linguistics), and each track has a set of guidelines for students who choose it. Students generally have advisors who are faculty in the track that they have chosen. The underlying principle is to enable students to take charge of their education by having clear requirements that we explain in detail, to guide students through a course of study that enables them to fulfill the specific goals set by their tracks, as well as to achieve success in all the relevant PULs.

The department uses data from IMIR on enrollment and graduation rates as well as contextual data to help understand these rates. We are using them to assess our students' progress and the obstacles that they face in completing their English major.

The department undertakes regular peer review of teaching and there is a mentor system for junior faculty (tenure-line and lecturers). Mentors are generally chosen by the faculty member in consultation with the department chair or associate chair for faculty. Guidelines for peer review are in place, including a timetable for persons at different levels to be reviewed.

*The Department of English underwent an academic program review in 2005-2006 and has had a new chair in 2006-2007, who has been very careful in following up on suggestions by the review team in close cooperation with the faculty, including plans for developing assessment procedures and measures in light of changes in the faculty and curriculum of the department.

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Department of Geography

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/geography.html

Methods used	Changes made	Impact of changes
Individual courses: Exams, term papers, critical analysis of scientific literature, essays, oral presentation exercises, individual research projects, group research projects, student self and peer evaluation, in-class exercises. Major transformation of gateway course.	Continued to enhance integration of tools of spatial analysis in classes at all levels of the curriculum. Active learning increased in all classes Increased numbers of field trips/ experiences. Online format for introductory courses (student evaluations for Spring 2006 not yet available for planning changes and adjustments). A capstone experience is now required of all majors.	Greater student satisfaction. Higher rates of graduation and placement.

Department committees/procedures: Given the modest faculty size, the Department of Geography does not have a formal curriculum committee, rather all faculty are involved in curricular discussions and decision making. The teaching of all tenure line faculty and lecturers are reviewed regularly, usually at least once each year. Tenured faculty are

peer reviewed less commonly. Tenure-line faculty and lecturers are mentored by a primary committee, both in preparation for tenure/promotion review and to strengthen ongoing teaching.

Department of History*

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/history.html.

*The department underwent an academic program review in February 2006, which resulted not only in a detailed report about goals and methods concerning student learning and measuring learning outcome but which has also led to an intensive discussion among the department's faculty about how best to recalibrate content and skill expectations on the various course levels for non-majors, majors, and graduate students. This discussion about the undergraduate curriculum is continuing under the new chair of the department and it is the first major agenda item the department is scheduled to complete in 2007-2008.

Methods used	Changes made	Impact of changes
Written tests, projects, essays, group discussions, written assignments, capstone course with major research paper.		Ongoing discussion about the various ways in which the PULs play out in the context of history as a discipline on the introductory and advanced levels of courses.
Increased attention to expectations of students' achievements in the gateway courses (HIST-H105; H106; H108; H113; H114) and exploration of ways to assure positive student learning outcomes.	Active participation in workshops and conferences focused on students' first-year experience.	
Exploration of opportunities for service learning and internships appropriate for History majors. Refining the assessment measures that gauge students' skills and knowledge at the beginning of their learning in the major and by the time they complete their capstone paper.	Discussion with community partners about undergraduate internships. Use of Oncourse to collect and analyze qualitative data for the evaluation of learning outcomes for majors.	Intensive discussion among faculty about course-level specific goals and how best to demonstrate the students' achievements of those goals.

Department of Philosophy

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/philosophy.html

Methods used	Changes made	Impact of changes
Instructors assess the performance of individual students by tests, writing assignments, in-class exercises, and class discussions. The performance of individual instructors is assessed by student evaluations and peer reviews. The curriculum as a whole is assessed through the faculty's ongoing discussion of the curriculum, through the faculty's observations of the strengths and weaknesses of students nearing completion of a major in philosophy, and through structured assessments of representative samples of student work, such as the one conducted and reported during Spring 2002, and through pedagogical research.	Graduate program begun Fall 2004. Faculty members regularly work on course improvements based on student and peer feedback. Re-designed courses being offered at both the undergraduate and the graduate level. Faculty members applied for grants, an IRB-approved research project, and released time to work on course re-development and pedagogical research.	The report for 2003-04 focused on impact at the level of the undergraduate program. This year's report continues that level of assessment. By a number of objective measures, the program is prospering. (How much of the prosperity is attributable to reported changes is, of course, conjectural, but what matters is that the program *is* prospering.) (1) The number of philosophy majors increased from 46 in Fall 2001 to 70 in Spring 2005. (2) Since Fall 2001, the department has ranked no lower than 4th, among 13-16 SLA units, in its aggregated student evaluations. In the most recent rankings available for this report (Fall 2003), the department placed 1st. (3) The department SCH's have increased steadily from 3,612 in Fall 2001 to 4,769 in Fall 2004. The percentage increase over succeeding semesters is well above the SLA average.

Departmentcommittees/procedures. The philosophy department as a whole determines requirements for the undergraduate major, the undergraduate minor, the master's degree, and the doctoral minor; it also deals with *general* questions concerning the curriculum. *Ad hoc* committees (consisting of the members most interested) consider proposals for new courses and changes to existing courses. (Since 2001, most of the department's courses have had changes in their descriptions and/or titles.) Proposals for new subtitles for variable-subtitle courses are reviewed by the chair. The department undertakes regular peer review of teaching and has a mentor system for all junior faculty, including lecturers.

Department of Political Science

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-

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Methods used	Changes made	Impact of changes
Exams with a significant written element, term papers, critical analysis of politics, class discussions, integrated major, capstone course, senior seminar exit interview, tracking academic progress.	Constant review of course offerings to ensure relevance, recent changes to major and minor.	Improved understanding of the discipline, improved career preparation.

Department committees/procedures. All members of the Department of Political Science are involved in decision making about the major. No formal guidelines have been developed for advisors. Regular peer review of teaching are conducted by the department and a mentor system is in place for junior faculty (tenure-line and lecturers).

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Department of Religious Studies

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/religiousstudies.html

Methods Used	Changes Made	Impact of Changes

Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar .	Increased emphasis on religion in human history, continued emphasis on religion and humanities, increased emphasis on interdisciplinary work in lower-level curriculum, attention given to connection between religious studies and other academic fields, connected a number of courses to critical inquiry sections and honors sections. Expanded the use of University College mentor system. In addition, the continued emphasis on the Religious Studies Student Association by the department reaches a lot of students (some of our meetings have had over 100 people). This draws students to our courses. In terms of curricular offerings, the department's new hires, made over the past two years, has greatly expanded the types of courses we can offer.	In our efforts to reach students, we seem to be having some success. Enrollments for the academic year continue to be high. The mentor is helping cut the drop rate in the sections of REL-R133 where that help is offered.

Department committees/procedures: Given the size of the Department of Religious Studies, there is not a department-level curriculum committee, all faculty are involved in discussions and decision making. Changes that have been agreed upon in departmental retreats over the past two years have been initiated in the intro/gateway course, 133: Introduction to Religion. Currently, the Chair does all advising. The guidelines used are those that that have been in place since the last major curricular Peer review of teaching is undertaken regularly, with junior faculty reviewed every year, Associate Professors reviewed every two years, and Professors reviewed every three years. Primary committees are used to mentor junior faculty, and colloquia are held to review each others' research. Though two faculty members routinely manage the Religious Studies Student Association, most (though not quite all) faculty members have been involved in the events for this past year.

Department of Sociology

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/sociology.html

Method Used	Changes Made	Impact of Changes

Exams, essays, papers, group projects, oral presentations.

Also we surveyed our mentors and our graduating seniors for feedback.

Transformation of gateway courses to include service learning. | Launched a capstone seminar to provide closer, organized supervision of capstone students.

Attempting to refine end-of-semester, common exams for intro classes.

Expanded links between our intro Classes and the thematic learning communities classes; integration of civic engagement opportunities. | Continue to monitor learning outcomes changes in the capstone. Student evaluations for the capstone are uniformly high.

Discussion among faculty how best to evaluate student learning that includes significant components of service learning. |

Department committees/procedures: The Department of Sociology has an undergraduate committee. It is in charge of all undergraduate curricular matters, such as reviewing proposals for course changes or additions and recommending changes or revisions it determines are warranted. It serves under the director of undergraduate studies. Generally speaking, the utilization of peer reviews for teaching is left to the individual faculty member. It is generally known that these should be undertaken from time to time, but especially when a faculty member is approaching a significant promotion review. Assistant Professors are assigned a mentor on an ad hoc basis.

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Department of World Languages and Cultures*

Learning outcomes for the major are defined at: http://www.planning.iupui.edu/prac/01-02schoolreports/liberalarts/foreignlang.html

Methods Used	Changes Made	Impact of Changes
Oral proficiency interviews (nationally developed tests), oral classroom exercises, simulated situations, evaluation of interactions during study abroad; written assignments, exercises, critical analysis, reflective papers, individual research projects, test projects, essays, portfolios, capstone courses.

Active participation in | Introduction of special purpose language and translation courses in all language programs; improvement in supervision of capstone courses in French, German and Spanish; new immersion-based teaching internships for undergraduate and graduate students in Spanish; DVD-based distance learning and online French course.

Implementation of service learning courses and capstone internship classes in the | Improved oral and intercultural competence; improved academic-professional articulation; improved graduation rate.

Ongoing evaluation of |

workshops and programs that advocate, support, and prepare for the integration of various service learning opportunities into the course experience of language students at all levels of proficiency.	Spanish and German curricula.	student reflective essays and refinement of the use of the applied DEAL model on reflective learning to improve service learning outcomes.

Department committees/procedures: Each language program functions as an undergraduate curriculum committee, and meets regularly as such, except for the Classical Studies and the Japanese programs. The Spanish major has a more standardized curriculum, with more specific graduation and capstone requirements than the other programs. Peer review of teaching is conducted as part of the annual review process. Each program has a visitation program; the Spanish program has a mentoring system for new lecturers. A new administrative part-time position was created to coordinate the growing first-year Spanish program.

*The Department of is working on a self-study in preparation for an academic program review in 2007-2008.