

Planning for Learning and Assessment – IU School of Liberal Arts 2010

Department/Program: **School of Liberal Arts**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Expansion of 1st semester Themed Learning Communities (TLCs) to six 	<ul style="list-style-type: none"> Familiarization with campus resources; programs (curricular and extra-curricular; and faculty Articulation of personal development plan (PDP) 	<ul style="list-style-type: none"> Introduction (piloting) of ePortfolio as tool for assignments and student reflection Essay about intercultural experience Introduction to online library sources 	<ul style="list-style-type: none"> Direct measures: (additional) TLC-specific student evaluations Indirect measures: 2nd semester retention rate (including focus groups) 	<ul style="list-style-type: none"> Importance of cohort cohesion for retention (perception of students' semester success) Positive impact of collaborative, thematic approach 	<ul style="list-style-type: none"> Implementation of 2nd semester TLCs to capitalize on 1st semester experiences and retention success Enhanced planning (
<ul style="list-style-type: none"> Implementation of online "intent to graduate" survey (after 86 cr hrs) 	<ul style="list-style-type: none"> Design of questions to gauge student learning and satisfaction 	<ul style="list-style-type: none"> Design of scaled and ranked questions to gauge student learning and satisfaction to allow for range of and detail in responses 	<ul style="list-style-type: none"> Direct measures: PUL-focused questions Indirect measure: essay about impact of courses and program(s) in the School of Liberal Arts 	<ul style="list-style-type: none"> Only preliminary findings at this point Need for developing systematic and long-term analytical tools and reports Some glitches in implementation Issues with compliance 	<ul style="list-style-type: none"> Improved administration of survey Enhanced compliance Refinement of survey instrument, if necessary
<ul style="list-style-type: none"> Implementation of comprehensive PUL articulation (in syllabi); publication (on website and print), and (campus-wide) assessment plan 	<ul style="list-style-type: none"> Ability of students to recognize (and identify) the PULs across the liberal arts curriculum and all of its composite courses 	<ul style="list-style-type: none"> Chairs and program directors advise and oversee (typically by procedures and policies determined by the respective program's curriculum committee) the systematic and comprehensive 	<ul style="list-style-type: none"> School-wide: "intent to graduate" survey 	<ul style="list-style-type: none"> Survey instrument is new– no findings yet 	<ul style="list-style-type: none"> Development of procedures and policies to assure relevant updating of website and printed materials (including the <i>Bulletin</i>)

		<p>incorporation of the PULs in the syllabi</p> <ul style="list-style-type: none">• The dean's office implemented the systematic and comprehensive listing of the PULs on its exemplary "course offerings" tools on the SLA website• The dean's office oversees the incorporation of the PULs in the SLA degree programs and plans			
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Department/Program: **ANTHROPOLOGY**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Implementation of coursework that provides students with an overview of the discipline and its multiple applications 	<ul style="list-style-type: none"> An understanding of the broad scope of the human condition The ability to develop skill in cultural competency and cross-cultural communication Learning outcomes associated with PULs 1-6, and especially those pertaining to critical thinking, understanding societies and cultures, and values and ethics 	<ul style="list-style-type: none"> Written assignments Research projects Lab projects Hands-on learning experiences Small group projects In class discussions In class exercises Assigned readings Co-curricular activities Fieldwork projects Service learning projects Journaling Problem-based learning Oral presentations Professional development opportunities (i.e., conference attendance) Internships/practica 	<ul style="list-style-type: none"> Exams/quizzes Written assignments Lab projects Self-assessments External evaluations (e.g., CTL) Journals Portfolios Peer evaluations Oral and/or written feedback from faculty 	<ul style="list-style-type: none"> Senior exit interviews indicate that students feel they have achieved a broad understanding of the discipline and the value of community engagement 	<ul style="list-style-type: none"> Greater alignment of courses to PULs Implementation of select PULs in various courses Diversified course offerings Diversified course assessments Faculty engaged in professional development to enhance their teaching Use of supplementary course evaluation items to assess specific learning objectives
<ul style="list-style-type: none"> Provide students with an opportunity to apply acquired knowledge and methods of the discipline in the 	<ul style="list-style-type: none"> Identify a key question for investigation Design a research proposal Carry out approved 	<ul style="list-style-type: none"> Senior Project proposal Senior Project portfolio Faculty supervision of development and 	<ul style="list-style-type: none"> Approval of a Senior Project proposal (A413) Successful completion of a Senior Project 	<ul style="list-style-type: none"> Appropriate revisions to project undertaken and re-submitted Student application of learned 	<ul style="list-style-type: none"> Courses taught on a rotational basis among full-time faculty Capstone committee

<p>completion of a senior capstone experience</p>	<p>proposal research in collaboration with an agency, organization or external mentor</p> <ul style="list-style-type: none"> • Writing a research paper or report • Learning outcomes associated with PULs 1-6, and especially pertaining to the integration and application of knowledge 	<p>execution of individual projects</p> <ul style="list-style-type: none"> • Agency or outside mentor supervision • Committee oversight of proposal development and approval • Committee approval of project completion • Internships/practica • Library research 	<p>(A412)</p> <ul style="list-style-type: none"> • Feedback from capstone committee • Feedback from faculty advisor • Review of student progress in consultation with agency or external mentor 	<p>classroom knowledge</p> <ul style="list-style-type: none"> • Student exploration of career options • Student application of disciplinary methods 	<p>composition rotates among full-time faculty</p> <ul style="list-style-type: none"> • Use of supplementary course evaluation items to assess specific learning objectives
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Planning for Learning and Assessment – IU School of Liberal Arts 2010

Department/Program: ASL/English Interpreting

1. Program Goal(s)	2. Identification of Student Learning Outcomes (What will students know or be able to do?)	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Articulation and discussion of competencies of ASL/EI Majors 	<ul style="list-style-type: none"> Comparison of competencies as defined by the professional organization (Registry of Interpreters for the Deaf, Inc.) 	<ul style="list-style-type: none"> Creation and discussion of student learning outcome rubrics for introductory and advanced classes (aligned with IUPUI's PULs) 	<ul style="list-style-type: none"> Creation and discussion of assignment (grading) rubrics for introductory and advanced classes 	<ul style="list-style-type: none"> Planning of assessment of outcomes according to the student learning outcomes and grading rubric 	<ul style="list-style-type: none"> Changes in curriculum to reflect research in the field Added courses to reflect need for more content in ASL and ASL/EI New courses being developed for additional content
<ul style="list-style-type: none"> Review of student learning outcomes 	<ul style="list-style-type: none"> Ability to interpret meaning Ability to produce an utterance in a target language that conveys the original intent and maintains dynamic equivalence 	<ul style="list-style-type: none"> Analysis of linguistic utterances (expressed and implied) and contextual factors Manage the overall interpreting process Mentoring partnership 	<ul style="list-style-type: none"> Direct measures: PUL-focused questions Indirect measure: discussion of expectations for ASL/EI graduates 	<ul style="list-style-type: none"> Assessment of student success in observation/practicum with mentor 	<ul style="list-style-type: none"> Refinement, possible requirement of more observation/practicum hours
<ul style="list-style-type: none"> Review of Major 	<ul style="list-style-type: none"> Discussion of competencies for ASL/EI majors 	<ul style="list-style-type: none"> All components of interpreting, including bilingual/bicultural abilities; text analysis; ethical behavior; effective business practices and effective self-care 	<ul style="list-style-type: none"> Discussion of expectations for ASL/EI graduates across specializations 	<ul style="list-style-type: none"> Ongoing assessment of students' knowledge and skills in languages and interpreting 	<ul style="list-style-type: none"> Ongoing discussion (including SLA-wide considerations for general education review)

Planning for Learning and Assessment – IU School of Liberal Arts 2010

Department/Program: **COMMUNICATION STUDIES**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Increase international and study abroad opportunities for students 	<ul style="list-style-type: none"> Recognize their own cultural traditions and that of other countries Compare and contrast the diversity and universality of societies Understand the connectedness of global communities 	<ul style="list-style-type: none"> Analyze culture during 2-week visit Interview locals and students in host country Complete research paper in which findings are analyzed 	<ul style="list-style-type: none"> Depth and sophistication of paper Report and participation level in international conference 	<ul style="list-style-type: none"> Number of successful submissions and presentations Student completion of the courses 	
<ul style="list-style-type: none"> Increase opportunities for good citizenry 	<ul style="list-style-type: none"> Students have the opportunity to observe and appreciate the diversity of gender-related experiences within Indianapolis. Students have to do work that enhances society—even when they know nothing about it. All based on PULs 1.2.4 in particular 	<ul style="list-style-type: none"> Compare and contrast experiences by performing volunteer work at one local organization (i.e. Wheeler Mission, Boys and Girls Clubs, or an organization of choice) . All based on PULs 1.2.4 in particular 	<ul style="list-style-type: none"> Completing field notes and analysis paper about their observations 	<ul style="list-style-type: none"> ongoing 	

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Department/Program: **ECONOMICS**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> • Capstone Experience 	<ul style="list-style-type: none"> • Students should be able to use simple economic models in the analysis of real world economic issues and organize data effectively to support that analysis. 	<ul style="list-style-type: none"> • Students turn in written analysis of published articles, make presentations in class, and write a research paper summarizing their findings. 	<ul style="list-style-type: none"> • Cogency of arguments, accuracy of economic models presented, and persuasiveness of data used in support of analysis. 	<ul style="list-style-type: none"> • Students can generally make logical arguments but have difficulty using economic models to inform their analysis. Ability to incorporate supportive data varies widely. 	<ul style="list-style-type: none"> • Instructors of upper-division courses are experimenting with ways of incorporating exercises that provide students more opportunity to combine economic modeling and data analysis. Senior Seminar continues to emphasize these competencies.

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Department/Program: **ENGLISH**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Review of student learning experiences and outcomes in English capstone course 	<ul style="list-style-type: none"> Reflect on accomplishments as an English major and liberal arts student. Explore ways English major can contribute to life professionally, academically, & personally. Explore in depth a topic of interest in English studies <ul style="list-style-type: none"> -builds on previous work as a major, and -relates to future plans 	<ul style="list-style-type: none"> Research paper Journal assignments Class Presentations 	<ul style="list-style-type: none"> Discussion of expectations for graduates <ul style="list-style-type: none"> -Dept. Teaching Symposium -Program Directors Mtg English Major Senior Exit Survey to be administered in Capstone course 	<ul style="list-style-type: none"> Single capstone for all five English concentrations not fully meeting student needs nor providing culminating experience Senior Exit Survey under development 	<ul style="list-style-type: none"> Moving toward concentration-specific capstone option for each of the English concentrations Looking at development of specific internship experiences as capstone option
<ul style="list-style-type: none"> Identify and articulate PULs for every English course 	<ul style="list-style-type: none"> Recognize PUL goals and develop as students in all areas identified by the PULs 	<ul style="list-style-type: none"> Assignments vary by course and PUL identified, typically: papers, projects, and discussions 	<ul style="list-style-type: none"> At least one specific assignment is identified in each course to evaluate progress toward PUL, using scale developed by campus 	<ul style="list-style-type: none"> Findings for 2010 not reviewed yet. 	<ul style="list-style-type: none"> Not yet determined

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Department/Program: **GEOGRAPHY**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Increase international course offerings and opportunities for study abroad 	<ul style="list-style-type: none"> Students will develop enhanced understanding and appreciation for cultural and environmental geographic themes in international contexts 	<ul style="list-style-type: none"> Locally, students meet with recent immigrants who participate in interviews about cultural and environmental phenomena in other countries Students travel to other countries to experience different cultures and natural environments first-hand as part of a new study abroad course in the Caribbean 	<ul style="list-style-type: none"> Students are assessed with quizzes, examinations, and writing assignments including research projects and essays that challenge them to demonstrate knowledge of cultural and environmental geographic themes in international locations 	<ul style="list-style-type: none"> Assessment findings are summarized by instructors in individual courses through grading of individual assignments and an overall course grade 	<ul style="list-style-type: none"> A new field course on the Caribbean Geography and classroom-based course on the Geography of Africa have been added to the curriculum Students now have a broader selection of internationally-focused courses to elect within the program

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Department/Program: **HISTORY**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Articulation and discussion of competencies of history majors 	<ul style="list-style-type: none"> Comparison of competencies as defined by the professional organization (American Historical Association [AHA] and the European Bologna Process “Dublin Descriptors” 	<ul style="list-style-type: none"> Creation and discussion of student learning outcome rubrics for introductory; upper-level; and capstone courses (aligned with AHA defined competencies; Dublin Descriptors; and IUPUI’s PULs) 	<ul style="list-style-type: none"> Creation and discussion of assignment (grading) rubrics for introductory; upper-level; and capstone courses 	<ul style="list-style-type: none"> Planning of assessment of outcomes according to the student learning outcomes and grading rubrics 	<ul style="list-style-type: none"> No assessment-based improvements possible yet
<ul style="list-style-type: none"> Review of student learning outcomes in capstone course 	<ul style="list-style-type: none"> Lack of consistent and consistently high standards of student achievements in capstone course 	<ul style="list-style-type: none"> Research paper 	<ul style="list-style-type: none"> Discussion of expectations for history graduates 	<ul style="list-style-type: none"> Assessment of student success in pre-capstone seminar for history majors 	<ul style="list-style-type: none"> Refinement, possible requirement of pre-capstone seminar for history majors
<ul style="list-style-type: none"> Review of major 	<ul style="list-style-type: none"> Discussion of competencies for history majors 	<ul style="list-style-type: none"> All components of research paper, including historiography; text analysis; bibliography 	<ul style="list-style-type: none"> Discussion of expectations for history graduate across fields and specializations 	<ul style="list-style-type: none"> Ongoing assessment of research papers in capstone course 	<ul style="list-style-type: none"> Ongoing discussion (including school-wide considerations for general education review)

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Department/Program: INDIVIDUALIZED MAJOR PROGRAM

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Prepare IMP for foreseeable retirement of Director within the next 5 years and improve structures in view of growth in student population 	<ul style="list-style-type: none"> Students will continue to enter and graduate from the program with minimal disruption and potentially a more effective organization 	<ul style="list-style-type: none"> Administrative and advising staff attend meeting of emerging national IMP professional organization at IUB in March 	<ul style="list-style-type: none"> Smooth transition to new Director Improved administrative structure and support for students 	<ul style="list-style-type: none"> Director will retire sooner than anticipated in May 2011: AAACK. Good thing we planned ahead! 	<ul style="list-style-type: none"> Program review scheduled for Spring 2011 should help guide transition with useful advice from improving program and hopefully get a candidate for new Director.
<ul style="list-style-type: none"> Improve operations to better serve a growing student population 	<ul style="list-style-type: none"> Students will complete major proposals earlier in the semester making for a better work flow with more even distribution of work for students, staff and faculty Capstone procedures will be clearer; more students will successfully complete projects with defense before exam week 	<ul style="list-style-type: none"> Effort to male instructions of recruitment and instructions of forms and procedures and deadlines clearer. Increased use of IMP list serve to communicate deadlines with students and advisors 	<ul style="list-style-type: none"> More major proposals and capstone projects are submitted according to the schedule 	<ul style="list-style-type: none"> Need for more documents and better advising with more program support 	<ul style="list-style-type: none"> Deadlines are being publicized more effectively; New website design More intense and more effective use of admin asst and advisor to screen, advise & support students New email account Regular revision of forms and instructions

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Department/Program: **INTERNATIONAL STUDIES**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Integration and application of knowledge (PUL 3) 	<ul style="list-style-type: none"> Review of student learning outcomes in capstone course. 	<ul style="list-style-type: none"> Comprehensive research paper. 	<ul style="list-style-type: none"> Evaluation of research papers. 	<ul style="list-style-type: none"> Lack of consistently high standards of achievement in the capstone course. 	<ul style="list-style-type: none"> Require writing assignments in INTL I 100.

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Department/Program: **MUSEUM STUDIES**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Train self-reflective students with a mastery of ethical issues in the museum field 	<ul style="list-style-type: none"> Students will demonstrate an understanding of the application of museum ethics to a variety of professional practice concerns. Students will value the importance of museum ethics as a competency of a museum professional. 	<ul style="list-style-type: none"> Ethics Bowls – students write ethical scenarios, debate them in judged, competitive rounds, and write a reflective essay about the experience. Two Ethics Bowls are mounted during the Introduction to Museum Studies 	<ul style="list-style-type: none"> Students' attainment of knowledge of ethics and critical reasoning is judged by evaluation of their written scenarios, peer judging of ethical debates, and evaluation of reflective essays 	<ul style="list-style-type: none"> Students demonstrate an increased understanding of ethical issues through their written work and through their debates of the scenarios. Students report in course evaluations that they value the learning experience of participating in the ethics bowls. Students demonstrate in their reflective essays an understanding of the value of ethics in the museum profession. 	<ul style="list-style-type: none"> The structure of the ethics bowl has been revised and refined to maximize the learning outcomes with the addition of the reflective essay, the invitation of "celebrity" judges (museum professionals) to judge the final round, and more opportunity for commentary and feedback both during the rounds and sharing the judges' comments with the students after the EB.

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Department/Program: **PHILANTHROPIC STUDIES**

1. Program Goal(s)	2. Identification of Student Learning Outcomes (What will students know or be able to do?)	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Increase understanding about the new major in Philanthropic Studies 	<ul style="list-style-type: none"> Students will know about Major and Minor in PHST 	<ul style="list-style-type: none"> Create Major and Minor Checklist, Information materials about the Major Post materials on SLA, UC, and COP websites for accessibility Work with Dev/Comm to use Social Media tools to promote new major and student stories. 	<ul style="list-style-type: none"> Increased enrollment in Philanthropic Studies courses. Increased number of declared Majors in Philanthropic Studies. Interviews with PHST Majors Focus group with PHST Majors 	<ul style="list-style-type: none"> Students with declared Major in PHST can accurately describe the program to others. Create list of recommendations from focus group of PHST Majors on ways to promote the program 	<ul style="list-style-type: none"> Track materials, events, and methods of promotion and recruitment. Involve PHST students in promotion and recruitment initiatives.
<ul style="list-style-type: none"> Refine the proposed student learning outcomes in Philanthropic Studies to support student learning and teaching in undergraduate courses 	<ul style="list-style-type: none"> PHST faculty will come to consensus on proposed student learning outcomes. Students will know the learning outcomes for PHST courses. 	<ul style="list-style-type: none"> Syllabi for all PHST undergraduate courses will identify student learning outcomes that align with PHST and PUL's. 	<ul style="list-style-type: none"> End of course assessment will provide feedback on the degree to which each PHST course aligns with targeted learning outcomes. 	<ul style="list-style-type: none"> Create rubrics based on PHST student learning outcomes for use in assessment of assignments in undergraduate courses. 	<ul style="list-style-type: none"> Post PHST syllabi through the Payton Philanthropic Studies Library as evidence of an emerging field of study.

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Department/Program: **PHILOSOPHY**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Knowledge of philosophical problems. 	<ul style="list-style-type: none"> Know and understand the major questions, positions, distinctions, and arguments in the main branches of philosophy, e.g., in ethics, metaphysics, and epistemology. 	<ul style="list-style-type: none"> Lectures, readings, handouts, class discussions, films, field trips (to museums and performances), and focused writing assignments. 	<ul style="list-style-type: none"> Tests, writing assignments, and class discussions, and oral feedback from students. 	<ul style="list-style-type: none"> Within our dept. curriculum, some of the most central problems and topics of philosophy are not being covered with quite enough frequency. E.g., some majors have little acquaintance with metaphysics. 	<ul style="list-style-type: none"> Increased frequency of some core-topics courses. E.g., Metaphysics (P385), Philosophy of Mind (P468), and the Philosophy of Aristotle (P418) will be offered in 2011, and either Epistemology (P369) or Philosophy of Language (P368) will be offered in 2012

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Department/Program: **POLITICAL SCIENCE**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Core communication skills. 	<ul style="list-style-type: none"> Competency in analytical writing. 	<ul style="list-style-type: none"> Written assignments: exams, papers, critical reflections of assigned readings. 	<ul style="list-style-type: none"> Evaluation of written assignments. 	<ul style="list-style-type: none"> Uneven results across students and ongoing review of the quality of writing and communication among political science students. 	<ul style="list-style-type: none"> Encourage the use of the writing center, library resources etc.

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Department/Program: **RELIGIOUS STUDIES**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> Completion of 3-year pilot period for revamped REL-R433: "Theories of Religion" capstone course. (This redesigned capstone course was inaugurated in 2008 and is being taught for the third time in the current semester, Fall 2010.) 	<ul style="list-style-type: none"> Be conversant in the tradition of critical theoretical reflection about religion. Apply this tradition of theory to a particular research project. Share research with fellow students and make theoretical connections across diverse topics. 	<ul style="list-style-type: none"> Lectures, readings, and class discussions focusing on the major ideas of classic theorists of religion (e.g., Durkheim, Eliade, Evans-Pritchard, Frazer, Freud, Geertz, Tylor, Weber). 	<ul style="list-style-type: none"> Direct measures: in-class tests, final graded research paper. Indirect measures: professor-student consultations (including post-semester conversations with the department's undergraduate advisor about the effectiveness of the new R433 model). 	<ul style="list-style-type: none"> Findings are preliminary at this point (pending the completion of the 2010-11 academic year). Students in the first two cohorts (2008 and 2009) responded positively to the common research seminar model. (Previously, capstones were completed as independent studies.) Some students reported a desire for greater emphasis on theory throughout the 4-year curriculum. 	<ul style="list-style-type: none"> Frequent comparison of notes among faculty to identify the most effective pedagogical strategies for teaching difficult theoretical concepts. More intentional discussion among the department's faculty about how to integrate theory seamlessly in courses on a variety of subjects.

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Department/Program: **SOCIOLOGY**

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in-class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes (PULS)	Assessment Findings	Assessment-based Improvements
<ul style="list-style-type: none"> Enhance student learning through collaborative learning, independent study, service learning, and internship opportunities 	<ul style="list-style-type: none"> Students will have experience in applying the concepts and methods of Sociology in settings outside of the classroom. (Fulfills PULs # 3 and 4) 	<ul style="list-style-type: none"> Service Learning Opportunities added to R100, R121, R314, R330, R345 Research Independent Study option for capstone course Internship option for Sociology elective and the capstone course 	<ul style="list-style-type: none"> “DEAL” Assessment Rubric¹ used to evaluate Service Learning experiences. Final research paper for grading the Independent Study. Evaluation by both placement supervisor and faculty mentor. End-of-semester survey to get service learning feedback from students <p><small>1 Sarah L. Ash and Patti H. Clayton. 2009. Learning Through Critical Reflection: A Tutorial for Service Learning Students. Distributed through IUPUI Center for Service and Learning.</small></p>	<ul style="list-style-type: none"> 2 faculty involved in SOTL research to measure student improvement² Up to individual faculty member Midterm and end-of-term evaluation forms show high satisfaction by both student and employer Preliminary results have yielded very positive feedback and high levels of satisfaction 	<ul style="list-style-type: none"> Measurable improvements in faculty grading styles. Determined by individual faculty. Several students have been offered full-time jobs at their place of internship

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Department/Program: WORLD LANGUAGES AND CULTURES

1. Program Goal(s)	2. Identification of Student Learning Outcomes	3. Assignments (in class or out of class) to Realize Student Learning Outcomes	4. Measures for the Achievement of Student Learning Outcomes	5. Assessment Findings	6. Assessment-based Improvements
<ul style="list-style-type: none"> To familiarize students with one (or more) of the most important international languages and cultures in order to enhance their global effectiveness through up-to-date cross-linguistic and cross-cultural knowledge and competence To train students' basic communicative and linguistic abilities (listening, speaking, reading and writing) in one (or more) other language than English, with the inclusion of the strategic languages Arabic and Chinese, as a core 	<ul style="list-style-type: none"> PUL #1c, i.e. students' demonstrated ability to communicate effectively with speakers of their target language is the major learning outcome of all modern language courses, from beginning to advanced levels, including specialized courses in translation and interpretation. To that end, courses in several programs, particularly in Spanish, incorporate service-learning opportunities with local schools and organizations. Co-curricular activities and study abroad opportunities are also 	<ul style="list-style-type: none"> PUL #1: targeted exercises, quizzes, tests and examinations; oral presentations and/or multimedia products; PUL #5: short to long written essays and commentaries on specific topics of study, texts, films or cultural themes; individual contributions to class discussion, oral presentations, or multimedia products PUL #2: reflective or in-depth research papers and/or oral 	<p>Internal Measures of Achievement:</p> <ul style="list-style-type: none"> The Capstone course portfolio and oral presentation to a Faculty Committee in the target language serves as the most recognized internal measure of achievement of students' learning outcomes in Spanish, French and German prior to graduating with a B.A. in their discipline. At the end of their capstone course, students present a portfolio demonstrating their language proficiency, content knowledge and critical thinking abilities to a Faculty Committee. Other measures of 	<p>The last comprehensive assessment of the Department of World Languages and Cultures was conducted on March 27-28, 2008 by a team of external experts. The findings of the WLAC Program Review, delivered on May 27, 2008, emphasized the following relevant points:</p> <ul style="list-style-type: none"> "World language communication skills... help students to be successful in all their courses, and thus contribute heavily to institutional goals for better retention and graduation rates." (p.2) With respect to WLAC's growing emphasis on 	<p>The following summary recommendations made by the Program Review Report are focus for on-going assessment-based improvement:</p> <ul style="list-style-type: none"> Integration and utilization of assessment feedback into teaching goals and strategies Integration and utilization of discipline norms of language proficiency in regard to student outcomes at every level Utilization of the outcomes of the Spanish capstone course as a model of informing other capstone courses.

<p>component of the Liberal Arts general education requirement, or as an Arts and Humanities elective in most other IUPUI schools</p> <ul style="list-style-type: none"> • To develop minors and majors' ability to communicate orally and in writing in a second language to reach an advanced level of proficiency • To engage minors and majors of another language in exploring, analyzing, and comparing the cultural traditions, practices, and perspectives of another country or cultural region through a variety of interdisciplinary, specialized or applied courses taught , whenever possible, in the target language of exploration in order to develop students' cross-cultural knowledge 	<p>cultivated by all programs as important stepping stones to achieving advanced language proficiency.</p> <ul style="list-style-type: none"> • PUL #5, i.e. students' demonstrated ability to compare and contrast the range of diversity and universality in human language, historical tradition, societies, and ways of life, particularly as it applies to their focus of study is the major emphasis for all specialized advanced courses in the modern languages, and all intermediate to advanced courses in Classical Studies. • PUL #2, i.e. students' demonstrated ability to apply the process of disciplined critical thinking to their focus of study, is the major learning outcome of the capstone course in the major, as well as a selection of advanced culture, 	<p>presentations on specific topic of emphasis</p>	<p>achievement are language-specific.</p> <ul style="list-style-type: none"> • The plan of study for the Spanish majors includes a language ability diagnostic test administered at the onset of the 300-level course sequence, to identify students in need of remediation. • In other language programs, admission to study abroad programs function as an internal measure of academic achievement, as applicants are screened on the basis of demonstrated language proficiency and cross-cultural knowledge at the level required for acceptance in their chosen program. This applies, for ex. to the selection of the exchange students for the semester or year-long academic program in Hakuoh, Japan, which takes place at the end of the third-year Japanese course, or 	<p>applied professional courses, the Program Review noted that: "The unit has developed innovative and exemplary programs in response to institutional and state priorities as well as changing students' needs." (p.4)</p> <ul style="list-style-type: none"> • "In terms of national discipline standards related to student outcomes, the WLAC department is at a place that other language and culture departments will want to be in their authentic assessment of student learning."(p.22) In particular, the Spanish capstone courses, S487 and S498, were singled out as a "model" of assessment procedures for language majors. 	
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base and critical thinking abilities.	literature and linguistics courses.		to the selection of students for the Summer Internship in Baden-Württemberg, Germany.		
			<p>External Measures of Achievement:</p> <ul style="list-style-type: none"> • Acceptance in competitive graduate school program, including financial support, fellowships, research or teaching assistantships • Successful competitive scholarship applications • Employment in public or private sector based on advanced cross-linguistic and cross-cultural competence, either in the US or in target country, or region • Scholarly or professional publications or published translations • External awards or marks of recognition The DELE, or Diploma of Spanish as a Foreign 		

			Language, an internationally recognized language proficiency test, is administered locally by Spanish program faculty.		
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