

**The School of Liberal Arts (SLA) Report
for the Program Review and Assessment Committee
September 2016**

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- SLA International Vision Statement sub-committee, chaired by Professors Marta Anton (WLAC) and Bill Blomquist (POLS)
- SLA Undergraduate Curriculum and Standards Committee (15-16), chaired by Professor Beth Goering (COMM)
- COMM R110 Leadership Team: Steve Overbey, Ian Sheeler, Angela Sisson
- Scott Weeden, SLA Faculty Fellow for Assessment

School of Liberal Arts at a Glance

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

The School of Liberal Arts does not have a regular assessment cycle (yet). Over the last year, we have begun activities to change that fact, starting with appointing Scott Weeden, Senior Lecturer in English, as an Assessment Fellow. Scott's task in the spring was to facilitate conversations with chairs and program directors to find out what was happening in the school related to continuous review and improvement and suggest how we might build on those activities. Scott discovered an openness, and even a desire (albeit cautious), to learn from others, and this year we hope to facilitate brownbag conversations and other efforts to encourage faculty sharing of best practices related to assessment. This semester, Scott will begin to bring together what he has learned to suggest a first draft review and improvement cycle for the school.

Four items will provide the content of this report:

- As a School, we have engaged in two large efforts to align our curriculum with important national trends and campus initiatives: 1) global learning and the 2) degree qualifications profile mapping. Each will be summarized below.
- Moreover, there are departments and programs that are leaders in terms of continuous review and improvement based on direct evidence of student learning. 3) Efforts in one of our large-enrolling general education core courses, COMM R110 Fundamentals of Speech Communication, will be shared.
- 4) Finally this report will list some opportunities that came through in Scott Weeden's conversations with chairs as we seek to develop a culture of continuous review and improvement in the School of Liberal Arts.

Global Learning

In the process of developing our School of Liberal Arts International Vision Statement, we reviewed the undergraduate student learning outcomes in all Liberal Arts departments.¹ Happily we discovered that all liberal arts departments include some element of global learning as an outcome we hope our students attain upon graduation. Specifically, student learning outcomes in the School of Liberal Arts center around cognitive and affective dimensions of global learning with particular emphasis on depth and breadth of global awareness and understanding, appreciation of cultural perspectives, as well as application of knowledge. In particular, a survey of SLOs for SLA majors address the following [International Learning Guidelines](#) aligned with AAC&U's [Global Learning Value Rubric](#):

Global awareness (GA)	Appreciation (APR)	Application (APL)
<ul style="list-style-type: none"> • Have a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with each other. • Are able to analyze and evaluate the forces shaping international events, both now and in the past. • Have detailed knowledge of the cultures, languages, history, and/or current condition of at least one country beyond the United States. • Have reflected upon the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems. 	<ul style="list-style-type: none"> • Recognize the many ways “the global is reflected in the local” within the United States and beyond. • Appreciate the complexity of contemporary cultural systems and know the fundamental principles of intercultural understanding and communication. 	<ul style="list-style-type: none"> • Are skilled at interacting and collaborating with individuals and organizations from other countries. • Can apply their international learning to diversity in the communities in which they live.

¹ IUPUI Campus Bulletin 2014-2016 http://bulletins.iu.edu/iupui/2014-2016/schools/liberal-arts/undergraduate/student_learning_outcomes/index.shtml

Evidence of these outcomes can be seen consistently in our Continuing Student Survey results. For example, Liberal Arts students self-reported the following levels of effectiveness on the Understanding Society and Culture PUL (4 pt scale, where 4 is very effective):

PUL	2010 mean	2011 mean	2013 mean	2014 mean
Understanding Society and Culture	3.43	3.52	3.51	3.41

Moreover, Liberal Arts students report the following level of satisfaction (2014), which is slightly higher than the IUPUI mean level of satisfaction:

	SLA mean (5-point scale, 5 = very satisfied)	IUPUI mean (5-point scale)
My experiences at IUPUI have prepared me to live and work in a diverse society.	3.38 (5-point scale, 5 = strongly agree)	3.33

Finally, according to the 2014 Continuing Student Survey, Liberal Arts students participated in study abroad at *nearly double* the IUPUI rate: 9.9% SLA; 5.3% IUPUI

According to our 2014 Graduating Student Survey, students report the following level of satisfaction with international opportunities broadly:

	Mean (5-point scale, 5 = very satisfied)
Opportunities to pursue international studies	3.65

This is lower than we would hope and, in line with our International Vision Statement, we have placed attention on developing global learners in a variety of ways, including:

- Exposing students to international perspectives in disciplines ranging from Anthropology, Applied Linguistics, TESOL, and Africana Studies to International Studies, Religious Studies and Political Science.
- Requiring Liberal Arts BA students to complete at least four semesters of a world language.
- Supporting student participation in any of 15 available Liberal Arts [Study Abroad](#) programs which enroll nearly 100 students each year.
- Engaging our students with international local communities through service learning and civic engagement experiences.
- Providing English language instruction for non-native speakers of English and collaborative learning opportunities for international and domestic student partnerships.
- Conducting student-faculty research in global and international contexts.
- And promoting student participation in a variety of co-curricular activities.

With our global learning efforts focused on the above items, our hope is that student reports of international opportunities on future Graduating Student Surveys will increase.

Degree Qualifications Profile

The SLA Undergraduate Curriculum & Standards Committee was charged by Faculty Assembly to review the School of Liberal Arts Baccalaureate Competencies. We determined that such a review is two-pronged and requires answering two questions: 1) Does the curriculum as a whole deliver what it should? 2) Are students learning what they should in individual courses? We focused our attention during 2015-16 on the first question. Specifically, we mapped the curriculum of the Baccalaureate Competencies to models of Student Learning Outcomes (SLOs), including the Degree Qualifications Profile (DQP), IUPUI's Principles of Undergraduate Learning, and Indiana's Statewide Competencies. We concluded that SLA's Baccalaureate Competencies map well to these nationally and locally accepted SLOs. In other words, a student completing the Baccalaureate Competencies should know and be able to do what a student who has completed 60 hours at a college/university should be expected to know and be able to do. We also noted a few questions that came through the mapping process, which will guide the next step: to assess whether the courses listed in each Baccalaureate Competencies cluster meet the SLOs associated with that cluster. We plan to embed this level of review in the School's long-term review efforts.

Mapping First 60 Hours of SLA Curriculum to State General Ed Standards, IUPUI's PULs, and Associate Level DQPs

DQP – At the associate level, the student should be able to:		State Gen Ed equivalency	IUPUI PULs equivalency	Where accomplished in SLA curriculum*	Notes
Specialized Knowledge	<i>[This is related to the student's major, so we didn't focus on this for this analysis]</i>	N/A	PUL 4: Intellectual Depth, Breadth, & Adaptiveness	In major	
Broad & Integrative Knowledge	Describe how existing knowledge or practice is advanced, tested and revised in each core field studied — e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts.	4. Scientific Ways of Knowing 5. Social and Behavioral Ways of Knowing 6. Humanistic and Artistic Ways of Knowing	PUL 4: Intellectual Depth, Breadth, & Adaptiveness	Core & BC Arts & Humanities, Social Sciences, and Life & Physical Sciences	
	Describe a key debate or		PUL 4: Intellectual	Core & BC Arts & Humanities, Social	

	problem relevant to each core field studied, explains the significance of the debate/ problem to the wider society, shows how concepts from the core field can be used to address the debates or problems.		Depth, Breadth, & Adaptiveness	Sciences, and Life & Physical Sciences	
	Use recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.		PUL 4: Intellectual Depth, Breadth, & Adaptiveness	Core & BC Arts & Humanities, Social Sciences, and Life & Physical Sciences	
	Describe and evaluate the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.		PUL 4: Intellectual Depth, Breadth, & Adaptiveness	Core & BC Arts & Humanities, Social Sciences, and Life & Physical Sciences	

Intellectual Skills					
DQP – At the associate level, the student should be able to:	State Gen Ed equivalency	IUPUI PULs equivalency	Where accomplished in SLA curriculum*	Notes	
Analytic Inquiry	Identify and frame a problem or question in selected areas of study and distinguish among elements of ideas, concepts, theories or practical approaches to the problem or question.		PUL 2: Critical Thinking	Most likely part of Core & BC A&H, Soc Science	Can we guarantee all students get this? We're not sure it's the learning outcome of Core Analytical Reasoning
Use of Info Resources	Identify, categorize, evaluate and cite multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.		PUL 1: Core Communication & Quantitative Skills	Core Communication	
Engaging Diverse Perspectives	Describe how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society,		PUL 5: Understanding Society & Culture	Core Cultural Understanding; BC World Language & Culture	

	the arts and global relations.				
	Describe, explain and evaluate the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compare that perspective with other views.		PUL 5: Understanding Society & Culture	Core Cultural Understanding; BC World Language & Culture	
Ethical Reasoning	Describe the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and show how ethical principles or frameworks help to inform decision making with respect to such problems.		PUL 6: Values & Ethics	Core Communication	This is undoubtedly part of many A&H, Soc Science, and Cult Understanding classes, too. Perhaps we should encourage teachers to highlight this outcome in those classes.
DQP – At the associate level, the student should be able to:		State Gen Ed equivalency	IUPUI PULs equivalency	Where accomplished in SLA curriculum*	Notes
Quantitative Fluency	Create/explain graphs or other visual depictions of trends, relationships or changes in status.	3. Quantitative Reasoning	PUL 1: Core Communication & Quantitative Skills	Core & BC Life & Physical Sciences + Lab, Social Sciences, Computer Profic.	Can we guarantee students get this?

	Present accurate interpretations of quantitative information on political, economic, health-related or technological topics and explain how both calculations and symbolic operations are used in those offerings.	3. Quantitative Reasoning	PUL 1: Core Communication & Quantitative Skills	Core & BC Life & Physical Sciences + Lab, Social Sciences	Can we guarantee students get this?
Communicative Fluency	Develop and present cogent, coherent and substantially error-free writing for communication to general and specialized audiences.	1. Written Communication	PUL 1: Core Communication & Quantitative Skills	Core Communication – Writing (ENG-W131 or ENG-W140)	
	Demonstrate effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences.	2. Speaking and Listening	PUL 1: Core Communication & Quantitative Skills	Core Communication – Speaking and Listening (COMM-R110)	
	Negotiate with peers an action		[not explicitly spelled out in our PULs]	BC Writing Proficiency	

	plan for a practical task and communicate the results of the negotiation either orally or in writing.				
Applied & Collaborative Learning	Analyze at least one significant concept or method in the field of study in light of learning outside the classroom.		PUL 3: Integration & Application of Knowledge		This is part of many classes, but do we guarantee all students get this?
	Locate, gather & organize evidence regarding a question in a field-based venue beyond formal academic study and offer alternate approaches to answering it.		PUL 3: Integration & Application of Knowledge		This is part of many classes, but do we guarantee all students get this?
DQP – At the associate level, the student should be able to:		State Gen Ed equivalency	IUPUI PULs equivalency	Where accomplished in SLA curriculum*	Notes
	Demonstrate the exercise of any practical skills crucial to the application of expertise.			BC Life & Physical Science Lab	
	Describe in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based			BC Life & Physical Science Lab	

	challenge, and evaluate the learning gained from the application.				
Civic & Global Learning	Describe his/her own civic and cultural background, including its origins and development, assumptions and predispositions			Core Cultural Understanding	
	Describe diverse positions, historical and contemporary, on selected democratic values or practices, and present his or her own position on a specific problem where one or more of these values or practices are involved.			Core Cultural Understanding & BC World Languages and Culture	
	Provide evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained				This is part of many classes, but do we guarantee all students get this?

	from this experience.				
	Identify an economic, environmental or public health challenge spanning countries, continents or cultures, present evidence for the challenge, and take a position on it.				This is part of many classes, but do we guarantee all students get this?

*We recognize that these learning outcomes are introduced and reinforced in many classes offered in our curriculum. We have listed only the courses/categories that all students are required to take (i.e., where we know that upon completion of their first 60 hours any student will have received education directly related to the stated learning outcome).

This exercise was useful if only to illuminate what we may not know. In other words, while at first glance our Baccalaureate Competencies map well to these nationally and locally accepted SLOs, we need to gather additional evidence to make sure that all the courses listed in the categories accomplish the specific goals related to analytic inquiry, ethical reasoning, quantitative fluency, applied and collaborative learning (highlighted above), and some elements of civic and global learning. This level of assessment will be part of longer-term efforts as we develop and implement a school-level assessment plan.

Direct Measure of Student Learning: COMM R110: Fundamentals of Speech Communication

You may recall from last year’s report that COMM R110 has been engaged in long-term efforts to provide direct evidence of student learning in anticipation of our General Education Review. We continued this effort, focusing specifically on the final persuasive speech. In the following table you see select rubric criteria assessed, mapped to the R110 student learning outcomes, PULs, and statewide competencies:

R110 Fundamentals of Speech Communication: Theory and practice of public speaking; training in thought processes necessary to organize speech content for informative and persuasive situations; application of language and delivery skills to specific audiences. A minimum of 5 speaking situations.			
Criteria	R110 Learning Outcomes	PULs	Statewide Comp
Content development, language	Understand the importance of audience analysis and to be able to conduct worthwhile audience analyses and apply the result.	1A, 2	2. Adapt an oral message for diverse audiences, contexts, and communication channels.
Organization	Master different systems of organization and apply appropriate organization to different types of speeches.	1A	1. Use appropriate organization or logical sequencing to deliver an oral message.
Argumentation, Defining the Problem	Develop and exhibit critical thinking and logical reasoning in speech preparation, delivery, and evaluation. Learn and use appropriate principles of persuasion in speaking assignments.	1A, 2	4. Advance an oral argument using logical reasoning. 5. Provide credible and relevant evidence to support an oral argument.
Language	Improve (achieve) clarity of oral and written ideas.	1A	7. Summarize or paraphrase an oral message to demonstrate comprehension.
Delivery	Practice and demonstrate appropriate delivery skills.	1A	3. Identify and demonstrate appropriate oral and nonverbal communication practices.
Content Development, Support of thesis, use of source citations	Use credible research tools.	1A, 2	5. Provide credible and relevant evidence to support an oral argument.

Starting in **spring 2015**, and using our standard rubric (modeled after the VALUE rubric), faculty evaluated 225 student persuasive speeches in five areas (listed below), using four ratings: exemplary (4), satisfactory (3), needs improvement (2), and deficient (1).

Policy (Persuasive) N=225	Average
Defining the problem	2.82
Use of source citations	2.8
Organization	2.8
Language	2.94
Delivery	2.83

The majority of our students can perform at a satisfactory level or better on each criterion, even though the average for each area is slightly below 3. For example, 75% of our students earned at least satisfactory in use of source citations.

In the **summer/fall of 2015**, we participated in a pilot project that relied on independent raters to evaluate 75 student speeches using the VALUE rubrics.

N=75	Rater 1	Rater 2
Supporting Material	3.027	2.972
Central Message	3.541	3.178
Organization	3.125	3.109
Language	2.888	2.931
Delivery	2.861	3.095

Once again, the majority of our students earned at least satisfactory in each category. Moreover, our faculty ratings are very similar to the independent raters. In this initial effort, we learned that not all faculty members evaluate students on each rubric item. For example, the number of students who received an evaluation on **language** from faculty raters was lower than the rest of the items. As a result, we implemented faculty development and training sessions on using the rubrics, but comfort level seems to be taking some time.

We continued this effort in **spring 2016**, evaluating 555 student artifacts using our standard rubric modeled after the VALUE rubric, with the following results:

N=555	
Invention: Topic Choice	3.34
Invention: Monroe's Defining the Problem	3.4
Invention: Use of Source Citations	3.15
Arrangement: Organizational Pattern	3.4
Style: Language	3.22
Delivery: Physical Delivery	3

As this most recent evidence demonstrates, student scores are higher than the previous semester. But did a student's ability to demonstrate the competency improve? In part the improvement could be attributed to increased faculty development, but inflation may also be playing a role. Thus we acknowledge continued need for faculty development, specifically norming sessions, which is already in the works. In addition, some faculty still seem reluctant to provide feedback to students in all rubric categories. Language is still a category where a few faculty seem reluctant to provide continuous feedback. We are aware of these challenges and are continuing to address them, while we also celebrate the positive learning achievements of students in COMM R110.

Recommendations/Opportunities to Develop a Culture of Assessment in the School of Liberal Arts

- Opening channels between those working on assessment in various departments and schools to learn from one another and to share best practices is a priority this year. This effort would respond to the desire across the school for more information and more conversation on student learning and on assessment generally. The first brownbag conversation is scheduled for Friday October 21 and will involve faculty members from Anthropology, Communication Studies, English, Classics, and French sharing the good work going on in each program.
- Looking for formal moments for sharing information about assessment in the school is another possibility. One place this could occur is at Faculty Assembly, especially after the submission of the school's Program Review and Assessment Committee report. This occasion could be the moment to highlight assessment efforts in the school, to give kudos to those programs that are showing interesting or significant gains, and to give faculty a chance to ask questions about assessment and about how assessment efforts affect them directly.
- Hosting events like "School Assessment and Student Learning Day" is another possibility. For such an event, programs and departments could showcase what their students are doing and learning. Such an event would have the practical value of showing what liberal arts students do and what makes the liberal arts degree, even a liberal arts minor and/or certificate, valuable. Showcasing alumni and what they are doing would also prove valuable for connecting present student learning with later career and employment achievement.

- We continuing to look for ways to encourage and support ongoing assessment initiatives, especially those that show how assessment does not have to be an added-on burden. One place where administrative support could do the most for assessment and faculty is to be sure that assessment initiatives and practices take advantage of and enhance what faculty already do. This might entail having departments do the sort of inventory of present practices French, History, and Philosophy have undertaken or are planning to undertake. The Faculty Fellow for Assessment role could be employed to facilitate this effort.

We hope this report demonstrates that the School of Liberal Arts is beginning an effort to make continuous review and improvement a regular part of our activities. Moreover, good efforts to document and improve student learning are already underway, like those in Communication Studies and other departments not included here. We look forward within the school to sharing these success stories with one another in an effort to inspire others to get involved in this work.