

The School of Liberal Arts (SLA) Report for the Program Review and Assessment Committee October 2017

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School of Liberal Arts at a Glance

The School of Liberal Arts at IUPUI is a diverse public liberal arts college, with its emphasis on teaching and research in the social sciences and the humanities. Education in the liberal arts is both theoretically-rich and practically-driven, as we seek to create knowledge in our disciplines and programs and with our community partners that will positively effect change on local, national, and global levels. We house 12 academic departments, 26 academic programs, and several research centers and institutes. We have over 20 undergraduate majors, several undergraduate certificates and minors, over 25 MA degrees and certificates, and three PhD programs as well as PhD minors.

A Bachelor of Arts (BA) degree in the School of Liberal Arts (SLA) includes at least two components: General Education courses (required and elected) and courses in a declared major (required and elected). Both components reflect [IUPUI's Principles of Undergraduate Learning](#). Students completing a Liberal Arts Bachelor of Arts degree program will:

Know

- about their place and time in society and culture from a variety of perspectives (such as anthropology, economics, history, philosophy, political science, religious studies, sociology, and science), and through having a second language.

Understand

- appreciate, and respect the variety and complexity of other societies and cultures—across time and place—as the basis for successful interaction in the global context of the 21st century.

Be able to

- find, analyze, evaluate, summarize, and apply information, drawing effectively on a variety of information sources and tools;
- pose general as well as particular questions and propose creative solutions to those problems in different contexts—working independently and as members of teams;
- communicate effectively in English to peers and professionals making effective use of a variety of communication modes, methods, and technologies, and have functional competency in one other language; and
- exercise ethically sound judgment in personal and professional situations and demonstrate responsible behavior as leaders as well as being able to work effectively in group or team projects.

We recently revised our baccalaureate competencies to allow for the creation of Bachelor of Science (BS) degrees in addition to BA degrees. This adjustment necessitates revision of our goal above regarding “functional competency in one other language” and places more emphasis on understanding, appreciating, and respecting “the variety and complexity of other societies and

cultures.” Students who earn a BS degree will not be required to complete two years of a language but will complete 6-8 credit hours of liberal arts coursework with an international/intercultural dimension, which may include a language.

The School of Liberal Arts has continued conversations around our efforts to document student learning in our existing BA degrees. While we do not have a regular cycle of assessment in all departments, this report demonstrates productive efforts around 1) aligning student learning outcomes for the purpose of general education assessment or across the curriculum in response to disciplinary expectations 2) developing signature assignments, 3) developing and assessing capstone experiences, and 4) reflecting on student learning for the purpose of improvement. This report will summarize those efforts and suggest next steps as we move toward institutionalizing efforts to document student learning in the School of Liberal Arts.

Alignment

Alignment for General Education Assessment

1. Department of Anthropology

With the assistance of a PRAC grant, our Department of Anthropology spent the last year on ANTH A104 Cultural Anthropology. As the chart below demonstrates, the department has aligned the course learning outcomes with the Indiana Statewide Competencies, the PULs, and created a set of signature assignments to directly assess student learning. This semester they are collecting direct evidence of student learning that will be part of the department’s General Education Review portfolio submitted in spring 2018.

Anthropology A104 Student Learning Outcomes Alignment

Statewide Competency	Department Learning Objective for ANTH A104	PUL	Signature Assignment
5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain	demonstrate knowledge of the culture concept as articulated in Anthropology	PUL 5.3, operate with civility in a complex world.	<p>Understanding Culture & Cultural Diversity –</p> <p>Cultural Relativism written exercise/exam essay</p> <p>What needs to be demonstrated in the work:</p> <p>An understanding of the concept either through applying it or</p>

			providing an accurate definition
5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.	demonstrate knowledge of the culture concept as articulated in Anthropology	PUL 5.3, operate with civility in a complex world.	<p>Understanding Culture & Cultural Diversity –</p> <p>Cultural Relativism written exercise/exam essay</p> <p>What needs to be demonstrated in the work:</p> <p>Why is it important to use cultural relativism? What are some potential problems or limits?</p> <p>i.e. consequences if cultural relativism is not applied and ethnocentrism used</p>
5.5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.	demonstrate knowledge of the culture concept as articulated in Anthropology	PUL 5.3, operate with civility in a complex world.	<p>Understanding Culture & Cultural Diversity –</p> <p>Cultural Relativism exercise/exam essay</p> <p>What needs to be demonstrated in the work:</p> <p>Contextualizing the term within a real-world context to illustrate an understanding of cultural diversity</p>
5.3. Demonstrate basic literacy in social, behavioral, or historical research	identify methods and approaches used in cultural anthropology	PUL 5.1 compare and contrast the range of diversity and universality in human history,	<p>Application of Anthropology –</p> <p>Ethnographic Text Essay</p>

methods and analyses.		societies, and ways of life;	<p>Corresponding Question:</p> <p>What types of research methods and analyses do the authors use in their approach to interpreting their data or to develop their argument or to understand social process of x,y,z?</p>
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2. Department of Political Science

POLS-Y 103 Introduction to American politics (3 cr) Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base. PUL=3

The student learning outcomes (SLO) that we have applied to POLS-Y 103 are nearly universal across the field of political science and instruction of introductory American politics at nearly any university. Our SLOs reflect four major areas of importance (described in more detail below): the founding and Constitution, American political institutions, American political behavior, and applying modern social scientific principles to American politics. We do not use a heavy hand to direct how these are implemented in our courses for the simple reason that nearly every American government course includes these elements and nearly every American government text addresses these areas. Consequently, it is unimaginable that anyone could adequately teach an introductory American politics course without addressing these SLOs. While we have submitted the requisite recent sample syllabus as a part of this portfolio, we have also included several others (see Appendix A) to illustrate the universal nature of this course and its content.

There are no commonly shared assignments in POLS-Y 103, though the Department of Political Science does require at least one written assignment in every course. Consequently, while there is no single shared assignment that reflects one or more SLO, our expectation is that the SLOs will be reflected in assignments of instructors' choosing in each section of the course.

The Department of Political Science has sought to improve the instruction in POLS-Y 103 by embracing the notion of academic freedom and balancing that with a combination of student and peer review. We believe that our faculty can best teach a class that is taught in a nearly universal fashion, as pertains to concepts covered, by bringing into that class their own interests, ideas, and examples. Because this course is so similarly taught, we have felt little need to dictate its teaching to our faculty. Rather, in the spirit of improvement, we have engaged in a steady and continuous cycle of peer review, over a period of years. Additionally, we have improved this

course by expanding and innovating in the ways it is offered. POLS-Y 103 is one of very few political science courses that has been available as part of IUPUI's Themed Learning Communities program, and is the first course in the department to be offered fully online.

Alignment of Student Learning Outcomes in POLS Y103

Student Learning Outcome	IUPUI Principle(s) of Undergraduate Learning	Statewide Competency Domain and Learning Outcome	Mechanism for Assessing Student Learning to Determine that Outcome Has Been Achieved
Understand and think critically about the foundations of the American political system	PUL3: Integration and Application of Knowledge	Social Sciences: Social and Behavioral Ways of Knowing LO 5.1 (“Demonstrate knowledge of major concepts...”)	Exams/quizzes, written assignments, class participation and debate
Understand the institutional structure of American government and the effects caused by these structures.	PUL3: Integration and Application of Knowledge	Social Sciences: Social and Behavioral Ways of Knowing LO 5.1 (“Demonstrate knowledge of major concepts...”) and LO 5.2 (“Identify the strengths and weaknesses of contending explanations...”)	Exams/quizzes, written assignments, class participation and debate
Be able to identify and explain the role of key actors in the American political system	PUL3: Integration and Application of Knowledge	Social Sciences: Social and Behavioral Ways of Knowing LO 5.4 (“Evaluate evidence supporting conclusions about the behavior of individuals...”)	Exams/quizzes, written assignments, class participation and debate
Understand the scientific approach to American politics.	PUL3: Integration and Application of Knowledge	Social Sciences: Social and Behavioral Ways of Knowing LO 5.3 (“Demonstrate basic literacy in social ...	Exams/quizzes, written assignments, class participation and debate

research methods
and analyses”)

In reference to the four SLOs above, and in how the field of political science tends to organize both the undergraduate and scholarly study of American politics, there is rarely a single assignment that can fully and effectively reflect each foundational SLO. Further, the Department of Political Science has long embraced the notion of academic freedom, leaving each instructor the space to instruct their students in ways that best fit their teaching styles and the ideas they want to bring into the classroom to help demonstrate the core ideas of American politics. Thus, we do not have any department mandated assignments, nor have we directed General Education faculty to teach in certain ways or to certain ends. Despite this minimal management of faculty instruction, faculty are effectively teaching the SLOs through the following example assignments:

SLO 1: Understand and Think Critically About the Foundations of the American Political System

Exam #1 Short Answer, “Civil Liberties vs. Civil Rights”, Prof. Wallace
Responses to Online Discussion, “The Constitution”, Prof. Friesen
Online Activity, “Democracy and Religion”, Prof. Wallace

SLO 2: Understand the Institutional Structure of American Government and the Effects Caused by These Structures

Responses to Exam #3 Essay, “Gray Areas in American Politics”, Prof. Wallace
Responses to Online Activity, “Gerrymandering”, Prof. Wallace
Student Submissions to Final Paper, Prof. Friesen (also applies to SLO 3 and SLO 4)
Online Discussion, “The Judiciary”, Prof. Friesen

SLO 3: Be Able to Identify and Explain the Role of Key Actors in the American Political System

Responses to Take Home Exam Essay, “Supreme Court Confirmation Hearings”, Prof. Blomquist (also applies to SLO 2 and SLO 4)
Responses to Online Activity, “How Do You Vote?”, Prof. Wallace
Student Submissions to Short Paper, “So Goes the Nation”, Prof. Friesen
“Assignment 5”, Prof. Blomquist

SLO 4: Understand the Scientific Approach to American Politics

Responses to Exam Essay, “Responding to an Experiment”, Prof. Blomquist
Responses to Exam Essay, “Pretend Democracy”, Prof. Dusso
Online Discussion, “Elections and Voting”, Prof. Friesen
Lecture Excerpt, “National Election Study”, Prof. Wallace
Lecture Excerpt, “Incumbency Advantage”, Prof. Wallace

While we have only just begun to implement SLOs in any official fashion, a process that began in fall 2016 and continues today, the evidence suggests that POLS-Y 103 instructors are overwhelmingly covering the same ground and students have the opportunity to meet the learning outcomes through a variety of activities.

3. Department of Religious Studies

Most of the department's course assessment efforts have been directed toward the campus-level review of IUPUI's General Education courses. We have eight courses in two areas of the Gen Ed Core:

Cultural Understanding	Arts & Humanities
R101 Religion and Culture	R133 Introduction to Religion
R103 Bible and Culture	R173 American Religion
	R180 Introduction to Christianity
	R212 Comparative Religions
	R243 Introduction to New Testament
	R257 Introduction to Islam

This fall we are collecting evidence to submit a Gen Ed portfolio on our oldest Gateway course, R133. Three faculty members are teaching one section each in fall 2017. In preparation, Drs. Condon, Craig and Hayes met over the summer to review the Gen Ed proposal submitted in 2011 and plan which assignments will be collected and how student evaluation of the course will be conducted.

Our first step was revising the five Learning Objectives on the original Gen Ed proposal for R133 and updating them to four Student Learning Outcomes (SLOs). We made the change because the Gen Ed review requires evidence of actual student learning. In addition, the faculty who teach R133 have altered their assignments, pedagogy and objectives in important ways since 2011. The process of revising R133's SLOs generated productive conversations about teaching strategies, course assignments and pedagogical goals across our course sections. The revised SLOs are on the attached Gen Ed course matrix. This matrix aligns the SLOs with IUPUI's PULs, Indiana's Statewide Competencies and the variety of assignments we used to assess student learning in our sections. Instead of collecting all of these assignments, we will provide the Undergraduate Affairs Committee with representative assessments, and they are listed below the assignments from our respective sections.

Student Learning Outcome	IUPUI Principle(s) of Undergraduate Learning	Statewide Competency Domain and Learning Outcome	Mechanism for Assessing Student Learning to Determine that Outcome Has Been Achieved
Define and apply conceptual tools from the academic study of	PUL 3 (Integration and Application of Knowledge):	6. Humanistic and Artistic Ways of Knowing:	Students' application of the six dimensions of religion as a standard

<p>religion— particularly the dimensions of religion—to explain how religions help people create meaning in their lives in different historical and social contexts</p>	<p>2. Meet professional standards and competencies [the six dimensions as a standard “toolkit” for scholars of religious studies] PUL 5 (Understanding Society and Culture):</p> <ol style="list-style-type: none"> 1. Compare and contrast the range of diversity and universality in human history, societies, and ways of life 2. Analyze and understand the interconnectedness of global and local communities 3. Operate with civility in a complex world <p>PUL 6 (Values and Ethics):</p> <ol style="list-style-type: none"> 3. Understand ethical principles within diverse cultural, social, environmental, and personal settings 	<p>6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience</p> <p>6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources</p> <p>6.4 Analyze the concepts and principles of various types of humanistic or artistic expression</p> <p>6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts</p>	<p>theoretical “toolkit” is assessed:</p> <p>Craig: Religious Dimensions Paper; Concept Application Essays on Midterm; Research Story Presentation</p> <p>Hayes: Concept Application Questions on Final Exam; Case Study Presentation; Field Report</p> <p>Condon: Three Exams and Cumulative Final Exam that assess critical understanding and application of key terms (the “dimensions of religion”)</p> <p>The following assignments will be collected as samples of commendable, satisfactory and unsatisfactory work:</p> <ul style="list-style-type: none"> • Cumulative Exam (Condon) • Field Report (Hayes) • Religious Dimensions Paper (Craig) • Religious Story Powerpoint (Craig)
<p>Define and explain the significance of key practices and beliefs from a</p>	<p>PUL 5 (Understanding Society and Culture):</p> <ol style="list-style-type: none"> 1. Compare and contrast the range 	<p>6. Humanistic and Artistic Ways of Knowing:</p>	<p>Students’ religious literacy is assessed:</p>

<p>variety of religious traditions</p>	<p>of diversity and universality in human history, societies, and ways of life</p> <ol style="list-style-type: none"> 2. Analyze and understand the interconnectedness of global and local communities 3. Operate with civility in a complex world 	<p>6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, or historical contexts</p> <p>6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time</p>	<p>Craig: Midterm Term IDs, Matching and/or Multiple Choice Questions; Passage Analyses; Religious Dimensions Paper; possibly Research Story Presentation</p> <p>Hayes: Midterm questions; Final Exam questions; Field Report</p> <p>Condon: Exam questions to assess critical understanding and application of key terms (the “dimensions of religion”); Cumulative Final Exam that includes a lengthy passage analysis as well as long-paragraph and essay questions</p> <p>The following assignments will be collected as samples of commendable, satisfactory and unsatisfactory work:</p> <ul style="list-style-type: none"> • Cumulative Exam (Condon) • Field Report (Hayes) • Religious Dimensions Paper (Craig)
<p>Critically examine how religious practices and beliefs intersect with wider social roles, cultural</p>	<p>PUL 2 (Critical Thinking):</p> <ol style="list-style-type: none"> 1. Apply 2. Analyze 3. Evaluate 	<p>6. Humanistic and Artistic Ways of Knowing:</p> <p>6.2 Apply disciplinary methodologies,</p>	<p>Critical analysis of how religious traditions authorize power is assessed:</p>

<p>norms, and economic and political structures of power</p>	<p>4. Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, etc.</p> <p>PUL 4 (Intellectual Depth, Breadth, and Adaptiveness):</p> <ol style="list-style-type: none"> 1. Show substantial knowledge and understanding of at least one field of study 2. Modify one's approach to an issue or problem based on the contexts and requirements of particular situations <p>PUL 5 (Understanding Society and Culture):</p> <ol style="list-style-type: none"> 1. Compare and contrast the range of diversity and universality in human history, societies, and ways of life 2. Analyze and understand the interconnectedness of global and local communities 3. Operate with civility in a complex world 	<p>epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources</p> <p>6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism</p> <p>6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts</p>	<p>Craig: Research Story Presentation</p> <p>Hayes: Religion and Media assignment</p> <p>Condon: Religion and Media Assignments</p> <p>The following assignments will be collected as samples of commendable, satisfactory and unsatisfactory work:</p> <ul style="list-style-type: none"> • Religious Story Powerpoint (Craig)
<p>Exhibit close reading, conceptual thinking, and clear writing through analysis of religious materials</p>	<p>PUL 1 (Core Communication and Quantitative Skills):</p> <ol style="list-style-type: none"> 1. Express ideas and facts to others effectively in a 	<p>1. Written Communication 1.1 - 1.6 (all sub-competencies apply)</p>	<p>Close reading and clear writing are assessed:</p> <p>Craig: Passage Analyses; Midterm Short Answer and</p>

(e.g., textual, symbolic, visual, performative, spatial)	<p>variety of formats, particularly written, oral, and visual formats</p> <ol style="list-style-type: none"> 2. Comprehend, interpret, and analyze ideas and facts 3. Communicate effectively in a range of settings <p>PUL 2 (Critical Thinking):</p> <ol style="list-style-type: none"> 1. Apply 2. Analyze 3. Evaluate 4. Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, etc. 	<p>6. Humanistic and Artistic Ways of Knowing:</p> <p>6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, or historical contexts</p> <p>6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism</p>	<p>Essays; Religious Dimensions Paper; Research Story Presentation</p> <p>Hayes: Religion and Media Presentation; Field Report; Case Study Presentation</p> <p>Condon: Religion and Media Assignments; Passage Analysis</p> <p>The following assignments will be collected as samples of commendable, satisfactory and unsatisfactory work:</p> <ul style="list-style-type: none"> • Cumulative Exam (Condon) • Field Report (Hayes) • Religious Dimensions Paper (Craig) • Religious Story Powerpoint (Craig)
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The Department of Religious Studies has long been committed to the idea that all faculty members should teach introductory-level courses and structure these courses around their own content and methodological expertise. Our data collection plan reflects this commitment to faculty initiative and independence. There is no common assignment across the three sections of R133 (though there are similarities between assignments 2 and 3 below). Collectively we will provide evidence of student learning using several different types of assessment: 1) a cumulative final exam that includes lengthy passage analysis as well as long-paragraph and essay answers to questions, 2) a field report in which students attend one of the scheduled class field trips to a religious service or event and write a field report that identifies a belief and an associated practice and explains the significance of the belief and practice in terms of a religion's worldview, 3) a paper in which students analyze a religious service or event they attended using two of the dimensions of religion (community/institutions, doctrine, ethics, experience, myth, and ritual), and 4) a Powerpoint presentation for a speech in which students present the story of an individual or organization involved in conflicts over religion, identity and politics. We will

aim to provide two samples of commendable satisfactory and unsatisfactory student work on each assignment, for a total of 24 samples of student work.

In addition to this data collection plan, the R133 teaching faculty have agreed to solicit feedback from students several times over the course of the semester. We have also collected the required data on course enrollments, grade distributions and D/F/W grades for the course, for the four previous academic years.

In addition to this focused work on the review of R133, the department's Curriculum and Assessment Committee is starting a review of all of our Gen Ed Core courses. They will ensure that courses have Student Learning Outcomes instead of Faculty Learning Objectives. They will also work with faculty members who teach Gen Ed courses with multiple sections to ensure that current assignments align with the current or revised SLOs.

Alignment around Disciplinary Expectations

4. Department of Communication Studies

Following a two-year process, the National Communication Association (NCA) developed a set of Learning Outcomes in Communication (LOCs). Faculty member Beth Goering participated in this work and led the department through the work represented in this report.

The Department of Communication Studies has been engaged in conversations to revise and update its SLOs based on its disciplinary recommendations. Students graduating with a BA in Communication Studies should have at least **moderate competencies** in all of learning outcomes in communication (LOCs) identified by NCA. They should be able to:

1. Describe the Communication discipline and its central questions
2. Employ communication theories, perspectives, principles and concepts
3. Engage in communication inquiry
4. Create messages appropriate to the audience, purpose and context
5. Critically analyze messages
6. Demonstrate the ability to accomplish communicative goals (self-efficacy)
7. Apply ethical communication principles and practices
8. Utilize communication to embrace difference
9. Influence public discourse
10. Apply skills and knowledge needed to collaborate with others (NOTE: After working with faculty who teach core classes on LOCs and learning activities for those classes, we propose adding “collaboration” as a learning outcome for our Department.)

In addition, students graduating from our department should have a **high level of competency** related to four of these LOCs – the ability to:

- Employ communication theories, perspectives, principles and concepts
- Create messages appropriate to audience, purpose and context
- Influence public discourse

- Utilize communication to embrace difference (NOTE: In our original planning, we had included only the previous three LOCs on this list. We propose adding this because it fits well with current efforts to build Intergroup Dialogue within the Department and with university priorities to internationalize the curriculum.)

These four LOCs align most closely with the strengths and priorities of our Department as well as with University priorities.

Because of the design of our curriculum, the four core classes and R110 play a particularly important role in ensuring that students are provided with the learning opportunities needed to attain these competencies. Elective courses can and will help students attain higher and deeper levels of competency related to specific LOCs, but if we want to ensure that a student cannot graduate without meeting a particular learning outcome, we need to embed that learning outcome in the core. The following table provides an overview of the learning outcomes associated with each of the required classes. **The assumption is that any faculty member teaching these classes will provide instructional materials, activities and assignments that provide students the opportunity to achieve each of the competencies associated with the class.**

Learning Outcome	R110: Public Speaking	G100: Intro to Comm Studies	G201: Comm Theory	G310: Comm Research Methods	G480: Capstone
Describe discipline & its central questions	<ul style="list-style-type: none"> Not a primary LOC 	Students should be able to: <ul style="list-style-type: none"> Explain origins of discipline Summarize broad nature of discipline Categorize career pathways Introduce intellectual specializations in COMM Distinguish COMM from related areas of study Articulate importance of civic engagement 	Students should be able to: <ul style="list-style-type: none"> Articulate importance of comm expertise Identify contemporary debates in the field Expand on intellectual specializations in COMM 	Students should be able to: <ul style="list-style-type: none"> Explain origins of discipline related to research Distinguish COMM methods from methods used in other disciplines Demonstrate high awareness of contemporary debates in the field 	Students should be able to: <ul style="list-style-type: none"> Articulate learning & demonstrate competency related to all aspects of this LOC

<p>Employ comm. theories, perspectives, principles & concepts</p>	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain basic COMM concepts and perspectives • Apply basic comm concepts and perspectives 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain, synthesize, apply and critique multiple COMM theories, perspectives, principles & concepts 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning related to all aspects of this LOC • Demonstrate mastery of this LOC
<p>Learning Outcome</p>	<p>R110: Public Speaking</p>	<p>G100: Intro to Comm Studies</p>	<p>G201: Comm Theory</p>	<p>G310: Comm Research Methods</p>	<p>G480: Capstone</p>
<p>Engage in communication inquiry</p>	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Use databases to locate scholarly COMM articles 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Interpret COMM scholarship • Contribute to scholarly conversations appropriate to the purpose of inquiry 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Engage in COMM scholarship using research traditions of the discipline • Contribute to scholarly conversations <p>At a high level of competency, students should be able to:</p> <ul style="list-style-type: none"> • Interpret COMM scholarship • Evaluate COMM scholarship 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning & demonstrate competency related to all aspects of this LOC

				<ul style="list-style-type: none"> • Formulate questions appropriate for COMM scholarship • Apply COMM scholarship • Differentiate between various approaches to the study of COMM 	
Learning Outcome	R110: Public Speaking	G100: Intro to Comm Studies	G201: Comm Theory	G310: Comm Research Methods	G480: Capstone
Create messages appropriate to audience, purpose, context	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Locate & use info relevant to goals, audiences, purposes, contexts • Select creative & appropriate modalities & technologies to accomplish comm goals • Adapt messages to diverse audiences • Adjust messages while communicating 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Locate & use info relevant to goals, audiences, purposes, contexts • Select creative & appropriate modalities & technologies to accomplish comm goals • Adapt messages to diverse audiences 	<ul style="list-style-type: none"> • Not a primary LOC, but all aspects of this LOC are reinforced in the class 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning related to all aspects of this LOC • Demonstrate mastery of this LOC

	<ul style="list-style-type: none"> • Critically reflect on one's own comm. 				
Critically analyze messages	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify meanings embedded in messages • Recognize influence of messages • Engage in active listening • Enact mindful responses 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recognize the influence of messages • Engage in active listening 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recognize the influence of messages 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning & competency related to all aspects of this LOC
Learning Outcome	R110: Public Speaking	G100: Intro to Comm Studies	G201: Comm Theory	G310: Comm Research Methods	G480: Capstone
Demonstrate ability to accomplish communicative goals	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify barriers that impede comm. self-efficacy • Perform verbal & nonverbal behaviors that illustrate self-efficacy • Articulate personal beliefs about ability to accomplish 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate verbal & nonverbal behaviors that illustrate self-efficacy • Evaluate personal comm. strengths & weaknesses 	<ul style="list-style-type: none"> • Not a primary LOC 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning & demonstrate competency related to all aspects of this LOC

	<p>comm. goals</p> <ul style="list-style-type: none"> • Evaluate personal comm. strengths & weaknesses 				
Apply ethical communication principles & practices	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify & explain relevance of ethical perspectives • Articulate & evaluate ethical dimensions of comm situations • Choose to comm with ethical intention 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify ethical perspectives • Explain relevance of various ethical perspectives 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate & evaluate ethical dimensions of research situations • Choose to act with ethical intention in research • Propose solutions for unethical communication research 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning & demonstrate competency related to all aspects of this LOC
Learning Outcome	R110: Public Speaking	G100: Intro to Comm Studies	G201: Comm Theory	G310: Comm Research Methods	G480: Capstone
Utilize communication to embrace difference	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Appreciate & respect individual & cultural similarities & differences • Articulate their own cultural standpoint • Adapt their comm in 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recognize and appreciate individual & cultural similarities & differences • Respect diverse perspectives and the way they 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Respect diverse perspectives and the way they influence comm. 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning & demonstrate competency related to all aspects of this LOC

	diverse cultural contexts	influence comm.			
Influence public discourse	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain importance of comm in civic life • Identify challenges facing communities and role of comm in facing them • Advocate course of action to address issues • Empower individuals to promote human rights, dignity, freedom 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain importance of comm in civic life • Identify challenges facing communities and role of comm in facing them • Frame issues from COMM perspective • Utilize COMM to respond to issues as local, national, global level 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify challenges facing communities and role of comm in facing them • Frame issues from COMM perspective • Evaluate local, national, global issues from a COMM perspective 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Articulate learning related to all aspects of this LOC • Demonstrate mastery of this LOC
Learning Outcome	R110: Public Speaking	G100: Intro to Comm Studies	G201: Comm Theory	G310: Comm Research Methods	G480: Capstone
Apply skills & knowledge needed to collaborate with others	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recognize importance of collaboration as a communication skill • Utilize appropriate 	<ul style="list-style-type: none"> • Not a primary LOC 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recognize importance of collaboration as a communication skill • Utilize appropriate 	<ul style="list-style-type: none"> • Not a primary LOC

		communication skills to complete a collaborative project		communication skills to complete a collaborative project	
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5. World Languages and Cultures: Program in French

In 2015, the Program in French started the process of aligning its coursework and assessments to the proficiency standards of our national organization, the American Council on the Teaching of Foreign Languages (ACTFL). This process has been incorporated both into our Program ePortfolio that is a required component of all courses in the Minor and Major, as well as into assignments that can be tracked through Canvas. The ACTFL categories of proficiency used in our plan for assessing student learning are: Presentational Speaking, Presentational Writing, Interpretive Listening, Interpretive Reading, Interpersonal Communication and Intercultural Competence. Following is a brief narrative description of how faculty in French use the ACTFL categories to create and assess Student Learning Outcomes, as well as a chart that shows the implementation at every course level.

100- and 200-level

For the courses in the language requirement (F131, F132, F203 and F204), graded assignments are the same across sections. Each assignment is tagged to one of the ACTFL categories and each category is a percent of their final grade in the class. Throughout the semester, an instructor can see the strengths and weaknesses of a student in these specific categories and address them as needed. As a Program, we will also soon be able to see how our students are doing in these specific areas through a spreadsheet being created this year that will track students in all of our language classes with their grade in each of these categories. Within the next two years, systems will be in place for the faculty to also take a "signature assignment" approach to recording ACTFL proficiency levels for representative assignments in each category to track our students according to national standards as we standardize grading rubrics based on ACTFL proficiency and performance standards. This same spreadsheet of student performance indicators will include information on whether the student was in an on-line class or face-to-face class so we can also start to evaluate if there is a difference in effectiveness of these two modes of class delivery.

300- and 400-level (Minor & Major)

At this level, we also use the same ACTFL categories to track the proficiency levels of our students.

The Minor requires that a course be taken from each of the following categories:

- Language
- Oral
- Culture

As of Spring 2017, each of the 300- and 400-level courses we now offer are tied to one of these three distributive requirements, and each course is also tied to at least one ACTFL Proficiency

category. The chart included below shows how each class has a signature assignment that is submitted to the student's Program in French ePortfolio where it is awarded an ACTFL proficiency level by the course instructor and one other faculty from French. We have piloted this project with one class and are rolling it out in its final form in Spring 2018. We can thus see if our students are attaining the proficiency levels the faculty have assigned as outcomes for our Minors and Majors.

The ePortfolio will be used in the Capstone experience 1) by the students to be able to reflect and build on their work in the program (that has been captured through all of their Signature Assignments in the ePortfolio) and 2) by the faculty to assess our program through student outcomes tied to national ACTFL standards. Starting in 2018, Capstone students will take the Avant STAMP Proficiency Assessment which provides a nationally-accepted independent scoring of proficiencies according to ACTL guidelines which will further enhance our program assessment efforts tied to student proficiency.

French course level	ACTL Proficiency Level Goal	SLO's based on ACTFL Proficiency Level through NCSSFL-ACTFL Global Can-Do Benchmarks; below outcomes will be reached in French unless otherwise noted http://www.actfl.org/	Signature Assignment for Assessment	Relationship to PUL's for level
100-level	Novice High/ Intermediate Low	Presentational Speaking The student can <ul style="list-style-type: none"> assemble a series of phrases and sentences to describe in simple terms themes on familiar topics they have learned focusing on daily life be generally understood by sympathetic interlocutors, although their speaking is hesitant and filled with inaccuracies Presentational Writing The student can <ul style="list-style-type: none"> write short, simple sentences with basic word order relating to highly predictable matter of daily life 	Presentational Speaking <ul style="list-style-type: none"> VoiceThread Chapter 12 Presentational Writing <ul style="list-style-type: none"> Paragraph during Chapter 12 test Interpretive Listening <ul style="list-style-type: none"> Chapter 12 adapted VHL listening activity put into Canvas 	PUL 1: <ul style="list-style-type: none"> Acquire competency in speaking, listening, reading and writing French Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own Respond to native and near-native

		<ul style="list-style-type: none"> • be understood by sympathetic native speakers but with effort <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of sentence-length speech and the highest frequency vocabulary related to familiar and everyday topics one utterance at a time • explain the main point of short, clear, simple messages and announcements <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> • read very short, simple texts • demonstrate understanding of predictable information if the format and the context of the text are familiar <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> • exchange information about familiar everyday topics using phrases and simple sentences • be generally understood by sympathetic interlocutors, although their speaking is hesitant and filled with inaccuracies <p>Intercultural Competence¹</p>	<p>Interpretive Reading</p> <ul style="list-style-type: none"> • Reading during Chapter 12 test <p>Interpersonal Communication</p> <ul style="list-style-type: none"> • Zoom Chapter 12 <p>Intercultural Competence</p> <ul style="list-style-type: none"> • Cultural Awareness Assignment Reflective Essay in English 	<p>speech in familiar situations and on familiar topics</p> <ul style="list-style-type: none"> • Read from comprehension materials written in French on familiar topics <p>PUL 1, 3 and 5:</p> <ul style="list-style-type: none"> • Resolve everyday problems by asking pertinent, contextually appropriate questions and making suggestions <p>PUL 5:</p> <ul style="list-style-type: none"> • Acquire intercultural awareness and sensitivity to francophone cultures through the study of
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¹ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

		<p>Primarily in English, the student can</p> <ul style="list-style-type: none"> • explain the practices and perspectives of the cultures studied • reflect on the concept of culture through comparisons of the cultures studied and their own 		<p>important issues in France, the francophone world, and the United States</p>
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200-level	<p>Intermediate Mid/ Intermediate High</p>	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> • manipulate learned phrases and structures to talk on a wide variety of topics using connected sentences in various time frames • be generally understood by sympathetic interlocutors, although they may self-correct and reformulate their talk <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> • write short communications including compositions in simple paragraphs in various time frames in an organized manner • be understood by native speakers <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of sentence-length speech on a variety of familiar personal and social contexts <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of texts on 	<p>Presentational Speaking</p> <ul style="list-style-type: none"> • VoiceThread <i>Imaginez</i> Chapter 10 <p>Presentational Writing</p> <ul style="list-style-type: none"> • Paragraph during <i>Imaginez</i> Chapter 10 test <p>Interpretive Listening</p> <ul style="list-style-type: none"> • <i>Imaginez</i> Chapter 10 adapted VHL listening activity put into Canvas <p>Interpretive Reading</p> <ul style="list-style-type: none"> • Reading during <i>Imaginez</i> Chapter 10 test <p>Interpersonal Communication</p>	<p>PUL 1:</p> <ul style="list-style-type: none"> • Acquire competency in speaking, listening, reading and writing French • Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own • Respond to native and near-native speech in familiar situations and on familiar topics • Read from materials written in
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		<p>personal and social topics to which they bring personal interest or knowledge, including texts featuring description and narration</p> <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> participate in conversations about familiar daily topics in various time frames and consisting of sentences and series of sentences <p>Intercultural Competence² Primarily in English, the student can</p> <ul style="list-style-type: none"> explain the practices and perspectives of the cultures studied reflect on the concept of culture through comparisons of the cultures studied and their own 	<ul style="list-style-type: none"> Zoom <i>Imaginez</i> Chapter 10 <p>Intercultural Competence</p> <ul style="list-style-type: none"> Cultural Awareness Assignment Reflective Essay in English 	<p>French on familiar topics</p> <p>PUL 1, 3 and 5:</p> <ul style="list-style-type: none"> Resolve everyday problems by asking pertinent, contextually appropriate questions and making suggestions <p>PUL 5:</p> <ul style="list-style-type: none"> Acquire intercultural awareness and sensitivity to francophone cultures through the study of important issues in France, the francophone world, and the United States
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Minor	Intermediate High/ Advanced Low	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> develop and deliver spoken discourse on topics beyond just everyday life in all major tenses using discourse of paragraph length 	<p>Presentational Speaking Signature Assignment from</p> <ul style="list-style-type: none"> F331 F380 	
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² Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

		<ul style="list-style-type: none"> • demonstrate the application of phonetic rules that govern oral performance • be generally understood by native speakers unaccustomed to dealing with non-native speakers <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> • write for basic work and academic needs such as narratives, descriptions and summaries in the major tenses • link sentences into paragraph length using cohesive devices and some elaboration • apply structural rules underlying the French language • be understood by native speakers <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames, even when something unexpected is expressed, in many familiar social, academic and professional contexts <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of conventional narrative and descriptive texts in major tenses on a variety of familiar topics of personal and general interest (e.g. newspapers, commercial materials, literature, etc.) <p>Interpersonal Communication The student can</p>	<ul style="list-style-type: none"> • F396 <p>Presentational Writing Signature Assignment from</p> <ul style="list-style-type: none"> • F328 • F300 • F330 • F360 • F326 <p>Interpretive Listening Signature Assignment from</p> <ul style="list-style-type: none"> • F331 • F380 • F396 <p>Interpretive Reading Signature Assignment from</p> <ul style="list-style-type: none"> • F300 • F360 • F326 <p>Interpersonal Communication Signature Assignment from</p> <ul style="list-style-type: none"> • F331 • F380 <p>Intercultural Competence Signature Assignment from</p> <ul style="list-style-type: none"> • F300 • F326 	
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		<ul style="list-style-type: none"> converse on most topics related to school, home and leisure activities as well as some topics related to employment, current events and matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames <p>Intercultural Competence³ The student can, with French as the primary language,</p> <ul style="list-style-type: none"> investigate and explain the relationship between the practices and perspectives of the cultures studied and their own reflect on the concept of culture through comparisons of the cultures studied and their own communicate in a culturally appropriate manner 	<ul style="list-style-type: none"> F360 	
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Major	Advanced Low/ Advanced Mid	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> develop and deliver well-organized presentations on research topics support a thesis with detailed information and argument developed through critical thinking demonstrate the application of phonetic rules that govern oral performance be generally understood by native speakers unaccustomed to dealing with non-native speakers <p>Presentational Writing The student can</p>	<p>In addition to the Assessments from the Minor, Signature Assignments will be added from each course taken for the Major</p> <p>The work in the Capstone will be used as well. In addition, each</p>	
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³ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

		<ul style="list-style-type: none"> •write for basic work and academic needs such as narratives, descriptions and summaries in the major tenses linking paragraphs into composition length products •support a thesis with detailed information and argument developed through critical thinking •apply structural rules underlying the French language •be understood by native speakers <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames, even when something unexpected is expressed, in many familiar and unfamiliar social, academic and professional contexts <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> •demonstrate understanding of conventional narrative and descriptive texts in major tenses on a variety of familiar and unfamiliar topics of personal, general interest as well as some professional interest <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> • converse fully on most topics related to personal daily topics as well as business and matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames • present and support their point of view on some complex issues 	<p>student in the Capstone will take the Avant STAMP Proficiency Assessment, which will provide a nationally recognized proficiency score also based on ACTFL guidelines.</p>	
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		<p>Intercultural Competence⁴ The student can, with French as the primary language,</p> <ul style="list-style-type: none"> • investigate and explain the relationship between the practices and perspectives of the cultures studied and their own • reflect on the concept of culture through comparisons of the cultures studied and their own • communicate in a culturally appropriate manner 		
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6. World Languages and Cultures: Program in Spanish

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 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 itself as 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

Students' learning is currently assessed in three ways:

- a) Individual course assessment through:
 - written and oral tests
 - papers
 - oral presentations in class or online presentations using VoiceThread, zoom, etc.
 - individual and group projects
 - reflective essays
 - student e-portfolios
- b) Capstone experience (student e-portfolios and oral presentations reviewed by a faculty committee)
- c) Student course evaluation

⁴ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

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. Students completing the Spanish B.A. program will achieve the following:

Know

- structure of the language (sound system, word and sentence structure) and dialectal variations in the Spanish-speaking world;
- main cultural manifestation of the language in literature, social practices and perspectives; and
- structural and cultural differences between Spanish and English and between the communities that use these languages.

Understand

- the nature of language itself as well as one's own language;
- the relativity of language use and cultural practices as systems situated in socio-cultural and historical contexts;
- the importance of critical thinking in examining other cultures and comparing them with one's own;
- their place within multilingual international communities;
- the value of different method of study of languages and cultures; and
- the connections between language studies (language, literature, culture and translation) with other disciplines.

Be able to

- use Spanish for conversational, professional and academic purposes at Advanced Low level of proficiency as defined by the ACTFL proficiency guidelines;;
- apply the knowledge of the language system and culture to function effectively in professional, academic, and intercultural settings at home and abroad;
- apply methods of analyzing language, literature and cultural products and practices; and
- interact within multilingual international communities here and abroad in ethically and culturally sensitive ways

The Program in Spanish uses the National Standards for Foreign Language Learning created by the American Council on the Teaching of Foreign Languages (ACTFL):

Communication: Communicate in Languages Other Than English

Cultures: Gain Knowledge and Understanding of Other Cultures

Connections: Connect with Other Disciplines and Acquire Information

Comparisons: Develop Insight into the Nature of Language and Culture

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

ACTFL General Outcomes and Spanish Courses	Principles of Undergraduate Learning	Student Learning	Learning Process	Assessment	Assessment Findings
<p>1. Communication: Ability to communicate in Spanish at least at the Intermediate High proficiency level as defined by the American Council on the Teaching of Foreign Languages</p> <p>Courses: All 300 and 400-level courses</p>	<p>Principle 1: Core communication</p>	<p>1.1. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>1.2 Students understand and interpret written and spoken Spanish on a variety of topics</p> <p>1.3. Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics</p>	<p>Class discussion, lectures, readings, interpretation of oral texts, oral presentations compositions, translations, student group work, interviews with native speakers in Spanish</p> <p>Use of technology (VoiceThread, zoom, video, internet, computer programs and laboratory work) for language learning</p> <p>Internships (local, national, and international) and service learning programs</p> <p>Encouragement to participate in Study</p>	<p>-Course written and oral exams, quizzes, papers</p> <p>-Reflective essays, individual e-portfolios</p> <p>- Individual and group projects, class participation</p> <p>-Capstone experience: e-portfolio and oral presentation</p>	<p>-Program assessment is largely based on performance in individual courses</p> <p>-Student evaluations of teaching rate the program highly</p> <p>-Students' success in being accepted to graduate programs</p> <p>-Students' success in Study Abroad Program context</p>

			Abroad Programs Encouragement to participate in extracurricular activities such as Immersion Days, film festivals in Spanish, conversation hours, Spanish Club activities, etc.		
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ACTFL General Outcomes and Spanish Courses	Principles of Undergraduate Learning	Student Learning	Learning Process	Assessment	Assessment Findings
<p>2. Cultures: Gain knowledge and understanding of other cultures</p> <p>Courses: S313, S317, S326, S360, S363, and all 400-level linguistics, literature, and culture courses</p>	<p>Principle 5: Understanding society and culture</p> <p>Principle 6: Values and ethics</p> <p>Principle 4: Intellectual Depth, Breadth, and Adaptiveness</p>	<p>2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>2.2. Students demonstrate an understanding of the relationship between the products and perspectives</p>	<p>Class discussion, lectures, readings, oral presentations, student group work, interviews with native speakers in Spanish</p> <p>Use of technology (video, internet) for accessing cultural information</p>	<p>-Course written exams, application of cultural norms during oral exams, oral presentations, quizzes, papers</p> <p>-Reflective essays, individual e-portfolios</p> <p>- Individual and group projects,</p>	<p>-Assessment of the acquisition of cultural understanding is largely based on performance in individual courses</p> <p>-Student evaluations of teaching rate the program highly</p>

		of the culture studied	<p>Internships (local, national, and international) and service learning programs</p> <p>Encouragement to participate in Study Abroad Programs</p> <p>Encouragement to participate in extracurricular activities such as Immersion Days, film festivals, conversation hours with native speakers, Spanish Club activities, etc.</p>	<p>class participation</p> <p>-Capstone experience: e-portfolio and oral presentation</p>	
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ACTFL General Outcomes and Spanish Courses	Principles of Undergraduate Learning	Student Learning	Learning Process	Assessment	Assessment Findings
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<p>3. Comparisons : Develop insight into the nature of language and culture</p> <p>Courses: S311, S326, S363, S411, S412, S423, S427, S428</p>	<p>Principle 2: Critical thinking</p> <p>Principle 4: Intellectual Depth, Breadth, and Adaptiveness</p> <p>Principle 5: Understanding society and culture</p>	<p>3.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p>3.2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</p>	<p>Class discussion, lectures, readings, analysis of written and oral texts, oral presentations, translations, student group work, interviews with native speakers in Spanish</p> <p>Use of technology (video, internet) for accessing linguistic and cultural information</p> <p>Internships (local, national, and international) and service learning programs</p> <p>Encouragement to participate in Study Abroad Programs</p> <p>Encouragement to participate in extracurricular activities such as Immersion Days, film</p>	<p>-Course written and oral exams, oral presentations, quizzes, research papers, translations</p> <p>-Reflective essays, individual e-portfolios</p> <p>-Individual and group projects, class participation</p> <p>-Capstone experience: e-portfolio and oral presentation</p>	<p>- Assessment of acquired insights into the nature of language and culture is largely based on performance in individual courses</p> <p>-Student evaluations of teaching rate the program highly</p>
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			festivals, conversation hours with native speakers, Spanish Club activities, etc.		
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ACTFL General Outcomes and Spanish Courses	Principles of Undergraduate Learning	Student Learning	Learning Process	Assessment	Assessment Findings
<p>4. Connections: Connect with other disciplines and acquire information</p> <p>All courses at the 300 and 400-level:</p> <p>Linguistic courses (S311, S326, S421, S426, S428) connect with several linguistic fields: phonology, morphology, syntax, semantics, pragmatics, dialectology, diachronic linguistics,</p>	<p>Principle 3: Integration and application of knowledge</p> <p>Principle 4: Intellectual Depth, Breadth, and Adaptiveness</p>	<p>4.1. Students reinforce and further their knowledge of other disciplines through Spanish</p> <p>4.2. Students acquire information and recognize the distinctive viewpoints that are only available through Spanish and its culture</p>	<p>Class discussion, lectures, readings, analysis of written and oral texts, oral presentations, translations, student group work, interviews with native speakers in Spanish</p> <p>Use of technology (video, internet) for accessing information</p> <p>Internships (local, national, and international) and service learning programs</p>	<p>-Course written and oral exams, oral presentations , quizzes, research papers, translations</p> <p>-Reflective essays, individual e- portfolios.</p> <p>-Individual and group projects, class participation</p> <p>-Capstone experience: e-portfolio and oral presentation</p>	<p>- Assessment of connections with other disciplines is largely based on performance in individual courses</p> <p>-Student evaluations of teaching rate the program highly</p>

<p>applied linguistics, and pedagogy</p> <p>Literature courses (S360, S407, S408, 470, 472, 477, etc.) make connections with literary theory and analysis, history, geography, etc.</p> <p>Culture courses (S363, S411, S412) make connections with history, geography, sociology, economics, anthropology, art, film, etc.</p> <p>Translation and applied language courses (S315, S319, 323, S423, 429, 430) connect with translation studies, stylistics, business, health, and law</p>			<p>Encouragement to participate in Study Abroad Programs</p> <p>Encouragement to participate in extracurricular activities such as Immersion Days, film festivals, conversation hours with native speakers, Spanish Club activities, etc.</p>		
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ACTFL General Outcomes and Spanish Courses	Principles of Undergraduate Learning	Student Learning	Learning Process	Assessment	Assessment Findings
<p>5. Communities. Participate in multilingual communities at home and around the world</p> <p>Courses: S320, S360, S363, S428, S494, S493</p>	<p>Principle 1: Communication skills</p> <p>Principle 3: Integration and application of knowledge</p> <p>Principle 5: Understanding society and culture</p>	<p>5.1 Students use Spanish both within and beyond the school setting</p> <p>5.2. Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment</p>	<p>Interviews with native speakers in the community, students' projects involving the target language speaking community, class discussion focusing on developing personal enjoyment of texts</p> <p>Use of technology (e-mail, internet) for interacting with the target language speaking community</p> <p>Internships (local, national, and international) and service learning programs</p> <p>Encouragement to participate in Study Abroad Programs</p>	<p>-Research papers, translation and interpretation projects</p> <p>-Reflective essays, individual e-portfolios.</p> <p>-Individual and group projects</p> <p>-Capstone experience: e-portfolio.</p> <p>-Outside (community) evaluation of students' performance</p>	<p>- Assessment of interaction with the community is largely based on performance in individual courses</p>

			Encouragement to participate in extracurricular activities such as Immersion Days, film festivals, conversation hours with native speakers, Spanish Club activities, etc.		
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What these efforts around alignment indicate is a growing critical mass of faculty and departments engaging in efforts to make sure their courses and programs provide students opportunities for learning that is important to the major area of study. This initial work provides a solid foundation upon which future data will be collected and recommendations for improvement will be organized.

Signature Assignments

1. American Sign Language/English Language Interpreting

Since the recommendations by the external review committee in the spring of 2013, faculty in the Program in ASL/English Interpreting have been implementing changes that will better equip graduates entering the ASL interpreting. While some of the changes recommended by the committee have been realized, the current faculty and staff recognize the many changes that still need to take place. We are currently working on embedding service learning and community engagement projects within the upper level ASL courses and all of the interpreting courses to improve overall ASL and Deaf Culture acquisition. In addition to adding these components, we are also adding elements of social justice and allyship to the courses.

Because Indiana has no state licensure system in place for signed language interpreters, we feel compelled to prepare our students for the professional realm of interpreting. Students seem to have a skewed understanding of their ASL skills and of their ability to self-assess their language. While this is common with understanding one's non-native language skills, we want students to be able to better evaluate their language and culture skills prior to, and during, the time they take interpreting courses.

We are investigating ways in which the primary stakeholders of interpreting services--Deaf individuals, through a series of service learning and community engagement activities--can

participate in assessing students' learning. This relationship not only empowers Deaf individuals, but it also supports the myriad of outcomes that we focus on in the academic setting. Here is a list of possible student outcomes we will assess through these community-based projects:

- “Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English. Example: In low-risk settings with moderately technical, moderately paced monolog, the individual manages personal filters and intra-personal, environmental, logistical and situational factors by adhering to appropriate norms, rituals, and protocol.
- Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.
- Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.
- Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactional assignments.
- Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.
- Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s).” (p. 8 Entry-to-practice competencies for ASL-English Interpreters)

Retrieved from: <http://www.unco.edu/cebs/asl-interpreting/pdf/asl-english-interpretation/entry-to-practice-competencies.pdf>

We are currently participating in two pilot community-based projects: 1) service learning initiative with the Indiana School for the Deaf, and 2) live low-risk settings with moderately technical, moderately paced monologs interpreted by seniors--with Deaf individuals present. These interpreted events are outside the classroom. We anticipate both of these initiatives having signature assignments where all members impacted by the projects will have some responsibility of assessment. The instructor, the Deaf individual(s), and the students will have an evaluation component with these projects.

Starting in 2018, in the practicum (or capstone) course, interpreting students will sit for an exit interview. This interview will be a signature assignment of student outcomes as well.

2. Global and International Studies (GIS)

The GIS Program in the School of Liberal Arts counts a program director (Snodgrass) and one half-time faculty appointment in conjunction with Political Science (Tijen Demirel-Pegg). The program has lacked formal administrative support staff since Aug. 2016. Over each of the past three academic years, we offered six sections of an introductory course (INTL I100) and two capstone seminars (INTL I400), and utilized the teaching expertise of 8 full-time faculty members from the School of Liberal Arts. The following is a mission statement regarding our course objectives, expected learning outcomes, and the means by which we achieve them.

INTL I100 Introduction to International Studies

The introductory course is required for all majors (79 currently enrolled) and minors (12), and now satisfies the Cultural Understanding requirement of the General Education Core. As a result of the latter reform we now offer 3 sections per semester (versus one) and teach to an extremely diverse pool of undergraduates. Two of our sections (of 30 students) currently enroll undergraduates from at least 9 different schools. Only one section enrolls more than 8 GIS majors (half from University College). The students bring highly disparate levels of preparation, college experience, and global awareness to the classroom. First-year students in University College from Indiana sit beside senior chemistry and engineering students from immigrant backgrounds. Meanwhile, our instructors reflect the interdisciplinary nature of the program well, coming from the history, anthropology and political science departments, and with a broad range of scholarly specializations (environmental politics, human rights, immigration) and regional areas of expertise (Latin America, Europe, Middle East). We therefore use no standard text nor curriculum. We all focus on key issue in international and global studies - and there is a difference - such as globalization and international relations. But we each accentuate our strengths, knowing that the passion we hold for our own academic interests will translate into greater student enthusiasm for global affairs.

But all instructors do teach in an inter-disciplinary fashion so that students learn how to understand global issues like trade, migration, or human rights from distinct scholarly perspectives in the social sciences and humanities. They also learn how scholars in the liberal arts conduct research, and do so by undertaking their own basic investigations using online databases. We believe that I100 readily produces each of the five essential learning outcomes proclaimed by IUPUI's Principles of Undergraduate Learning (while it officially meets 2 & 4). It is also the one class IUPUI undergraduate students from all schools take that most explicitly satisfies IUPUI's state goal of curriculum internationalization. And if it were up to us as a teaching collective the terms 'global' and/or 'international' would appear far more than one time in the PULs (PUL 5, Pt. 2: 'Analyze and understand the interconnectedness of global and local communities.' Seriously? That's it?)

Common assignments and expected outcomes (which meet or add to PULs):

- Early map assignment to ensure familiarity with global regions, nations, and/or cities covered over course of semester. Outcome: Geographic literacy in a nation that consistently ranks last among OECD members (our program's additional principle of undergraduate learning).
- Current events project requiring students to understand nature of journalism its coverage of foreign affairs. Outcome: Oral presentation skills + understanding journalism and foreign affairs.
- Research methodology assignments that require students to investigate a subject in the social sciences using online databases like J-STOR. Outcome: Familiarize students with research sources other than Yahoo News. Formulation of research agenda and location of scholarly sources from multiple disciplines in social sciences, humanities, and journalism.
- Exams requiring short-answer and essay responses (and zero use of multiple choice). Outcome: Capacity to think critically, utilize evidence from readings, and draw broad comparisons across global regions.

INTL I400 Senior Capstone Seminar in Global and International Studies

With rare exception, the course is taught each semester by Dr. Demirel-Pegg (Fall) and Dr. Snodgrass (Spring), focusing on the respective themes of political violence/human rights and international migrations. It is the only course our GIS majors take with fellow majors, and allows them to investigate a topic in their particular global regional concentration from an interdisciplinary perspective. The course divides into two parts. Part One requires students to read texts in the given subject from distinct disciplines, prepare written analyses of the texts, and discuss them intensively in the classroom. Part Two requires students to undertake an intensive research project that demonstrates their ability to conduct research using both scholarly and non-academic sources from multiple disciplines. We take pride in the fact that it remains one of the most (if not the most) rigorous capstone courses in the School of Liberal Arts. But it prepares our students well for their subsequent careers in fields as diverse as law, non-profit management, or post-graduate studies in fields like international relations.

Common assignments/learning outcomes:

- Critical reading analyses of academic texts from multiple disciplines.
- Research project involving use of multiple sources from distinct disciplines. Written academic study of no less than 20 pages. Oral presentation of research.

Capstone Experiences

1. World Languages and Cultures: Program in German

Student learning outcomes are assessed on a course-by-course basis. At the end of the German major graduating seniors complete a Capstone.

The Capstone requirement for the German major consists of a mini-course (five scheduled meetings), a Capstone portfolio, and a Capstone presentation. The Capstone is the main tool to assess student learning outcomes at the completion of the degree requirements. The Capstone is generally taken during the last semester. The course number is G 498 (1-3 cr). Most students take the Capstone for two credits as the German major requires a minimum of 29 credits. There is a Capstone director. All full-time German faculty assess the final portfolio and the capstone presentation.

Course Goal and Objectives of Capstone in German

The course is a summation of the student's experience as a graduating student majoring in German. It provides an opportunity to reflect upon the courses taken in residence, especially the upper-level German courses, any study abroad or service learning experience, or any other activities related to the academic study of the language. It also stimulates the student, with the help of the Capstone Director and other German faculty, to make a self-assessment of their learning experience at IUPUI prior to starting a new phase of their personal and professional life. (PUL #2 Critical Thinking)

The written and oral components of the Capstone reflect PUL # 1, Core Communication and Quantitative Skills, which is the main PUL for many of our language courses. The discussion of

the assigned reading, a literary or non-fiction text chosen by the Capstone director, reflects upon PUL # 3, Integration and Application of Knowledge.

Course Requirements

In order to showcase personal and academic growth, as well as professional preparation during their undergraduate studies at IUPUI, students assemble and present a portfolio including one longer reflective essay (five pages min.) in German, along with 3-5 representative course-related samples of academic work in each of the classes taken in the German major, as well as any other related classes, work, volunteer or study abroad experience/s. Each section of the portfolio is introduced by a paragraph-long description and discussion of the course relating to its academic, personal and professional impact. In addition, the group will discuss assigned readings selected by the Capstone director.

There are five required meetings with the Capstone director. The last meeting is reserved for the oral presentation and discussion in a colloquium format. All parts of coursework are completed in German.

Reflective Essay

The longer essay may include the following components:

- Background and motivation to study German
- Discussion of decision to major in German
- Important stages of undergraduate academic trajectory
- Extra-curricular experience/s related to German (i.e. service learning, cultural activities)
- Study abroad and/or work abroad experiences
- Overall assessment of learning outcomes, particularly of the knowledge, skills, aptitudes, lessons learned, and their application to post-graduation plans

STAMP Testing

Beginning with the Fall of 2017, graduating seniors will take a comprehensive external assessment exam called STAMP. The result of this test will not figure into the course grade at this time until we have evaluated the results. In the future, we expect the test to constitute approximately 20 % of the overall grade.

Grading Criteria

1. Scheduled meetings with the Capstone Director (20%)
2. Completeness and presentation of portfolio materials (20%)
3. Course-related mini-essays (10%)
4. Critical thinking standards, creativity of reflective essay, and discussion of assigned readings (20%)
5. Written and oral linguistic proficiency (30%)

2. World Languages and Cultures: Program in Spanish

Capstone Experience in Spanish: Student Learning Outcomes

The purpose of the Capstone courses in Spanish for all Spanish majors is to provide the opportunity for students to integrate their work in the several areas of study in the major: language/linguistics, culture/civilization, and literature, thereby gaining a global sense of what it means to be a specialist in Spanish and to earn a Bachelor’s degree in the field; to allow each senior to conduct an individualized senior project, evaluated by a team of faculty members; to help students prepare for what comes after the completion of the Bachelor’s degree in Spanish—whether it be a professional position or post-graduate study. PULs: 3 (Integration and Application of Knowledge); 1a (Core Communication Skills).

Assessment for Capstone Courses

An essential aspect of the evaluation of students in the senior capstone is their ability to communicate in written and oral form at the advanced level of proficiency in Spanish, as defined by the Proficiency Guidelines established by ACTFL (the American Council on the Teaching of Foreign Languages). Consequently, all work for the course will be graded equally on both “content” and language “expression” in Spanish. The grade for the course and its components will be based on both the quantity and quality of the work presented. The committee will meet to discuss their evaluation of the student’s work and will determine a grade for each component of the course:

Oral Expression in Spanish (Faculty Assessment + STAMP Exam)	25%
Written Expression in Spanish (Faculty Assessment + STAMP EXAM)	25%
Reflective Essay	5%
Portfolio	5%
Classroom Work and Review Presentations	20%
Internship Project and Presentation	20%

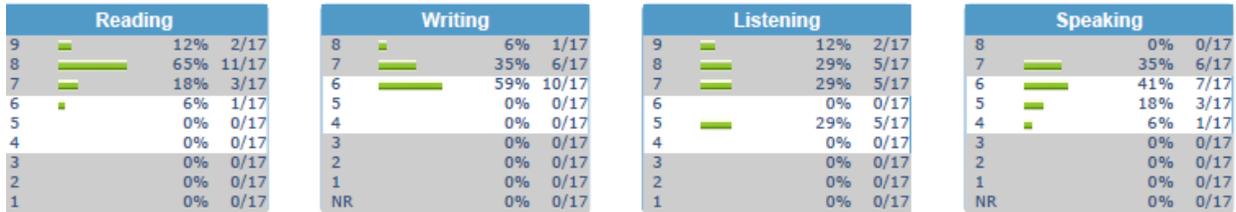
In addition to a letter grade, students will also receive a memo outlining their strengths and weaknesses and suggestions for further development as specialists in Spanish:
Below is an example of the STAMP Exam results:

The numbers 1-9 relate to the ACTFL scale in the following manner:

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low	1 - Novice-Low	4 - Intermediate-Low	7 - Advanced-Low
2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid	2 - Novice-Mid	5 - Intermediate-Mid	8 - Advanced-Mid/High
3 - Novice-High	6 - Intermediate-High	9 - Advanced-High	3 - Novice-High	6 - Intermediate-High	
				NR - Not Ratable	
					User Guides (PDF)

Date From: To:

Spanish



S487 Capstone Internship and S498 Capstone Seminar together with the language test (STAMP exam) are a reliable way to assess every semester our seniors' skills and weaknesses in the language.

Reflecting on Improvement

1. Department of Communication Studies

COMM R110 has been engaged in long-term efforts to provide direct evidence of student learning in an effort to improve the course and provide students multiple opportunities to demonstrate their learning. In the following table you see select criteria from our assignment rubrics that we assess consistently across the course, mapped to the R110 student learning outcomes, PULs, and statewide competencies. We've chosen these key outcomes to highlight learning demonstrated in our signature assignment: the Monroe's Motivated Sequence (MMS) final policy speech.

Question of Policy Speech: Monroe's Motivated Sequence			
Criteria	R110 Learning Outcomes	PULs	Statewide Comp
Audience Adaptation: Language	2. Apply content to fulfill your speech goal by analyzing your audience. 12. Demonstrate mindfulness of diverse viewpoints through proper discernment of audience and source material.	1A, 1B, 2, 6	2. Adapt an oral message for diverse audiences, contexts, and communication channels. 6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
Organization	6. Transform written thoughts into clear oral presentations.	1A	1. Use appropriate organization or logical sequencing to deliver an oral message.

Delivery	8. Demonstrate effective delivery skills relevant to speech opportunities.	1A, 1C	3. Identify and demonstrate appropriate oral and nonverbal communication practices.
Content Development: Use of source citations (supporting materials; support of thesis)	9. Incorporate credible research practices by properly integrating academic source material.	1A, 2	5. Provide credible and relevant evidence to support an oral argument.
Argumentation: Defining the Problem	5. Utilize logical reasoning in the development, preparation, and analysis of all persuasive communication. 7. Deliver a question of policy speech using Monroe's Motivated Sequence.	1A, 1B, 1C, 2, 6	4. Advance an oral argument using logical reasoning. 5. Provide credible and relevant evidence to support an oral argument.

Since **spring 2015** faculty have collected evidence of learning demonstrated in the final Monroe's Motivated Sequence policy speech. We use our standard rubric (modeled after the oral communication VALUE rubric) and report on the five areas (listed below) that correspond to the student learning outcomes identified above. Student speeches are scored using four ratings: exemplary (4), satisfactory (3), needs improvement (2), and deficient (1).

In calendar year **2016** we collected evidence from 555 MMS artifacts in spring and 420 in the fall with the following results:

Spring 2016 N=555	Average	% satisfactory or better	Fall 2016 N=419	Average	% satisfactory or better
Language	3.22	80%	Language	3.23	91%
Organization	3.4	87%	Organization	3.34	87%
Delivery	3	68%	Delivery	3.12	81%
Use of Source Citations	3.15	76%	Use of Source Citations	3.2	78%
Defining the Problem	3.4	90%	Defining the Problem	3.29	84%
			Monroe's Propose Solutions	2.95	78%

The majority of our students earn a satisfactory rating in each category of the final policy speech, with the average in everything except propose solutions (a new area tracked in fall 2016) above 3.0 (satisfactory).

We tracked one additional category in fall 2016, proposing solutions. Faculty have had conversations to discuss what is meant by policy in the policy speech, and came to the agreement that students should propose an actual change in policy, rather than simply a change in behavior when proposing solutions. This discussion and agreement among faculty have resulted in slightly lower student scores on this rubric item and is an opportunity to develop additional in-class exercises to assist students. Yet it is also an example of the work faculty have done to bring expectations into alignment.

In addition to the extensive work that we have done to hold professional development activities and improve student learning based on direct assessment, **indirect measures of student learning** provided on course evaluations confirm the work of our faculty in developing learning opportunities for students based on sound pedagogy (writing our own textbook and assignments) and assisting students to improve their confidence and performance in public speaking. In a random sample of course evaluations, 94.74% of students who responded indicated that they agreed or strongly agreed with the statement: I gained knowledge or skills in this course.

Plans for the future:

- We plan to continue our faculty development and norming sessions to bolster the comfort and confidence of our faculty in using the rubrics and in making sure expectations among faculty are consistent.
- We will continue collecting evidence from our MMS speech to add to our longitudinal assessment efforts.
- We have offered a departmental final exam for the last two years and we hope to work with the CTL to learn how to use Outcomes in Canvas to allow us to map specific questions to our learning outcomes in order to collect additional final exam information to demonstrate student learning. We would like to incorporate Canvas Outcomes in our rubrics to eliminate the need for faculty to record and submit evidence each semester. We would like to find a way for course directors to pull assessment information directly from Canvas.
- With each edition of our department-authored textbook we plan to update and revise assignments, rubrics, and content as we discover what works well and what could be improved in our course for the benefit of R110 students and their learning.

2. Department of English Writing Program

English-W131, "Reading, Writing, and Inquiry," is a portfolio-based writing course designed to foster the development of a writing process to improve writing. As they work with their writing process, students plan, draft, revise, and edit their writing in order to consider what they wish to say. They also read texts critically and analyze them in order to develop their thinking. As they begin to draft, they learn what it means to express their thinking for multiple purposes and to engage multiple audiences. The assignments they complete typically emphasize the analysis and synthesis of ideas and sources, and what it means to assert claims and support them effectively.

Student Learning Outcomes

For years, the Writing Coordinating Committee has articulated goals for English-W131 that were connected to the final rubric for the course. Recently, the committee, through the work of the W131 course coordinator, David Sabol, has added learning outcomes to align the course with the movement on campus, in the state, and nationally to identify learning outcomes for courses and programs. The goals and outcomes for English-W131 are represented in the chart below (with outcomes aligned with particular goals):

W131 Goals

Develop strategies for reading rhetorically to understand and comprehend a variety of print/online texts

Develop strategies for writing rhetorically to communicate with a variety of audiences for varying purposes

Develop meaningful questions to engage in inquiry

Identify yourself as a writer who controls your own processes for reading, writing, and inquiry

W131 Outcomes

- Identify how writers use purpose, audience and genre to make writing effective

- Produce writing that employs suitable choices about purpose, audience, and genre
- Utilize analysis and synthesis to develop content
- Contribute and use feedback to reshape and revise texts
- Document references and citations to others' words and ideas
- Produce writing that employs suitable choices in language and editing

- Develop meaningful and effective questions to interrogate reading and writing in order to move beyond familiar thinking

- Use writing to effect change
- Generate written reflections that use course concepts to assess your own reading, writing, and inquiry processes

Foundation for Student Learning Outcomes

In order to provide a foundation for the student learning outcomes, all sections of English-W131 follow the same set of curricular assumptions, they offer assignments tied to the course goals and learning outcomes, they provide a similar structure (assignments leading to a midterm portfolio and to a final portfolio), and they include feedback and evaluation guided by a standard grading guide that is also tied to the course goals and learning outcomes.

The English-W131 course goals and outcomes are tied to the IUPUI Principles of Undergraduate Learning (PULs) and to the Indiana standards for Written Communication competency. The PUL most directly related to English-W131 is PUL 1, Core Communication. The outcomes for this PUL include the ability to

- Express ideas and facts to others effectively in a variety of formats, particularly written (1A)
- Comprehend, interpret, and analyze ideas and facts (1B)
- Communicate effectively in a range of settings (1C)
- Make effective use of information resources and technology (1E).

English-W131 also asks students regularly to engage in PUL 2, Critical Thinking, and PUL 6, Values and Ethics. The outcomes for Written Communication competency include demonstrating that one can:

- Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling (1.1)
- Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection (1.2)
- Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims (1.3)
- Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources (1.4)
- Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence (1.5)
- Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention (1.6)
- Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.) (1.7).

The W131 Grading Guide in English-W131 Assessment

Since 2005, the Writing Program has used what is referred to as the "W131 Grading Guide" as "rubric" for English-W131. As Susanmarie Harrington and Scott Weeden indicate in "Assessment Changes for the Long Haul: Dynamic Criteria Mapping at IUPUI" (in *Organic Writing Assessment*, ed. Bob Broad, Utah State University Press, 2009), the grading guide was created after discussions with faculty about what was effective or ineffective in representative samples of final student portfolios. From these discussions, the grading guide was devised and it has been updated since.

Using the W131 Grading Guide to Prepare for the English-W131 General Education Review

The grading guide was the basis for choosing the representative student sample portfolios for the Fall 2017 General Education Review of English-W131. In completing this process, one of the things we were able to do is confirm what counts as accomplishment at the above passing, passing, and below passing levels. The process began by asking faculty for samples of portfolios that they deemed to represent accomplishment at these three levels. Then, David Sabol and Scott Weeden read through the submitted samples pulled five to represent each of the levels (so 15 all

together). We then held a reading with a set of eight writing faculty, each of whom read the 15 to determine into which category they would place each. We then shared results and discussed the choices.

Through this process, we were able to reach agreement on which categories each of the 15 should be placed. Where we had disagreement, and this occurred in only a few instances, the discussion ultimately led to independent confirmation of what David and Scott had decided. The discussion also led to confirmation about the skills students struggle with in English-W131, including integrating outside sources appropriately, synthesizing ideas from sources appropriately and meaningfully, substituting summary for analysis, failing to consider audience needs while writing, and taking the time to edit. We were also able to celebrate what the students are able to do because of their work in the course. This information will be used to plan future faculty development and discussions with faculty about how best to help the students with the skills they typically struggle with.

Student Feedback on Their Experience in English-W131

Presently, the Writing Program collects student response to English-W131 through portfolio reflections, writer's statements, and shorter, informal writing such as minute papers. Faculty meet once a semester for a course-based faculty development workshop and for a portfolio reading, where information from students expressed in the reflections, writer's statements, and informal writing may be shared. The course coordinator for English-W131 also reviews course evaluations from all sections to note student comments and to discern where adjustments in the course may be needed. The English-W131 course coordinator discusses these observations and proposed changes with other Writing Program course coordinators on the Writing Coordinating Committee, the committee chaired by the Director of Writing. The Writing Coordinating Committee which meets regularly to discuss what is happening in Writing Program courses.

Student satisfaction ratings are neither as focused nor as carefully composed as portfolio reflections and writer's statements, so they only serve as a rough indicator of whether students are generally satisfied with the course. The aggregated W131 course evaluation student satisfaction ratings are summarized below from the BLUE course evaluations for fall 2016 and spring 2017. As other faculty have observed across campus, since moving to online course evaluations, the completion rate has been rather low. Given these qualifications, however, those who chose to complete the evaluation rated the course and their learning positively.

Course Evaluation Question	Fall 2016 Average, N=740	Spring 2017 Average, N=516
The course syllabus was clear and well designed.	4.17284	4.29020
Instructional materials were helpful in learning the subject.	4.09354	4.21739
I understood the grading procedures in this course.	3.95748	4.20669
I gained knowledge or skills in this course.	4.14090	4.30255

I recommend this course.	4.04677	4.20559
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Continuous Course Improvement

Students in W131 provide feedback on their learning throughout the semester. After students complete each major writing project, faculty ask for writer's statements, reflections that ask students to think about their experience completing the projects and the growth that occurred for them as writers. We also ask students to write reflections at midterm and at semester's end that ask them to assess their progress toward and achievement of the course goals and outcomes. In many sections, students produce a midterm portfolio, while in other sections there might be a midterm reflection without a portfolio; all sections require final portfolios. Portfolios are composed of writing the students have worked on, gotten feedback to, and revised for evaluation.

Writer's statements and portfolio reflections provide faculty with information on the student experience that can be used to make adjustments. In addition, colleagues will read these same texts during end-of-semester portfolio readings, when discussions about student work and what it shows will occur. These discussions frequently become a source of ideas for changes to support student learning. Moreover, many English-W131 instructors invite feedback from students through the minute paper, a short writing during the course that prompts comment on the course and on the student experience. These allow faculty to adjust what is happening in their section or sections "on the fly" given what they learn through this sort of feedback. Individual and small group conferences with students also allow students to provide feedback.

Faculty teaching W131 are expected to attend five mandatory professional development workshops, three of which focus on curricular and teaching concerns, and two which focus on evaluation and assessment of student work. The W131 course goals and outcomes are reviewed periodically by the Writing Coordinating Committee (WCC) and are updated to reflect current research in the field and to meet the needs of our IUPUI student population. A First-Level Writing Canvas site provides updated course materials, policies, and sharable resources for all W131 faculty. Those new to teaching W131 undergo intensive orientation with the course coordinator, and all faculty teaching W131 are observed on a frequent basis to provide feedback to improve their teaching and to ensure consistency across sections of the course.

As needed, the W131 coordinator, in consultation with the WCC, makes changes to the curriculum, the course goals and outcomes, the textbooks, and the faculty resources. The WCC also examines the curriculum and student learning as professional development is planned. Besides these regular assessment and improvement processes, special assessment projects are undertaken at times. For example, Prof. Andy Buchenot recently developed a process for collecting student work from English Department courses, and working with WCC assessment specialist Scott Weeden, they piloted a process that focused on working with signature assignments, and preliminary results suggest that working with signature assignments in conjunction with bringing student attention to the course learning outcomes can have positive effects on student ability and learning. In addition, the collection process that was set up can now be used by the WCC to continue to gather and examine W131 student work, as well as the work of students in subsequent second-level writing courses. (This process was used to collect the sample portfolios that were used in the selection process for the General Education Review, as described above.)

The Writing Program has learned over several decades that a culture of sharing and collaboration helps us assess student learning and create consistency (but not standardization) across sections of our courses, including English-W131. Assessment and improvement are built into program structures and enabled by a strong faculty community. This system is grounded in the system of portfolio evaluation that we use in English-W131, which promotes frequent feedback between students and faculty, between students and their peers, and between faculty and their colleagues. We believe that the low DWFI rate that W131 continues to enjoy, generally around 23%, is a result of the support and feedback structure we have built into the course.

3. Paralegal Studies Program

The 2016/2017 academic year has been very busy for the Paralegal Studies Program. We are preparing for our site visit by the American Bar Association. The ABA paralegal program approval process is a rigorous review of all aspects of the program to ensure we meet clearly defined standards. This process has taken us more than four years. The ABA will be on site September 28th and 29th to conduct meetings with administration, faculty, students, our advisory board and alumni. The final site visit preparations have taken up much of the last academic year.

The 2013/2014 Liberal Arts Learning Assessment Report highlighted the assessment work conducted by the Paralegal Studies Program. Program assessment came from a mix of course-mapped student learning outcomes, surveys and advisory board recommendations. Our program uses a detailed assessment plan to review achievement of learning outcomes. What follows is a summary of our assessment plan and examples of how measures of student learning reshaped our curriculum for 2014/2015:

Assessment of Student Learning Outcomes by Course – Every Semester

Each semester, faculty collect samples of student work which demonstrate mastery of course concepts. Examples demonstrating a strong mastery and a weak performance are forwarded to the director. The director reviews the student work product and compares work in the same courses over time. Faculty and the director discuss student progress, course design, methodology and assessment each semester. When problem areas are identified faculty work together to revise course instruction to remedy the issue. Our legal writing courses utilize rubrics for grading legal memoranda and briefs. These rubrics allow for concrete assessment of student learning.

Assessment Application: In our Contract Law for Paralegals class, a review of course assignments showed students were not connecting contract law terms – such as consideration – with the application of these legal terms. The remedy was to integrate a contract assignment into the course that spanned the semester. Students selected a contract at the beginning of class and used their individual contract as a concrete example of class concepts. At the end of the class, students used their knowledge of contract law to improve their contracts. The newly designed assignment helps to achieve our Program Objective 4: To provide a foundational knowledge of legal principles, while also forcing students to think critically about the contracts – Program Objective 2.

Review of Course Evaluations – Every Semester

The program director conducts an end-of-course review of all student evaluations each semester. The open-ended comments in the evaluations identify problems in a course. Information obtained from the evaluations is shared with the instructors to help them improve their classroom performance. The program also reviews the evaluations to determine overall student satisfaction. The Program Director addresses all student concerns mentioned on the evaluations.

Assessment Application: While student learning is not directly measured on the evaluations, they do help to reveal issues which inhibit learning. In one class, evaluations revealed the professor was frequently “off topic.” Students were not able to cover the material listed as outcomes for the program or the class. The director discussed these issues with the faculty member and helped develop a plan to focus course material.

Graduate Exit Surveys –Each Semester

The graduate exit surveys measure student perception in the program, experiences with the curriculum, course selection, faculty, facilities, and achievement of learning outcomes. The program surveys graduates during their last semester. We use the survey to identify areas of concern, course content, elective availability and the quality of our faculty.

Assessment Application: When the exit survey data revealed students did not know about career services offered by the School of Liberal Arts we increased our work with the career development office. Our required Introduction to Law course now includes a class period on career and resume building with the Career Development Office and students must now meet with this office during their studies. The change in policy helps us to achieve Program Objective 3: To prepare students for careers in the legal field.

Graduate Placement Surveys – Twice yearly

Graduates are surveyed approximately six months post-completion to determine their work or educational status. Responses demonstrate students are either finding work as paralegals or other legal positions or continuing their education. Results of the surveys are shared with faculty and our advisory board.

Assessment Application: Initial survey findings indicated students were having trouble finding employment after completion. A lengthy evaluation by our faculty and advisory board demonstrated a direct link between student internships or experience and finding employment after completion. We worked to increase student participation in our internship course by partnering with local law firms and governmental entities. We restructured our internship program to allow for more oversight of the internship provider and instituted internship prerequisite courses so students were better prepared for the legal workplace. Internship participation has quadrupled and more students are finding jobs. The feedback from our internship partners is overwhelmingly positive. Our internship partners help us achieve Program Objective 3: To prepare students for careers in the legal field.

Legal Community Involvement - Ongoing

The program spends a great deal of time analyzing the needs of law-based employers in the greater Indianapolis area. We adjust our curriculum as needed to ensure our students are exposed to course content related to the demands of the current job market. We work with our adjunct faculty, who are all practicing attorneys, consult with our advisory board, monitor trends in continuing legal education offerings and work with the local paralegal organizations. The program recently conducted a focus group consisting of employers of paralegals from our program. The group offered insight into the skills desired by those who employ our graduates. These community connections allow us to tailor student learning to meet the needs of the profession.

Assessment Application: We revised course content across the curriculum as a result of combined feedback from our advisory board. The board reviewed course syllabi and assignments for courses within their practice areas - using our student learning outcomes a guide. After the review, board members developed recommendations for course content changes. These changes were passed on to the faculty, who in turn incorporated the changes into their course curriculum. The end result is a paralegal program that achieves the goals of our program and the community.

Conclusion

What this lengthy report demonstrates is synergy across the school around assessment. Unlike our professional school counterparts, liberal arts does not have a culture of assessment guided by disciplinary accreditation standards. While we may be a little late to the party, we have always been committed to student success. These ongoing conversations around alignment, signature assignments, capstone experiences, and review and improvement are exciting. Our hope is that next year, those departments who reported on alignment or signature assignments will have data to share on student learning that will become part of a larger cycle of review and improvement. Moreover, these efforts are worthy of celebration. Many faculty are doing outstanding work to help our students communicate more effectively about what is it they know, understand, and are able to do upon completion of a degree from the School of Liberal Arts.