The School of Liberal Arts Assessment Report 2004-2005

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

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

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

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

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

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

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

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

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

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

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

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

Department of Anthropology

Department of Anthropology					
General Outcome	**What will the student know or be able to do?**	**How will you help students learn it?**	**How could you measure each of the desired behaviors in second column?**	**What are the assessment findings?**	**What improvements have been based on assessment findings?**
Students will receive an overview of Anthropology P.U.L.: 1-6 Courses: A103 A104 A360	- Understand broad human experience across time and space - Develop anthropological inquiry skills - Investigate selected conceptual topics - Understand history and social role of Anthropology	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material (slides, overheads,	- Tests - Writing assignments - Student course evaluations pertaining to learning objectives - Senior exit interviews	Senior exit interviews indicate that students feel they have achieved a broad understanding of the discipline	- We have developed a capstone course that includes a Senior Seminar to foster an overview of Anthropology and its career applications from an advanced level. -The major has been revised to provide students with a clearer understanding of

	Integrate the content and perspectives of the discipline - Understand the development of anthropological ideas - Develop the abilities to apply anthropological knowledge and skills - Self-reflect how anthropological knowledge and skills can effect personal growth and career development. - Understand ethics and professional codes of conduct	Internet sites) - Hands-on experiences - Problem-based learning			the applied nature of the departmental curriculum and Anthropology's broad movement toward engaged research and service. There is now a set of core courses (includes a threshold applied Anthropology course) and a set of upper level courses creating depth and breadth in the discipline. The capstone experience includes an integrative seminar and a senior project that emphasizes application linking classroom training with engagement - Develop more supplementary course evaluations pertaining to specific learning objectives
Students will learn Applied Anthropology P.U.L. 3,4,5,6 Courses: A201 Component of most upper level	- Develop knowledge concerning the process of applied anthropology and ethical issues involved - Develop theoretical knowledge, skill, and abilities to	- Lectures - Readings, - Group discussions - Student group work - Written and other course	- Tests - Writing assignments - Senior exit interviews - Evaluation by external organizations	- Practica allow students to explore career possibilities and apply knowledge learned in the classroom. These projects demonstrate the degree that students have mastered the	- A201: We have developed a course in applied anthropology that is now required of all entering majors, providing a common entry-level introduction to the discipline among all our

courses, but given specific attention in the following: A337 A361 A395 A401 A403 A405 A408 A485 A494 E391 P330 P405	conduct applied anthropology - Gain practical experience in applying anthropology in a variety of community settings - Develop knowledge about various anthropological approaches - Understand ethics and professional codes of conduct	assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on learning experiences - Problem-based learning - Practica - Service-Learning experiences - Opportunities to interact with applied professionals - Oral presentations - Presentations by applied anthropologists and community professionals	- IMIR data - practicum advising and evaluation - Student reflective journals field research	methods, perspectives and knowledge of anthropology. - from IMIR survey: 94% of respondents were currently employed and all felt that anthropology helped them in their job after graduation	students - develop more supplementary course evaluations pertaining to specific learning objectives We have revised the senior practicum. It is now a senior project that can be either a community based applied project or an original research project. Develop assessment tools for senior project that allow us to assess student's ability to use anthropological research methods and perspectives
Students will learn about peoples and cultures of the world. P.U.L.: 3-5 Courses: A395 E300 E310 E316 E320 E326	- Develop -in-depth knowledge of the cultural experiences of people in a particular ethnic group, nation or region -Develop a conceptual and methodological framework for understanding	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual	- Tests - Writing assignments - Senior exit interviews - Evaluations of oral presentations - IMIR data	From IMIR survey: - Majors and graduates reported higher than SLA average - Satisfaction in opportunities to engage in community service and faculty research (which is	- Develop more supplementary course evaluations pertaining to specific learning objectives

E335 E336 E356 P220	other ways of life -Understanding of the nature and impact of such forces as globalization, immigration and development on all societies.	instructional material (slides, overheads, Internet sites) - Hands-on experiences - Oral presentations - Problem-based learning - Field experiences outside the university		predominantly multi-cultural) - Exit interviews confirm that students feel they have a better understanding of diversity in the world and within their own communities	
Students will gain advanced perspectives on principles, concepts, theories and issues in Anthropology. P.U.L.: 1,2,4,5 Courses: A337 A401 A403 A454 B220 B370 B371 B480 E380 E391 E402 E411 E421 E445 E455 E457 E470 L300 L401 P330 P402	- Utilize critical thinking, evaluation and comparison in the examination of theories and perspectives for an anthropological topic - Explore diverse perspectives to investigate anthropological topics - Awareness and comprehension of range of anthropological theories - Ability to analyze a specific aspect of the human experience - Ability to compare, evaluate and synthesize diverse	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on experiences - Oral presentations - Completion of research projects - Problem-based	- Tests - Writing assignments - Senior exit interviews - Evaluation of research projects - Oral feedback from students - IMIR data	-Exit interviews indicate that students feel they had exposure to theoretical perspectives in several classes and that they had obtained both breadth and depth within the discipline	- Develop more supplementary course evaluations pertaining to specific learning objectives - continue to review and revise course sequencing and upper-level offerings in the major; Restructured the upper level courses -Institute alumni surveys to see if graduates feel they were adequately prepared in anthropological theory and perspectives

P405	information - Ability to use anthropological understandings to reach informed decisions	learning - Field and lab experiences			
Students will obtain methods central to anthropological practice. P.U.L.: 1,2,5,6 Courses: A395 A405 E404 P402	- Ability to identify and locate relevant anthropological information on specific topics - Awareness of specific research strategies and techniques - Ability to conduct original research - Ability to communicate research results in a variety of mediums - Understand ethics and professional codes of conduct	- Lectures - Readings, - Group discussions - Student group work - Written and other course assignments - Visual instructional material (slides, overheads, Internet sites) - Hands-on learning experiences - Oral presentations - Problem-based learning - Faculty guided research - Journals	- Tests - Writing assignments - Senior exit interviews - practicum advising - Evaluation by external organizations - IMIR data -Alumni survey	- From IMIR survey: Survey also indicated higher than SLA ave. response in opportunities to engage in community service and faculty research. Exit interviews highlighted student research opportunities as a strength of the program, particularly opportunities to work in the field. This occurred both within regular classes and in classes devoted to method and fieldwork.	- Develop more supplementary course evaluations pertaining to specific learning objectives - Senior seminar has been developed and senior practicum revised to allow broader range of opportunities for students to demonstrate acquisition of methodological expertise. -Develop assessment tools for senior project that evaluate student's mastery of method. -Consider development of student portfolio that highlights student's methodological skills.

| | | - Fieldnotes | | | |
| | | - Field and lab work | | | |

Department committees/procedures: Given the modest faculty size, the Department of Anthropology does not have a formal curriculum committee, rather all faculty are involved in curricular discussions and decision making. The Department shares a strong sense of its focus as community engagement, which is typically considered the essential feature of applied anthropology within our discipline. The teaching of all tenure line faculty and lecturers are reviewed regularly, usually at least once each year in both an upper and lower level course. Tenured faculty are peer reviewed less commonly. Lecturers, though not formally mentored, generally work very closely with one particular faculty member in their research area. Tenure-line faculty are mentored by a primary committee, both in preparation for tenure review and to strengthen ongoing teaching.

Department of Communication Studies

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

Method used	Changes Made	Impact of Changes
Students conduct research projects in the course	Added the requirement for research methods.	Students are better equipped to conduct research in other courses. We have had an increase in the number of students involved in research projects through the use of UROP funds and Crisler scholarships.

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

Department of Economics

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

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

Department committees/procedures: The Department of Economics does not have a curriculum or undergraduate studies committee. Changes in the major are discussed and voted upon by the whole department. The course coordinators for E201, E202, and E270 form committees of full and part time

instructors of their respective courses to review the list of required topics, select the common textbook, and review the common final exams. The senior seminar (the department's capstone course) also has an oversight committee to review its content and function. Every tenure-track faculty member and lecturer is peer reviewed annually. The peer reviews are not announced. They are assigned by the chair of the primary committee. The course coordinators are in charge of peer reviews of part time faculty in their respective courses.

Department of English

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

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

Department committees/procedures

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

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

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

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

Department of Geography

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

Methods used	Changes made	Impact of changes
Individual courses: Exams, term papers, critical analysis of scientific literature, essays, oral presentation exercises, individual research projects, group research projects, student self and peer evaluation, in-class exercises	Continued to enhance integration of tools of spatial analysis in classes at all levels of the curriculum Active learning increased in all classes Increased numbers of field trips/ experiences	Greater student satisfaction Higher rates of graduation and placement
Of the Major	A capstone experience is now required of all majors	

Department committees/procedures: Given the modest faculty size, the Department of Geography does not have a formal curriculum committee, rather all faculty are involved in curricular discussions and decision making. The teaching of all tenure line faculty and lecturers are reviewed regularly, usually at least once each year. Tenured faculty are peer reviewed less commonly. Tenure-line faculty and lecturers are mentored by a primary committee, both in preparation for tenure/promotion review and to strengthen ongoing teaching.

Department of History

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

Department of Philosophy

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

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

Department committees/procedures. The philosophy department as a whole determines requirements for the undergraduate major, the undergraduate minor, the master's degree, and the doctoral minor; it also deals with *general* questions concerning the curriculum. *Ad hoc* committees (consisting of the members most interested) consider proposals for new courses and changes to existing courses. (Since 2001, most of the department's courses have had changes in their descriptions and/or titles.) Proposals for new subtitles

for variable-subtitle courses are reviewed by the chair. The department undertakes regular peer review of teaching and has a mentor system for all junior faculty, including lecturers.

Department of Political Science

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

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

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

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

Methods Used	Changes Made	Impact of Changes
Written tests, projects, essays, group discussions, written assignments, capstone course, research paper, major research paper, participation in seminar	Increased emphasis on religion in human history, continued emphasis on religion and humanities, increased emphasis on interdisciplinary work in lower-level curriculum, attention given to connection between religious studies and other academic fields, connected a number of courses to critical inquiry sections and honors sections. Expanded the use of University College mentor system. In addition, the continued emphasis on the Religious Studies Student Association by the department reaches a lot of students (some of our meetings have had over 100 people). This draws students to our courses. In terms of curricular offerings, the department's new hires, made over the past two years, has	In our efforts to reach students, we seem to be having some success. Enrollments for the academic year are at an all-time high. For the first time ever, the Religious Studies department taught over 1500 students for fall/spring semesters. The mentor is helping cut the drop rate in the sections of 133 where that help is offered (it is yet to be seen how much the overall GPA is affected for those courses).

	greatly expanded the types of courses we can offer.	

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

Department of Sociology

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

Method used	Changes Made	Impact of Changes
Exams, essays, papers, group projects, oral presentations. Also we surveyed our mentors and our graduating seniors for feedback	Launched a capstone seminar to provide closer, organized supervision of capstone students Expanded links between our intro Classes and the thematic learning communities classes. Attempting to refine end-of-semester, common exams for intro classes.	Cannot gauge at present. Will work to document in the upcoming year. Student evaluations for the capstone are uniformly high.

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

Department of World Languages

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

Methods Used	Changes made	Impact of changes made
Oral proficiency interviews (nationally developed tests), oral classroom exercises, simulated situations, evaluation of interactions during study abroad; written assignments, exercises, critical analysis, reflective papers, individual research projects, test projects, essays, portfolios, capstone courses.	Introduction of special purpose language and translation courses in all language programs; improvement in supervision of capstone courses in French, German and Spanish; new immersion-based teaching internships for undergraduate and graduate students in Spanish; DVD-based distance learning and online French course; experimentation with videoconferencing.	Improved oral and intercultural competence; improved academic-professional articulation; improved graduation rate.

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

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

Following an approach similar to that adopted by the School of Science, for the last three years the School of Liberal Arts has asked all of its graduating students to complete a series of surveys and to write short reflections on two of IUPUI's Principles of Undergraduate Learning. The latter are evaluated by the six members of the school's Teaching and Advising committee who rate the student's response on a five-category rating scale:

- **Strong Positive**: Student provides a strong, positive response connecting one or more substantive personal examples of experiencing the principle.
- **Positive**: Student discusses principle in a positive light and provides a personal example of experiencing the principle, but without much amplification.
- **Negative:** Student discusses principle form a negative aspect and provides a personal example, but without much amplification.
- **Strong Negative**: Student provides a strong, negative response and amplifies with one or more substantive personal examples.
- **NA:** Student restates or philosophizes about the principle and provides little or no substantiation in terms of a personal example, or personal example may be superficial.

Evaluations for 2004-2005

	Strong Positive	Positive	Negative	Strong Negative	NA
Principle 1 Core Communication and Quantitative Skills	41	55	4	0	7
Principle 2 Critical Thinking	42	45	1	0	14
Principle 3 Integration and Application of Knowledge	25	41	2	0	8
Principle 4 Intellectual Depth, Breadth, and Adaptiveness	13	16	1	0	3
Principle 5 Understanding Society and Culture	41	70	0	2	9
Principle 6 Values and Ethics	14	20	4	0	9

A summary of the Senior Reflection results is as follows:

1. 487 responses were noted – 437 were deemed classifiable, while 50 were NA

a. Principle 1 = 96 positive, 4 negative and 7 NA
b. Principle 2 = 87 positive, 1 negative and 14 NA
c. Principle 3 = 66 positive, 2 negative and 8 NA
d. Principle 4 = 29 positive, 1 negative and 3 NA
e. Principle 5 = 111 positive, 2 negative and 9 NA
f. Principle 6 = 34 positive, 4 negative and 9 NA
- positive = strong positive plus positive
- negative = strong negative plus negative

2. Six categories were analyzed, having a positive response between 89% and 99% of the time, and negative between 2% and 11% of the time – most feedback fell under the positive category in all areas
   a. Principle 1 = 96% positive and 4% negative
   b. Principle 2 = 99% positive and 1% negative
   c. Principle 3 = 97% positive and 3% negative
   d. Principle 4 = 97% positive and 3% negative
   e. Principle 5 = 98% positive and 2% negative
   f. Principle 6 = 89% positive and 11 % negative
   - positive = strong positive plus positive
   - negative = strong negative plus negative