

**Indiana University School of Social Work**

**Labor Studies Department**

**PRAC Assessment Report**

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**Submitted by**

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## Executive Summary

This report highlights accomplishments in assessment for the 2012-2013 academic year. It serves to present data and work completed and pending from the academic year 2012-2013. It also offers data on student learning outcomes statements and delineates an on-going assessment plan. The Labor Studies (LS) program is offered on multiple campuses with degree granting programs on the following IU campuses: Indianapolis, Bloomington, Kokomo, Fort Wayne, South Bend, and Northwest. In addition, students can seek degree information and enroll in Labor Studies courses on the Columbus, East and Southeast campuses. On all nine Indiana University campuses we offer online courses and on select campuses face-to-face courses. The information presented herein responds to the needs and requests of assessment carried out primarily on the IUPUI campus.

The LS program prepares professionals for positions as labor and union advocates, managers, leaders, supporters and other related work within the field of Labor Studies. The program is designed as an interdisciplinary major for college students and working adults seeking a university-level education. The Program caters to students with diverse backgrounds and educational needs – from adult learners to traditional students – in the areas of work, the workplace, organized labor, labor and social movements, the impact of global markets, and changing institutions.

Upon completion of the Labor Studies degree, graduates are prepared to assume leadership roles in the workplace and in communities. They are considered to be well rounded critical thinkers trained with a liberal arts foundation to value the well-being of workers, working people, and their organizations.

A noted point of accomplishment is that in addition to conducting work on assessment this year, our Program became a Department. This accomplishment has added credibility and much needed visibility to our work in Labor Studies. We are proud to continue forward as a Department under the auspices of the School of Social Work.

The Labor Studies program uses three measures of on-going student learning assessment on the IUPUI campus. Specifically we use the Principles of Undergraduate Learning in its modest form, the end-of-semester course evaluations with four embedded questions linked to student learning outcomes, and course specific assessments. In demonstrating growth, this report spotlights two other measures of assessments identified for implementation in the last academic year and its results with areas of improvements noted.

***The Vision of the Labor Studies Program states:***

*Indiana University Labor Studies will be the leading, collaborative program in labor and work issues in interdisciplinary scholarship, education, training, and empowerment nationally and internationally.*

***Labor Studies Mission:***

- Provide credit and non-credit university-level education for current and future workers to increase knowledge, understanding, and critical thinking about work and labor organizations within today's global context;
- Broaden access to the university for working-class and other underserved constituencies, providing opportunities for life-long learning and college degrees;
- Collect, systematize, and create new knowledge in collaboration with our students;
- Examine the global socio-economic system and the impact of its inequalities on working people;
- Promote respect for workers and understanding of working class histories, experiences, perspectives and knowledge;
- Empower our constituents to be engaged citizens and social and political agents of change who will create a more just and equitable world of work.

It is within the parameters of this mission that we devoted energies to excel in education, research, and service.

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## Indiana University School of Social Work

### Labor Studies Department

#### 2013 Student Assessment Report

In 2011-2012 the Labor Studies Department Assessment Report shared some successes and challenges but also included a plan to better self-assess its performance to meet the changing and evolving nature of higher education and the needs of students seeking the degree. The specific self-directed parameters for growth included

1. Adding an exit survey to each course
2. Revising program objectives to capture what the program really does well in regards to students and their learning
3. Determining the use of rubrics
4. Evaluating use of more service learning projects or micro case study analysis based on location
5. Emphasizing and adding, where possible, more capstone research based projects
6. Emphasizing and marketing enrollment in the L285 Assessment Project as a capstone not only for Associates degree students but for all degree granting levels
7. Emphasizing and marketing enrollment in the portfolio development courses
8. Generating new interest and enrollment in capstone and Lab courses

It was determined that of the eight (8) items, items #4 through #8 would be deferred to a later time since there was an ongoing assessment of the curriculum and courses. It was also determined that items #3 and #4 would have to take place at the instructor level. Therefore much of the assessment work for the academic year 2012-2013 focused on items #1 (*Adding an exit survey*) and #2 (*Revising program objectives to capture what the program really does well in regards to students and their learning*).

More specifically, the assessment focuses on two items from the LS on-going Plan for assessment which included self-assessing the curriculum for strengths and gaps. Second, to generate qualitative and quantitative data on cumulative student learning outcomes, this captured students' perception of their own learning through exit surveys. The methodology for completing the assessment and generating the data for each category is noted below under its respective heading.

The findings suggest that students feel on average, that they are learning and meeting all the student learning outcomes. They rated each of the 13 learning outcomes in the survey a 3.68 and higher. Much of their feedback was also in alignment with the assessment of the curriculum by faculty.

## Part I

### Curriculum -- Course Content Assessment

#### Overview

The Labor Studies curriculum was formulated on the Department's vision and mission emphasized through program goals and objectives. With a focus on the rapidly changing conditions of work within a national and global perspective, the LS department aims to prepare students to respond to the challenges faced by labor institutions and strengthen the qualities of the workforce. LS degree graduates are prepared to assume leadership roles in the workplace and in communities. They are considered to be well rounded critical thinkers trained with a liberal arts foundation to value the well-being of workers, working people, and their organizations through skills and knowledge to support, strengthen, advocate, and promote the history and developments of the labor movement locally and globally with an emphasis on social and economic justice.

The summary report presented herein informs how and what may be needed to move the LS Department forward. It also highlights the combined efforts of all LS stakeholders engaged in the on-going assessment of the curriculum in preparing our students for future practice in the Labor Studies field.

#### Method

In examining the curriculum it was important to determine what percentage of the current courses (22) were meeting the goals and objectives of the Department and which needed to be enhanced, modified, or deleted. To accomplish this, over the last academic year all faculty were asked to evaluate their courses for alignment with the **LS Goals**:

**Goal 1-** Enhance Well-being,

**Goal 2 -** Support and strengthen the labor movement,

**Goal 3 -** advocate on behalf of workers and their organizations,

**Goal 4 -** Have a broad liberal arts foundation and critical thinking, and

**Goal 5 -**Be prepared for life-long learning)

and fourteen (14) **LS Objectives**:

- 1) Analyze the impact of globalization on working class and diverse groups,
- 2) Analyze how global issues affect local, regional, and national labor markets,
- 3) Apply knowledge of labor and working class movements from a global perspective,
- 4) Apply advocacy strategies to strengthen the labor movement,
- 5) Apply advocacy strategies of social change and related skills to support the labor movement,
- 6) Demonstrate the values and conduct congruent to social and economic justice principles,
- 7) Demonstrate knowledge about workers and their organizations,
- 8) Demonstrate knowledge and skills to effectively advocate for the well being of the working class and their organizations,
- 9) Demonstrate knowledge and skills to effectively advocate and mobilize resources for the unemployed,
- 10) Apply knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others,
- 11) Assess the role of liberal arts at supporting justice and equality to working people,

- 12) Apply critical thinking skills in the process of inquiry to advance working class and social movement causes,
- 13) Demonstrate commitment and skills to continuing education and lifelong learning in an ever-changing world of work, and
- 14) Demonstrate commitment and skills to become agents of change to promote a just and equitable world of work.

and create a list for what they thought needed to be covered in the curriculum. A basic template of the objectives and goals were generated and shared. Faculty placed an 'x' where they believed the goal or objectives were covered in any of their courses of the twenty-two (22) offered. They then generated a list of content areas they thought were important or necessary to be covered in the curriculum in addition to the objectives to meet the goals of the Department. The data was then collected and analyzed for numbers, percentages, and relationships. The findings are highlighted below.

### **Course Content Assessment Findings**

The result was a list of 81 items (See Appendix A) thought to be necessary to be covered in the curriculum. Of the 81 items identified as needed knowledge in the curriculum to prepare graduates for future practice in Labor Studies, the results showed that **68% (55)** were already adequately being covered in the curriculum. However, it showed that at least **31.8% (26)** were absent or poorly represented in the curriculum and needed to be added if still deemed necessary.

The results suggested, that of the twenty-two (22) courses reviewed for the eighty-one (81) content areas deemed as necessary in the curriculum to prepare graduates, seven (7) content areas showed (0%) or are not present anywhere in the curriculum (**See Table 1**).

**Table 1 – Content not Covered Adequately or Absent in the Current Curriculum**

- |                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>a. (content #10) Networking</li> <li>b. (content #17) Investigation</li> <li>c. (content #72) Career options versus action</li> <li>d. (content #71) Principles behind critical analysis</li> <li>e. (content #73) Role of Educational interruption</li> <li>f. (content #74) How to break routine</li> <li>g. (content #78) Knowledge of crisis management</li> </ol> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In addition, the results showed that the LS faculty was very effective at preparing their students for future practice. For instance of the 81 content areas deemed necessary, LS was covering to some degree 91.3% (**74**). Of this coverage area however, there is some indication of saturation in the curriculum. More specifically there were ten (10) course content areas, that when combined, represented over 59% of the curriculum content coverage emphasis (**See Table 2**). These courses in general ranged from critical thinking, using interdisciplinary, political, and diverse perspectives to definition of class, analyzing events systematically, and role of collective action in social change. The course content covered the most in the current curriculum was "*Skills in analyzing events in a systematic and structural manner*" with (81%) of the 22 courses covering this content area.

**Table 2 – 10 Saturated Content Areas**

a)	(Content #1) Definition of class (59.09%)
b)	(Content #6) Critical Thinking (63.63%)
c)	(Content #13) Political Perspectives (68.1%)
d)	(Content #43) Role of collective action in social change (77.2%)
e)	(Content #50) Issues of race, gender, and ethnicity (63.6%)
f)	(Content #61) Skills in using interdisciplinary perspectives (59.09%)
g)	(Content #63) Skills in critical thinking/research methods (68.1%)
h)	(Content #64) Knowledge about diverse perspectives (63.6%)
i)	(Content #66) Skills in analyzing events in a systematic and structural manner (81%)
j)	(Content #77) Writing/oral skills (63.6%)

**Department Goals**

Although the saturated content showed strong evidence of students thinking critically and being prepared for the profession, it was important for the LS Department to know, on a broader scale, if the current curriculum was meeting its five goals.

**LS Five Department Goals**

**Goal 1-** Enhance Well-being,

**Goal 2 -** Support and strengthen the labor movement,

**Goal 3 -** advocate on behalf of workers and their organizations,

**Goal 4 -** Have a broad liberal arts foundation and critical thinking, and

**Goal 5 -**Be prepared for life-long learning)

The results showed that of the 81 content areas, at least 52% of the course content helped to meet **Goal 1- Enhance Well-being**. LS students were gaining sufficient knowledge and skills over the curriculum, to demonstrate upon graduation the skill to enhance the well-being of working people within a global context.

The results also provided evidence of sufficient saturation over the curriculum to suggest that **Goal 3 - advocate on behalf of workers and their organizations** (18.5%), **Goal 4 - Have a broad liberal arts foundation and critical thinking** (14.8%) and **Goal 5 -Be prepared for life-long learning** (12.3%) is covered in the LS curriculum.

However, a noticeable weakness was that less than 2.5% of the current courses were meeting the **Goal 2 - Support and strengthen the labor movement**. This aspect is a strong emphasis in the mission of the LS program in “*Empower our constituents to be engaged citizens and social and political agents of change who will create a more just and equitable world of work*”. Absence of this area suggests a need for added course content or revision in course content to increase the coverage of this area in the curriculum. Overall it would be fair to say that the remaining goals are effectively being covered to prepare students to be effective in their LS profession upon graduation.



## **Exit Survey Student Learning Outcomes**

This report responds to the National Institute for Learning Outcome Assessments (NILOA) Transparency Framework ([www.planning.iupui.edu](http://www.planning.iupui.edu)). This framework uses five areas of curriculum assessment transparency (1 - Student Learning Outcome Statements, 2 - Current Assessment Activities, 3 - Evidence of Student Learning, 4- Use of Student Learning Evidence and 5-Assessment plan) to organize its presentation of the assessment work at IUPUI. This portion of the report consists of two parts. Part I is the presentation of the Labor Studies program based on the NILOA framework five (5) categories and Part II is the response to specific Department questions as posed.

### **PART I – LS Program NILOA 5 Category Transparency Framework**

In this category the Labor Studies Department shares its assessment processes using the five broad categories discussed: Student Learning Outcome Statements, Current Assessment Activities, Evidence of Student Learning, Use of Student Learning Evidence, and, Program Assessment plans.

#### **I - Student Learning Outcomes**

The Labor Studies Program in 2011-2012 academic year developed its Graduate profile to inform its curriculum and be more explicit with its students, especially degree seeking LS students, about expectations of their degree upon graduation. This profile still remains in effect. This too is the case for the LS Student Learning Outcomes (**See Table 3** below). Learning outcomes were developed to help LS students meet the expected graduate profile. The fourteen (14) student learning outcomes stemmed from the Department Objectives suggesting that all components of the Department were directly and intricately connected.

#### **Graduate Profile**

Labor Studies graduates are well rounded critical thinkers trained with a liberal arts foundation to value the well-being of workers, working people, and their organizations through skills and knowledge to support, strengthen, advocate, and promote the history and developments of the labor movement locally and globally with an emphasis on social and economic justice.

#### **Table 3 - Student Learning Outcomes**

1. Knowledge and awareness of the impact of globalization on working class and diverse groups.
2. Knowledge and awareness of how global issues affect local, regional, and national labor markets.
3. Knowledge of labor and working class movements from a global and historical perspective.
4. Application knowledge of advocacy strategies to strengthen the labor movement.
5. Application knowledge and skills of advocacy strategies to bring social change and to support the labor movement.
6. Values and professional conduct congruent to social and economic justice principles.
7. Knowledge about workers and their organizations.
8. Knowledge and skills to advocate for the well being of the working class and their organizations.
9. Knowledge and skills to advocate and mobilize resources for the unemployed.

10. Application knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others
11. Adaptiveness to the various liberal arts roles at supporting justice and equality to working people.
12. Ability to reason and critical think, apply skills in the process of inquiry, and advance working class and social movement causes.
13. Commitment and skills to continuing education and lifelong learning in an ever-changing world of work.
14. Commitment and skills to become agents of change to promote a just and equitable world of work.

## II - Current Assessment Activities / Methods

The Labor Studies Department, for the first time, conducted an Exit survey on all LS students enrolled Fall 2012 – Spring 2013. The Exit survey was an online assessment administered through Survey Monkey. It consisted of three parts – 1) **Introduction and Consent**, 2) **13 Learning Outcomes** (*item 11 was deemed unnecessary for the assessment*) for which they responded on a Likert scale of Strongly Disagree (1) to Strongly Agree (5), and 3) **Demographics and Comments**. Students were offered a random chance to win one of four \$25 Amazon gift cards for completion.

After cleaning the data for repeats (students taking several courses in that given year) and for incomplete contact information, the total number of students invited to participate in the online Exit survey was 1,300. They were a total of five (5) email invitations sent four (4) of which were reminders. Of the number invited, 1082 were unresponsive, 7 opted out, and 19 bounced, leaving a response of 218 participants. The response rate of 1,274 was 17.11%. The evidence of student learning below based on the current assessment highlights the feedback received from the 218 students who completed the Exit survey (**See a copy in Appendix B**).

## III- Evidence of Student Learning

The learning outcomes were designed to measure student learning. Using the Exit Survey was a measure of students' self-reports of their own learning. The charts and tables presented below demonstrate that on average students felt that they were learning and that upon course or degree completion that they had increased their learning on the 13 learning outcomes.

### Student Demographics

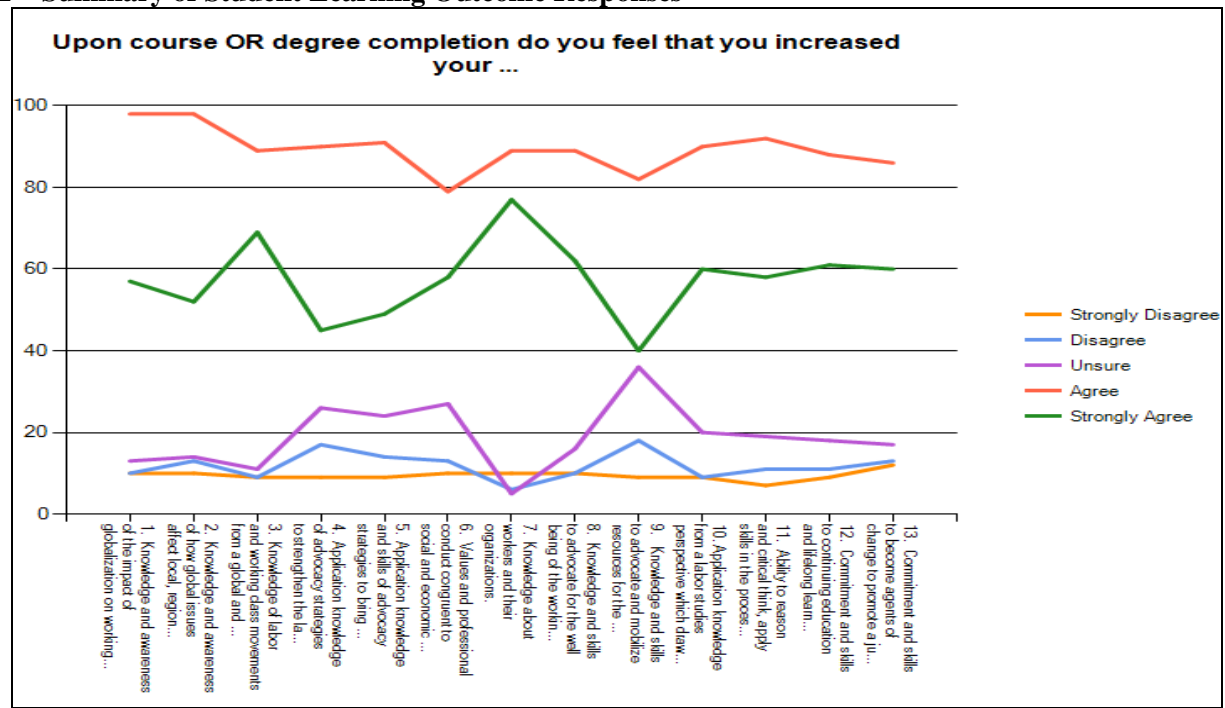
The students who completed the survey were largely females 74.6% (144) and 25.4% (49) males. There was a good distribution of ethnicities with the largest group being Caucasian 76.6% (147) of which most were seniors 47.0% (86) and juniors 29.5% (54) from the IUPUI 32.4% (61) and Bloomington campus 19.7% (37).

### Student Learning Outcomes

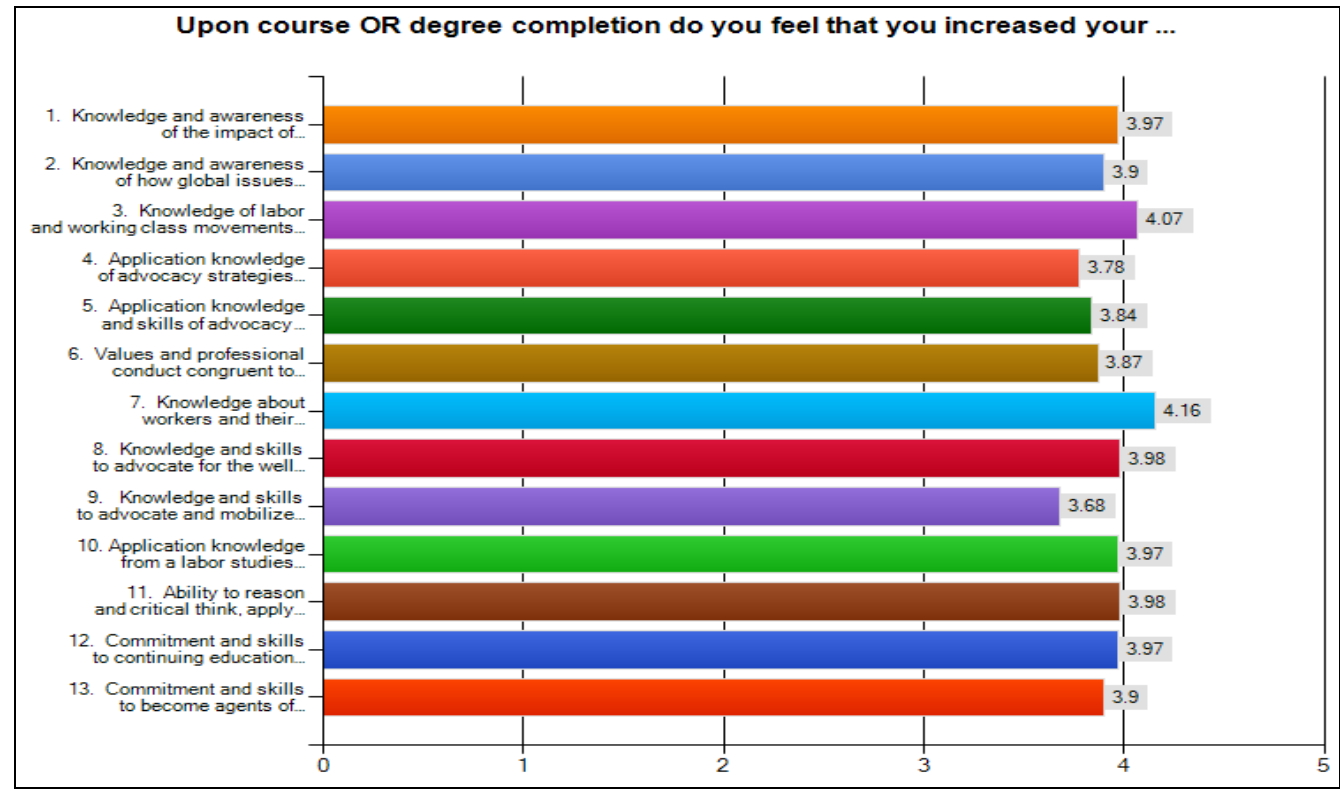
On average, of the 13 items, the students largely agreed that there was some increase knowledge in all categories (**See Chart 1** below). However, **Table 4 (see below)** more specifically gives the distribution and average scores of how students felt about their learning. On average students rated each learning outcome a 3.8 or higher on a scale of 1-5 with 5 being the highest of Strongly Agreeing with the item. The item with which the students rated the highest was item #7 (4.16 on a 5 point scale), their increase in “knowledge about workers and their

organizations”. The lowest item was #9 (3.68 on a 5 point scale), “knowledge and skills to advocate and mobilize resources for the unemployed”.

**Chart 1 – Summary of Student Learning Outcome Responses**



**Table 4 – Average Scores for Student Learning Self-Reported Feedback**



In their own words, students were mainly positive in their overall feedback about their learning. After a text analysis it was shown that 14 common words were evident (See Chart 2 below)

### Chart 2 – 14 Common words from Comment Text Analysis

Age Range Course Material Enjoyed Enlightening Everyday Gave  
Instructor Knowledge Labor Studies Learned  
Loved Professor Students Taking

More specifically statements that demonstrated students felt they learned a lot included statements such as

“My actual age range is 59-62. I truly enjoyed each course I have taken so far and the knowledge gained is priceless. I look forward to taking additional courses” (LS Exit Survey 2013).

“As a non-traditional student and recent graduate, I feel very strongly that the knowledge I gained through taking several hours in labor studies, has given me a valuable education applicable in today's unstable working environment. Better understanding of systemic issues and complex problems created by globalization will allow me to be a more informed consumer, advocate, and certainly, a better citizen overall. Thanks to the labor studies dept. for increasing my education on such pertinent issues facing the world I live in today. I think overall these courses were probably the most important courses I have taken!” (LS Exit Survey 2013)

From the text analysis the words that stood out as demonstrating students perceptions about their learning included Enjoyed, Enlightening, Love, and Learned. Student comments reflecting the analysis are noted below. The comments in a broad sense reflect a true assessment, from the students' perspective, about their learning and feeling about that learning. Comments included are both negative and positive as they were organized by the common text themes versus positive and negative.

### Student Comments from text Analysis

#### Enjoyed (12 student comments)

1. I enjoyed the convenience of the class being online, however, I would have appreciated a little more interaction with the instructor.
2. Enjoyed this course
3. I truly enjoyed each course I have taken so far and the knowledge gained is priceless. I look forward to taking additional courses.
4. I enjoyed the class. I learned a lot about labor studies as a realm of study.
5. I really enjoyed taking two labor study courses.
6. I enjoyed this class.
7. Greatly enjoyed the labor studies course I was enrolled in...helped me to decide to switch major.
8. I enjoyed the material that was taught is my L XXX class this past spring. It was very informative and I learned much more than I was expecting. No complaints.
9. I enjoyed learning a different view of labor history and the unions throughout history

10. I enjoyed the Labor Studies classes. I found them very interesting especially the Labor Union has always been a part in my life from my parents to spouse who are members of a Labor Union.
11. I enjoyed the online course. It was easy to understand and the requirements were made clear from the first day.
12. This class really made me think in much broader areas. I enjoyed it very much. WELL DONE!!!!

#### **Enlightening (2 student comments)**

1. It was a very informational experience. Enlightening to learn about this topic.
2. I found the course to be enlightening and very informative. However, application of strategies, etc was not a part of this course.

#### **Loved (2 student comments)**

1. I loved how my XXX class was very relatable to what I do on an everyday basis.
2. Loved this class. This is the second labor studies class I have taken. I really think I learned more about sociology than I ever expected.

#### **Learned (21 student comments)**

1. I took a Professor XYZ. I was very satisfied with the quality of his online class. I was glad I chose to take this as my very first online class. I learned so much and even had fun doing it. I would highly recommend this class to anyone.
2. I'm enrolling in another Labor Studies course because I think it is crucial to learn about our work history and our workers and it will better prepare us to shape the future of labor.
3. I honestly took this class thinking it would be an easy way to finish up my degree requirements before graduation- hardest A I ever earned! I learned a lot- very informative course!
4. I felt that there was not much learned by taking this course rather than learning about XXX.
5. Dr. XYZ is one of a top ten group of professors at IUPUI. He is valued highly; even by students who are not International Studies majors. His classes are not easy, however, if one does not learn in his class, then one is trying not to learn.
6. I enjoyed the class. I learned a lot about labor studies as a realm of study.
7. Great professors- for all LSTU courses I have taken. All have provided great interest in their students and provided interesting sources to engage in learning
8. It was the worst online class. The professor had wrong deadline dates, he was MIA constantly, never replied to our emails, never posted grades, etc. It was a terrible experience and I wish I had never taken the class. It was a waste of my time and money. The only positive statement I can make is that on my own I learned a great deal from the assignments. Very interesting history/stories.
9. I enjoyed the material that was taught in my XXX class this past spring. It was very informative and I learned much more than I was expecting. No complaints.
10. The course was helpful and I learned a lot.
11. I enjoyed learning a different view of labor history and the unions throughout history
12. The movements and process involved in change for better labor relations is inspiring. I have been encouraged by learning about the history of workers, unions and business.
13. I did not do well in the courses for personal reasons, but I learned very much about how labor rights and civil rights are connected. I took a lot away from my labor studies courses.
14. Even though the course I took was online, I learned a lot about the history of unions.

15. This was by far the worse course I've ever taken. I learned more about the professors personal opinions than course content.
16. I felt that the course I took was a huge waste of time. I am a business major and much of what I am learning in my other classes conflicts directly with what the instructor was teaching. I was in an online class and when I expressed a dissenting opinion my grade suffered for my opinion. I didn't feel it was fair or reasonable and eventually just quit participating. I understand the plight of the middle and lower classes because I came from that group. I worked for the State of Indiana during the time that we had our Union stripped from us. But the instructor focused solely on one fight that XXX was a key member of and didn't want to talk about any other issues.
17. It was a pleasant learning experience.
18. It was a very informational experience. Enlightening to learn about this topic
19. Loved this class. This is the second labor studies class I have taken. I really think I learned more about sociology than I ever expected.
20. This course was a real eye opener for me. I learned how important for individuals to stand up for themselves in the workplace.
21. I really learned about issues I had no clue even existed.

Several of the comments shared in the open-ended sections of the survey were shared to show that the exit survey as an assessment tool provided both quantitative data but also qualitative student reflections on their learning.

#### **IV - Use of Student Learning Evidence**

From the Student Learning evidence there are three take-away points for the Program. First, we now have data showing that we are on the right track in meeting the student learning outcomes and that students rate us on average as effective with the lowest score being a 3.68 on a scale of 1-5 but only one outcome actually scored in the 4 range. This means that we will endeavor to continue to maintain the standards we have but do a better job of delivering them so we may see an increase in scores in all 13 areas of the student learning outcomes.

Second, the learning from the student evidence will inform the LS Curriculum. It will continue to highlight areas we are doing successful in offering and others we still need to demonstrate more effectiveness. It will also help keep us active in knowing and responding to student concerns about the courses specifically and their feelings while in, and after taking those courses in the LS Department.

Third, it was evident from the student learning that they wanted to be challenged and they would welcome courses with strong rigor but they also voiced that the instructor and environment support in some courses were not supporting their learning. This feedback will serve as an area for growth for us.

#### **V - Assessment Plans**

The plan is to continue the exit survey annually and modify the curriculum as informed by the work done this year and the learning outcomes feedback from the students. It is anticipated that this will effectively inform the learning outcomes. We also plan to make the changes to the Curriculum in the next academic year using the information from this 2012-2013 assessment.

## **Part II – Response to IUPUI Specific Assessment Questions**

### **Response to Assessment of Student Learning Outcomes Questions**

Part II of this report responds to six assessment questions and derives responses from the three Labor Studies assessment measures. The three assessment measures are the PULs, course specific assessment measures, and end-of-semester course evaluations using 5 embedded questions. The responses account for the unique nature of the LS program.

#### **Assessment of Student Learning Outcomes**

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1. *What general outcome are you seeking?*

The Labor Studies program sought this year to gain feedback on the new student learning outcomes set forth in the 2011-2012 Assessment plan. It also sought to evaluate its curriculum and courses for a match in its goals, mission, and student learning outcomes.

2. *How would you know the student learning outcomes if you saw them?*

At this point we have narrowed down the student learning outcomes to a manageable number and identified them. This was not true in the past. Secondly because we have linked them to the exit survey and to the graduate profile we can see evidence of students achieving them. We are still confident that students passing their enrolled Labor Studies courses will demonstrate they are meeting the student learning outcomes based on their grades. Lastly, the students' self-identification of meeting these outcomes in the course evaluation and now the exit survey will show their perception of meeting the learning outcomes.

3. *What opportunities do students have to learn it?*

Students have all the common and specific activities offered in their courses as an opportunity to learn the content expected and demonstrate outcomes from their learning.

4. *How are you measuring each of the desired behaviors identified in #2 above?*

Each measure is assessed in end-of- semester course evaluations, exit survey, and in the course specific assignments for passing the course.

5. *What are the assessment findings?*

To generate qualitative and quantitative data on cumulative student learning outcomes, we captured students' perception of their own learning through exit surveys. The methodology for completing the assessment and generating the data for each category is noted below under its respective heading. The findings suggest that students feel on average, that they are learning and meeting all the student learning outcomes. They rated each of the 13 learning outcomes in the survey a 3.68 and higher. Much of their feedback was also in alignment with the assessment of the curriculum by faculty.

## **6. What improvements have been made based on the assessment findings?**

The plan is to continue the exit survey annually and modify the curriculum as informed by the work this year and the learning outcomes feedback from the students. It is anticipated that this will effectively inform the learning outcomes. It will also allow us different waves of data to compare over time which may better inform our successes. We also plan to make the changes to the Curriculum in the next academic year using the information from this 2012-2013 assessment.

### **Closing**

Our curriculum assessment is ongoing and it has provided a platform for curriculum transformation. In this report, the Labor Studies Department has demonstrated its ability and plan to continually self-assess in line with the goal of improving student learning outcomes. While many traditional forms of assessments are used to assess student learning through grades, other alternative evaluative mechanisms such as an exit survey have been added to learn from students about their own learning. Our students perceive that they are learning and meeting the learning outcomes.



**APPENDICES**

**APPENDIX A – 81 Curriculum Items deemed necessary in LS Curriculum in meeting Goals & Mission**

1. Definition of class
2. Theories of Globalization
3. International power
4. Race class and gender
5. Feminist theories
6. Critical thinking skills
7. Urban development
8. Statistical information on labor market impact
9. Networking
10. How networking chains are formed
11. How areas and people are linked de-linked
12. Labor economics
13. Political perspectives
14. Labor Law
15. Civic participation
16. Community functions
17. Investigation?
18. Public Policies
19. Social welfare system
20. Global resistance/accommodation
21. Understand global impacts
22. Social movement theories
23. Theories of globalization
24. Comparative social movements
25. Options for dealing with global impact
26. Gender labor history
27. Global labor history
28. Experiences of social movements in US and globally
29. Resource mobilization
30. Specific theoretical approaches to social movements
31. Theories of labor movement
32. Theories of power
33. Theories of organizing
34. Organizing approaches
35. Community capacity
36. Advocacy: Individual & systemic
37. Strategies of labor organizing by groups
38. Understanding statistics
39. Differentiation between labor unions/labor movement
40. History of trade unions
41. theories of social change
42. Role of collective actions in social change
43. All skills in all forms of communication as organizing tools
44. Skills in discussing and debating the diverse values in religious, political and hierarchical theories
45. Human rights theories, specifically as it applies to ESC as well as civil, political right
46. Sociology of work
47. Ethnography of working class family
48. Knowledge about what legal constraints and legal knowledge is needed for proper function of collective bargaining
49. Issues of race gender and ethnicity
50. Skills in discussing and debating the relative merits of strikes, street/workplace actions, boycotts...
51. Theories of collective bargaining, action-agency
52. Knowledge on economics, urban rural differences, social services, delivery

53. Causes of unemployment
54. Explore causes of unemployment
55. Know story, narrative of unemployed
56. Political theories
57. Economic theories
58. Neoclassical-Liberal theories
59. Integration of theories multiple disciplines
60. Skills in using interdisciplinary and transdisciplinary perspective in developing an understanding of class issues
61. Skills, values related to transdisciplinary perspective
62. Skills in critical thinking, writing skills, research methods
63. Knowledge about diverse perspectives
64. Skills in discussing, debating diverse perspectives in the work of bringing about social justice
65. Skills in analyzing events in a systemic and structural manner
66. Skills in understanding how things are connected/ disconnected.
67. Knowledge of scientific inquiry to phrase an argument
68. Role of language in structuring social norms
69. Knowledge about Importance of how issues get framed, deployed
70. Principals behind critical analysis as opposed to radical relativism
71. Career options vs. action options
72. Role of educational interruptions
73. How to break routine
74. Support continued critical learning, inquiry into forces that impact our lives, career options
75. Importance of continuing education
76. Writing, oral skills
77. Knowledge of crisis management
78. Resiliency, lifelong learning
79. Knowledge and skills relevant to effective actions to promote personal, community values
80. Value of anticipating changes in the economic, political system and of being prepared to meet changes
81. Ethnography or working class family

**APPENDIX B - Copy of Exit Survey****IU Labor Studies Department 20013 Exit Survey****Survey Overview**

This assessment survey is being conducted on behalf of the Labor Studies Department at Indiana University. The purpose is to gather information on the knowledge you gained while enrolled in one or several of the Labor Studies courses during the 2012-2013 academic year. It asks your feedback on 14 LS Student Learning Outcomes.

The information provided is for Program and Learning assessment only to be shared at the campus and university levels. The responses will only be shared in aggregate form and no one person's information will be shared at anytime whether in person or in print.

In advance we thank you for the support and willingness to participate in this survey.

Irene Queiro-Tajalli, PhD  
Director and Professor  
Labor Studies Department

**\* 1. I agree to participate in the survey.**

YES

NO

**Student Learning Outcomes Assessment**

The Labor Studies Department established 13 specific student learning outcomes. They are listed below to which we ask that you respond using a Likert scale of 1-5 with one being Strong Disagree and 5 being Strongly Agree.

## IU Labor Studies Department 2013 Exit Survey

### 2. Upon course OR degree completion do you feel that you increased your ...

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. Knowledge and awareness of the impact of globalization on working class and diverse groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knowledge and awareness of how global issues affect local, regional, and national labor markets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Knowledge of labor and working class movements from a global and historical perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Application knowledge of advocacy strategies to strengthen the labor movement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Application knowledge and skills of advocacy strategies to bring social change and to support the labor movement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Values and professional conduct congruent to social and economic justice principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Knowledge about workers and their organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Knowledge and skills to advocate for the well being of the working class and their organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Knowledge and skills to advocate and mobilize resources for the unemployed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Application knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ability to reason and critical think, apply skills in the process of inquiry, and advance working class and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## IU Labor Studies Department 2013 Exit Survey

social movement causes.

12. Commitment and skills to continuing education and lifelong learning in an ever-changing world of work.

13. Commitment and skills to become agents of change to promote a just and equitable world of work.

Other (please specify)

### Demographics & Final Comments

This section asks for you to share general demographic information to enable us to better compile your responses.

#### 3. Demographics

	Gender	Ethnicity	Age Range	Campus of Enrollment	Year course was taken	University level
Categories	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 4. Please share any final comment about your experience or learning with us.

### --- The End ---

Thank you for your time and participation in this survey. Your name will be entered in the random drawing of four (4) \$25.00 Amazon gift card. Winners will be announced at the closure of the survey on July 5th and an email will be sent to your mailbox for directions on retrieving your card.