

*The School of Liberal Arts Report for the
Program Review and Assessment Committee, Fall 2019*

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School of Liberal Arts at a Glance

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

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

Know

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

Understand

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

Be able to

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

Program-level [learning outcomes for degrees in the School of Liberal Arts](#) are published in the IUPUI Campus Bulletin.

Documenting Student Learning in the School of Liberal Arts

Based on the recommendations received in the evaluations of the 2018 Program Review and Assessment Committee Report, this 2019 Report will focus on three areas where assessment efforts are underway currently in the IUPUI School of Liberal Arts:

- (1.) Aligning Student Learning for the Purposes of General Education Assessment;
- (2.) Aligning Program-level Student Learning Outcomes with the Profiles (IUPUI+)
- (3.) Reflecting on Student Learning for the Purposes of Program Improvement: Assessment Profiles of the Programs in Anthropology, Communication Studies, and English Literature Concentration.

(1.) Aligning Student Learning for the Purposes of General Education Assessment

The most significant school-wide undertaking with regards to assessment in 2019 has been our experience in the IUPUI General Education Course Portfolio Review process. In 2019, this process engaged faculty in 20 departments and programs in the IUPUI School of Liberal Arts who undertook the creation of portfolios for 25 different SLA courses:

AFRO A150	Survey of the Culture of Black Americans
ASL A132	First Year ASL II
ASL A211	Second Year American Sign Language I
CLAS C101	Ancient Greek Culture
CLAS L131	Beginning Latin I
CLAS L200	Second Year Latin I
COMM T130	Introduction to Theatre
EALC C132	Beginning Chinese II
EALC J132	Beginning Japanese II
ECON E270	Introduction to Statistical Theory in Economics
ENG L202	Literary Interpretation
ENG L205	Introduction to Poetry
ENG W206	Introduction to Creative Writing
ENG W210	Literacy and Public Life
FILM C292	An Introduction to Film
FOLK F101	Introduction to Folklore
FREN F132	First Year French I
GEOG G130	World Geography
GER G131	First Year German
HIST H108	Perspectives on the World to 1800
JOUR J110	Foundations of Journalism and Mass Communication
PHIL P265	Introduction to Symbolic Logic
POLS Y217	Introduction to Comparative Politics
REL R212	Comparative Religions
SOC R359	Introduction to Sociological Statistics

Scott Weeden, SLA Faculty Fellow for Assessment, and Marta Antón worked closely with all of the faculty engaged in this process. They created a Box with guides, course portfolio samples, and other resources to familiarize the faculty with the process. They also led two general workshops for faculty each semester, and held individual meetings providing assistance to the faculty in the

creation of their portfolios. Overall, there is an increased understanding of, and appreciation for the importance of alignment and assessment among the faculty involved in assembling course portfolios.

There was significant value in the self-assessment, the preparation of the portfolios, and learning from reviewers' comments for faculty and departments in the School of Liberal Arts. At the departmental/program level, this process gave faculty the opportunity to assess whether Student Learning Outcomes were written appropriately, and also to assess whether SLOs were the same across multiple sections of the same course. Faculty learned about the IN-STGECs and evaluated how their SLOs aligned with those in addition to the Profiles. Faculty were also encouraged to, and often did, implement mid-semester evaluations as a way to better gauge student learning and to make adjustments mid-semester. They also reflected on whether their assessment mechanisms aligned with their own course SLOs and considered making adjustments to improve that alignment.

What follows is a specific example of the effect of the general education review process on assessment practices in the School of Liberal Arts.

Religious Studies: In collecting work samples for R133 (3 sections) and R212 (2 sections), we have identified students who are achieving learning outcomes at "Commendable" levels. For example, students have submitted Field Reports and Dimension Analysis papers that demonstrate facility with explaining specific religious practices in the context of lived practice and that apply the dimensions of religion to develop more focused and integrated observations and conclusions. In another section, students completed Research Story Presentations that use library research (supported by a workshop with a librarian) and apply other course concepts to primary and secondary materials on religions, conflict and peace. We now need to take the next step of circling back to understand why some students are more successful with these and other assessments and adopt pedagogies and assistance that extend this achievement of learning outcomes more widely. This will be part of the ongoing assessment review by our Curriculum and Assessment Committee (see below).

For our two Gen Ed Core course reviews, instructors have used "Exit Slips" to obtain quick and consistent feedback from students about their learning. This practice is being adopted around the department by more faculty, though other faculty use their own strategies—e.g., "one-minute" papers. The Exit Slips ask some version of the following:

1. Describe a moment of insight when something really clicked for you
2. Describe a moment of confusion or a problem that you had understanding something
3. At what moment in class this week did you feel most engaged with what was happening?
4. At what moment in class this week did you feel most distanced from what was happening?
5. What do you know now that you didn't know a week ago?

We have learned that Exit Slips provide timely and actionable feedback on student learning. Exit Slips avoid setting misleading expectations that can sometimes happen when students are asked to evaluate course pedagogies and assessments at mid-term. Students often provide contradictory recommendations for change or status quo, ensuring that some will be disappointed. The weekly feedback takes a temperature on a set of just-completed lessons, activities and assignments so instructors can make granular modifications—e.g., circling back to explain a concept, increasing the amount of discussion, altering the use of Powerpoints, clarifying assignment instructions, etc.

The Gen Ed Core review process for R133 and R212 has led the department to look into

adopting more high-impact practices in lower-level courses, along the lines of the Field Reports, Research Story Presentations and Dimension Analysis Papers. We also implemented an expectation of more assessments requiring student writing in our Introductory Core courses. Individual faculty teaching these courses have introduced new assignments, rubrics and scaffolding of skills to help students achieve LOs more consistently.

The department is still transitioning into a more systematic assessment process. Our department's Curriculum and Assessment Committee will be reviewing Gen Ed portfolios after submission. The advantage of this procedure is that it will help our department's "plan for continuous quality review and improvement." The committee will share specific recommendations with individual faculty and general observations for the department.

The department chair and this committee will continue to work with faculty instructors for Gen Ed Core courses coming up for review. This year we will focus on R101 Religion and Culture. Those discussions have already begun with the two instructors involved. The Curriculum and Assessment Committee is ready to consult with the department's faculty *prior* to the submission of Gen Ed dossiers if they desire our feedback as they're preparing dossiers.

Close work with faculty in this process led to a successful portfolio review process for SLA in Spring and Fall 2019. One course portfolio received a recommendation of 'revise and resubmit' in Spring 2019 and two in Fall 2019. This success reflects the diligent work of SLA faculty and their dedication to alignment and assessment. As the general education portfolio review makes its way through all of the General Education courses in SLA, all departments and programs will have the opportunity to engage in this process thus increasing opportunities for spreading assessment practices across the curriculum beyond general education. With departments and programs working through the general education portfolio process over the next several years, increasing numbers of faculty are becoming more familiar with assessment instruments and, more generally, with the importance of assessment. SLA will continue the school-wide conversation about how to best maintain and support these practices. In this regard, we are establishing a series of presentations on curricular improvement and assessment in the School. There is one event scheduled for this Fall 2019 showcasing the use of e-portfolios in Capstone courses by the Departments of Anthropology and Communication Studies in the School of Liberal Arts.

(2.) Aligning program-level Student Learning Outcomes with the Profiles (IUPUI+)

In 2019, to the request of the Division of Undergraduate Education on the IUPUI campus, every program in the School of Liberal Arts mapped their degree learning outcomes to the Profiles (IUPUI+). This exercise prompted programs to engage critically with their overall learning objectives and their curriculum. For example, the faculty in the Department of English modified the learning outcomes of the Bachelors of Arts degree in English as follows. The new outcomes reflect a better fit to the Profiles by emphasizing creative and collaborative action.

IUPUI PLUS – English Outcomes Alignment

Old Outcomes

#1 – Demonstrate the importance and power of reading/thinking critically and writing with clarity and purpose.

#2 – Define basic concepts, terms, and theories in at least two areas of English studies (creative writing, film studies, language and linguistics, literature, writing and literacy).

#3 – Read, analyze, synthesize, evaluate, and interpret language and texts critically.

#4 – Construct and write a reasoned argument integrating public/expert and personal voices.

#5 – Recognize the importance of diverse perspectives and specializations in English studies.

#6 – Analyze and evaluate the impact of culture, diversity, and time on texts and ideas as well as language use and structure.

#7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.

#8 – Explain how language influences intellectual and emotional responses.

Proposed New Outcomes

#1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement.

#2 – Create innovative written works that respond to community needs.

#3 – Read, analyze, and interpret language and texts critically.

#4 – Write a reasoned argument integrating public/expert and personal voices.

#5 – Listen to different perspectives in order to inform and articulate ethical beliefs.

#6 – Analyze and evaluate how cultural differences impact language use.

#7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.

#8 – Investigate and explain how language influences intellectual and emotional responses.

#9 – Collaborate with others to create a shared and productive outcome.

Profiles – English Alignment

IUPUI PLUS Attributes	Related English Outcomes (New)
Communicator	
Evaluates Information	#3 – Read , analyze, and interpret language and texts critically. #4 – Write a reasoned argument integrating public/expert and personal voices.
Listens Actively	#5 – Listen to different perspectives in order to inform and articulate ethical beliefs. #9 – Work with others to create a collaborative outcome.
Builds Relationships	#4 – Write a reasoned argument integrating public/expert and personal voices. #5 – Listen to different perspectives in order to inform and articulate ethical beliefs. #7 – Describe and discuss the interdisciplinary context of

	English as a field of study and its connection to other disciplines. #8 – Investigate and explain how language influences intellectual and emotional responses.
Conveys Ideas Effectively	#1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement. #4 – Write a reasoned argument integrating public/expert and personal voices.

Problem Solver	
Thinks Critically	#1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement. #3 – Read, analyze, synthesize, evaluate, and interpret language and texts critically.
Collaborates	#5 – Listen to different perspectives in order inform and articulate ethical beliefs. #9 – Work with others to create a collaborative outcome.
Analyzes, Synthesizes, and Evaluates	#3 – Read, analyze, and interpret language and texts critically. #6 – Analyze and evaluate how cultural differences impact language use.
Perseveres	#1 – Develop reading, writing, and research processes and reflect on them to assess their learning and identify areas for improvement. #5 – Listen to different perspectives in order inform and articulate ethical beliefs. #9 – Work with others to create a collaborative outcome.

Innovator	
Investigates	#3 – Read, analyze, and interpret language and texts critically. #4 – Write a reasoned argument integrating public/expert and personal voices. #8 – Investigate and explain how language influences intellectual and emotional responses.
Creates/Designs	#2 – Create innovative written works that respond to community needs. #4 – Write a reasoned argument integrating public/expert and personal voices. #9 – Collaborate with others to create a shared and productive outcome.
Confronts Challenges	#2 – Create innovative written works that respond to community needs. #5 – Listen to different perspectives in order inform and articulate ethical beliefs. #9 – Collaborate with others to create a shared and productive outcome.
Makes Decisions	#2 – Create innovative written works that respond to community needs. #9 – Collaborate with others to create a shared and productive outcome.

Community Contributor	
Builds Community	#4 – Write a reasoned argument integrating public/expert and personal voices. #5 – Listen to different perspectives in order to inform and articulate ethical beliefs. #7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines. #9 – Collaborate with others to create a shared and productive outcome.
Respectfully Engages Own and Other Cultures	#2 – Create innovative written works that respond to community needs. #5 – Listen to different perspectives in order to inform and articulate ethical beliefs. #6 – Analyze and evaluate how cultural differences impact language use. #9 – Collaborate with others to create a shared and productive outcome.
Behaves Ethically	#4 – Write a reasoned argument integrating public/expert and personal voices. #5 – Listen to different perspectives in order to inform and articulate ethical beliefs. #6 – Analyze and evaluate how cultural differences impact language use. #9 – Work with others to create a collaborative outcome.
Anticipates Consequences	#6 – Analyze and evaluate how cultural differences impact language use. #8 – Investigate and explain how language influences intellectual and emotional responses.

English Proposed Outcomes and IUPUI PLUS Outcomes

#1 – Develop reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement.	Communicator – Conveys ideas effectively Problem Solver – Thinks critically Problem Solver – Perseveres
#2 – Create innovative written works that respond to community needs.	Innovator – Creates/designs Innovator – Confronts challenges Innovator – Makes decisions Community Contributor – Respectfully engages cultures
#3 – Read, analyze, and interpret language and texts critically.	Communicator – Evaluates information Problem Solver – Thinks critically Problem Solver – Analyzes, synthesizes, and evaluates Innovator – Investigates
#4 – Write a reasoned argument integrating public/expert and personal voices.	Communicator – Evaluates information Communicator – Builds relationships Communicator – Conveys ideas

	effectively Innovator – Investigates
#5 – Listen to different perspectives in order to inform and articulate ethical beliefs.	Communicator – Listens actively Communicator – Builds relationships Problem Solver – Collaborates Problem Solver – Perseveres Community Contributor – Respectfully engages cultures
#6 – Analyze and evaluate how cultural differences impact language use.	Problem Solver – Analyzes, synthesizes, and evaluates Community Contributor – Respectfully engages cultures Community Contributor – Behaves ethically Community Contributor – Anticipates consequences
#7 – Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.	Communicator – Builds relationships Community Contributor – Builds community
#8 – Investigate and explain how language influences intellectual and emotional responses.	Communicator – Builds relationships Innovator – Investigates Community Contributor – Anticipates consequences
#9 – Collaborate with others to create a shared and productive outcome.	Communicator – Listens actively Problem solver – Collaborates Problem solver – Perseveres Innovator – Creates/designs Innovator – Confronts challenges Innovator – Makes decisions Community Contributor – Builds community Community Contributor – Respectfully engages cultures Community Contributor – Behaves ethically

A second example of how programs mapped their learning outcomes to the Profiles comes from the Department of Communication Studies (see Appendix A).

(3.) Reflecting on Student Learning for the Purposes of Improvement

Every program in the School of Liberal Arts submitted an assessment report describing how learning outcomes are assessed in the program, what the major findings are, and their plans for improvement. Most programs report that the principal assessment point for the major is a capstone or internship course, which typically requires students to engage in experiential learning and/or intensive research. Assessment instruments include e-portfolios, signature assignments, and extended essays. Programs also report the ripple effect of the general education course portfolio review process, which has led some programs to implement midterm evaluations

in courses across the curriculum. Some report the creation of assessment committees that monitor how learning outcomes are assessed in courses and in the overall program (see report by the program in Paralegal Studies in Appendix B). The School of Liberal Arts participates in cyclical external reviews of its programs as required by the campus. There is no mandated internal assessment cycle for programs at this point, although all programs report monitoring the achievement of student learning outcomes formally or informally.

Last year's SLA PRAC report included a detailed account of ongoing assessment practices in the Writing Program. Following the recommendation of the reviewers of the 2018 report to "focus on one or two units that are doing exceptional work, and one or two units that will undergo improvement changes in the future," we present the assessment profile of three different programs in the School of Liberal Arts. We agree with the reviewers that "a full report on every program would be a huge undertaking." Given the size of the School and the number of degrees offered, a spotlight on different programs each year will provide the readers of this report with a deeper understanding of assessment and improvement efforts in the School of Liberal Arts.

Below, we provide the assessment profile of the programs in Communication Studies, Anthropology, and the English Literature Concentration.

Communication Studies. The Department of Communication Studies uses ePortfolios to assess student learning related to these learning outcomes. The COMM ePortfolio initiative, which integrates CN ePortfolio throughout the major curriculum, was launched in 2018–2019. The goals of this ePortfolio initiative are two-fold: (a) Students will be better able to articulate what they know and can do as Communication Studies majors, and (b) the Department will be better able to track student learning related to specific LOCs for curriculum development and assessment purposes. The program uses the metaphor of bookends to describe how they have integrated CN ePortfolio into the major curriculum. The one bookend is the Gateway course (COMM-G100: Introduction to Communication Studies), and the other bookend is the Capstone (COMM-G480: Capstone in Communication Studies). In G100, students are introduced to CN ePortfolio and to the desired Learning Outcomes in Communication (LOCs). In in-class workshops, trainers guide students through the process of setting up their CN ePortfolios and creating folders for each of the 10 LOCs. As students proceed through the coursework in their major, they are encouraged to upload evidence of their learning related to each of the LOCs into the appropriate folder. Along with the uploaded artifacts, students are expected to maintain two documents in each folder: (a) a descriptive document that explains which artifacts the student is choosing to include as evidence of learning related to that particular LOC, and (b) a reflective document in which they track and reflect on their growth and learning related to that particular LOC. Then, in the Capstone course, the second "bookend," students work on transforming this raw data into an ePortfolio that represents them as an emerging communication professional and "showcases" their key competencies.

Because this initiative is relatively new, their assessment data is somewhat limited. Approximately 90 students in COMM-G100 (3 sections over 2 semesters) have created their CN ePortfolio shell and the LOC folders they will be populating with evidence of learning throughout their major coursework. To date, 15 students have completed the new capstone that

requires the ePortfolio (COMM-G480). Fourteen additional students are enrolled in COMM-G480 this semester (Fall 2019). A preliminary analysis of the completed G480 ePortfolios indicates the following:

- Students are able to document their learning related to each of the LOCs. Students uploaded evidence of at least moderate attainment of the LOCs in 87% of the LOC folders.
- The strongest evidence of LOC attainment is provided for the following learning outcomes:
 - Engage in communication inquiry (LOC 3)
 - Create messages appropriate to the audience, purpose and context (LOC 4)
 - Apply ethical communication principles and practices (LOC 7)
 - Utilize communication to embrace difference (LOC 8)
- The weakest evidence of LOC attainment is provided for the following learning outcome:
 - Demonstrate the ability to accomplish communicative goals (self-efficacy) (LOC 6)
- CN ePortfolio helps students to become more reflective about their learning, to become more aware of themselves as students of communication, and to represent themselves as emerging communication professionals by documenting and showcasing the key competencies they have acquired throughout the program.
- The feedback from students has been mostly positive. Students appreciate the opportunity to reflect on their learning. They recognize how important it is for them to know what they know and to “connect the dots” of their learning.

In terms of existing or planned improvements based on assessment evidence, the program uses feedback to review the curriculum on an ongoing basis. Up to this point, the primary focus of adjustments have been related to the training provided students and to expanding the ePortfolio beyond the two bookend courses. Some of the changes made in this regard include:

- In-class workshops in all sections of COMM-G100 in which students create their CN ePortfolio and the LOC Folders required by our department. In-class workshops are currently provided by the CyberLab. They have decided to continue to use in-class workshops because evidence from the pilot implementation suggests that students who missed the in-class workshops and had to create their CN accounts and ePortfolios on their own ended up with weaker ePortfolios in the end.
- In-class workshops in all sections of COMM-G480 in which students receive specialized instruction on creating “Showcases” that effectively document and demonstrate their key competencies. They added this workshop to increase the quality of the Showcases in the final ePortfolios. As part of this training, students will receive training on how to most effectively label their showcases and how to design them so that they demonstrate the student’s competency both in what they say and how they say it.
- Instructors of the other two core classes in the major (COMM-G201: Intro to Communication Theory and COMM-G310: Intro to Communication Research) have been asked to identify and articulate links between specific assignments in those core classes and specific LOC folders.

- Instructors in the elective classes offered in the department have been invited to include a statement on select assignments recommending that majors consider uploading those assignments into the appropriate LOC folders. These changes are in response to student feedback from the Capstone students who found the task of creating an ePortfolio that documented learning related to all 10 LOCs in one semester to be a bit daunting.

Anthropology. The Department of Anthropology has conducted a thorough alignment of their learning outcomes to the Profiles, going down to the course level for every course required in the major.

Students completing the Anthropology Bachelor of Arts degree will achieve the following:

- *Understand three of anthropology’s sub-fields (Cultural Anthropology, Biological/Physical Anthropology and Archaeology) and their central questions.* Students will take courses in all three of these areas as part of the undergraduate major.

	Communicator				Problem Solver				
More Information: http://go.ju.edu/29pj	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates
1 Understand the three subfields (cultural anthropology, biological anthropology, archaeology) and their central questions	103 104 201	103 201	104 201 360 methods		103 104				103 104 201 360

These outcomes are achieved through students’ participation in the following courses: 103 (Human Origins); 104 (Introduction to Cultural Anthropology); 201 (Survey of Applied Anthropology); and 360 (Development of Anthropological Theory).

- *Analyze human diversity in historical and contemporary contexts.* All students are expected to demonstrate an understanding of the broad Anthropological scope of the human condition with respect to cultural, biological, linguistic, and material diversity.

	Communicator				Problem Solver				Innovator			Community Contributor				
More Information: http://go.ju.edu/29pj	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
4 Apply anthropological concepts to analyze human diversity in historical and contemporary contexts.	103 104 360													104		

These outcomes are achieved through the students’ participation in the following courses: 103 (Human Origins); 104 (Introduction to Cultural Anthropology); and 360 (Development of Anthropological Theory).

- *Apply anthropological theories and methods to evaluate real world problems.* Students will demonstrate ability to formulate anthropological research questions and to utilize anthropological methods to address real world problems.

	Communicator				Problem Solver				Innovator				Community Contributor				
1	More Information: http://go.ju.edu/29p	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
2	Apply anthropological theories and methods to evaluate real world problems	360 methods				201	201			methods		methods	methods			104 methods	

These outcomes are achieved through the students' participation in the following courses: 104 (Introduction to Cultural Anthropology); 201 (Survey of Applied Anthropology); 360 (Development of Anthropological Theory); and through their completion of a minimum of one methods course. They have a choice of the following methods courses: ANTH-E 404: Field Work in Ethnography; ANTH-P 405: Field Work in Archaeology; ANTH-B 426: Human Osteology; ANTH-B 468: Bioarchaeology; ANTH-B 474: Forensic Anthropology, Archaeology, & Taphonomy.

- *Cultivate civic mindedness through collaboration with community partners.* Students will participate in courses and research projects in collaboration with a range of local stakeholders.

	Communicator				Problem Solver				Innovator				Community Contributor				
1	More Information: http://go.ju.edu/29p	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres	Investigates	Creates/Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
2	Cultivate civic mindedness through collaboration with community partners.													methods	methods		

Civic-mindedness is cultivated through students' participation in the methods courses listed above. These courses all involve some form of community collaboration.

- *Demonstrate an understanding of human evolution and evaluate scientific models of human origins.* Students will participate in lecture-based courses on human origins as well as in lab courses in areas such as Forensics, Osteology and Bioarchaeology. The following courses deal with the scientific theories surrounding human evolution: ANTH-A 103: Human Origins; ANTH-B 426: Human Osteology; ANTH-B 468: Bioarchaeology; ANTH-B 474: Forensic Anthropology, Archaeology, & Taphonomy
- *Utilize anthropological methods to collect, analyze and interpret data.* Through a range of methods courses, students will collect and analyze their own original data in at least one of the three sub-fields: cultural anthropology, biological anthropology or archaeology. ANTH-E 404: Field Work in Ethnography; ANTH-P 405: Field Work in Archaeology; ANTH-B 426: Human Osteology; ANTH-B 468: Bioarchaeology; ANTH-B 474: Forensic Anthropology, Archaeology, & Taphonomy/ All of these courses require students to collect their own data and to analyze it.

The main point for assessment in the major is the Capstone course. Students construct an e-portfolio, in which they both provide a retrospective view of the work they have done in their anthropology major; they carry out a short research project on a topic of interest to them (which includes an interview with an anthropologist who is working in that area, either in or outside of the academy); and they begin to look ahead to how their training in anthropology will inform

their future lives after graduation. [Here](#) is an example available from the e-portfolio gallery at IUPUI.

The Learning Outcomes from the Senior Capstone Course syllabus are:

- Understand the perspectives and values of Anthropology as a discipline;
- Be able to clearly articulate the skills you have acquired through your education in the Liberal Arts and in Anthropology;
- Understand Applied Anthropology and its applications in a range of policy and programmatic settings;
- Begin to develop some plans for your future following graduation from IUPUI.

Last year, IUPUI introduced IUPUI+, replacing the old Principles of Undergraduate Learning (PULs). The PLUS skills that you will acquire through this class include:

Communicator: Evaluate Information; Convey Ideas Effectively.

Innovator: Investigates

Community Connector: Anticipates Consequences

In identifying findings from assessing student learning outcomes, one of the challenges the program faces is dealing with the high number of transfer students accepted into the school and the major. All transfer students still have to complete the required upper-level core courses: 201 (Survey of Applied Anthropology); 360 (Development of Anthropological Theory; a methods course and the capstone sequence 412 (3 credits) 413 (1 credit). Many of the students take the courses out of sequence, which means that they do not move through the major in the way that they anticipate.

Thus far, the program has only systematically assessed gateway courses:

Anthropology 103: Human Origins

Evidence of Learning Outcomes: Copies of students' exams from the Fall 2018 semester have been provided as evidence of learning outcomes. They can be located in the *Learning Outcomes & Assurance of Learning* folder in sub-folder *D. Student Work Examples*. Following the *Course Portfolio Requirements* guidelines updated on February 3rd, 2017, commendable, satisfactory, and unsatisfactory examples of student performance have been provided for review. These examples, an inherently stratified sample, come from all eight sections of ANTH-A 103 taught by three instructors (i.e., Glidden, Mullins, Badillo). In the case of Senior Lecturer Glidden, the web-based sections are emphasized as a means to contrast delivery modes and potential impacts on student learning. Collectively, the final exams are emphasized given the cumulative nature of the assessment common among all sections of ANTH-A 103.

Anthropology 104: Introduction to Cultural Anthropology

Evidence of Learning Outcomes: Overall, students are able to identify the definition of cultural relativism although some struggle with distinguishing between "open-mindedness" and cultural relativism as a methodological, not a moral philosophy, when applying it. In terms of understanding the subfield of cultural anthropology, students generally are able to define the methods and approaches used in cultural anthropology to analyze cultural diversity but struggle somewhat in applying and evaluating them.

Here are the learning outcomes for the core courses:

Anth-A 201: Survey in Applied Anthropology exposes students to the three major subfields of Anthropology (Cultural, Archaeology, Biological) through lectures, class activities, group work and class discussions. Students learn about potential career trajectories for anthropology majors and the central questions of the discipline, particularly as they relate to applied anthropology and real-world problems, through a series of guest lectures throughout the course. The course assesses student learning outcomes through a mix of exams (both in-class and take-home) and written assignments including a literature review and annotated bibliography based on in-depth research into a topical subfield of Anthropology. For example, students have produced annotated bibliographies and literature reviews on Indigenous Archaeology, Disaster Anthropology, and Critical Medical Anthropology.

Anth-A 360: Development of Anthropological Thought

This is a course on the development of Anthropology as an area of inquiry. In this class, we will be looking at some key moments in the literature that have been integral to shaping the field as we know it today. We will give particular attention to a range of different “visions” of the discipline as they have emerged through time. We will emphasize the importance of looking at the relationship between theoretical concepts and the political-social-economic context within which those ideas were developed and promulgated. In addition, we will spend some time considering the role that the emergence of the idea of “race” has played in shaping Anthropology. One might almost say that there would be no discipline of Anthropology without the historic emergence of ideas about race and human differences. In turn, as Anthropology has developed as a field, it has also played an active role in shaping and re-shaping the notion of “race.” This course emphasizes critical thinking and analysis, particularly toward the end of enhancing your understanding of the range of diversity and universality in human history, societies, and ways of life. The Principles of Undergraduate Learning that this course emphasizes are Two—Critical Thinking and Five – Understanding Society and Culture.

In these courses, the program uses the following assessment instruments:

Key Question Papers. These papers are 2 pages double-spaced, in which I ask you to explore a particular aspect of that week’s readings. Completing these papers ahead of class will ensure that everyone is prepared to participate in a lively class discussion.

Ethnographers at Work Papers. The details of this assignment are incorporated into the syllabus and are posted on Canvas in the Assignments tab. Undergraduates will write a 3-page paper (double-spaced) about Powdermaker’s autobiography, graduate students will write a 4-page paper (double-spaced) about Harrison’s book.

Mid-semester and Final Exams. These essay exams will call upon you to synthesize the material we have covered in class. You should be able to identify the major schools of thought that have shaped the discipline of anthropology through the 20th century and into the 21st.

Ethnography papers. Again, the details for this assignment are incorporated into the syllabus and are also available on the CANVAS site under the Assignment tab. Undergraduates will write a 3-page (double-spaced) paper on the ethnography by Dorothy Hodgson, graduate students will write a 4-page (double-spaced) paper on the ethnography by Jemina Pierre.

Methods Courses:

ANTH-E 404: Field Methods in Ethnography

- Student Learning Outcomes: In this field-based class, students receive training in conducting qualitative research in neighborhoods in Indianapolis. Every year, the class partners with a community-based organization or agency to carry out a collaborative research project.
- Assessment: Students are assessed via the submission of weekly reflections on their research and submission of a final research paper or project, which is also presented to the community partner.

- Major Findings: Through this course, students really learn the importance of collaborative methods in qualitative, community-based research. The course varies from year-to-year but the core values of collaboration and of carrying out projects that will be of use to our community partners remains consistent. Many students see this course as a springboard to work in the not-for-profit or governmental sectors. In a couple of cases, the community partner hired two of our students who had participated in the ethnographic methods courses undertaken with that organization.

ANTH-P 405: Field Work in Archaeology:

- Student Learning Outcomes: In this field-based class, students receive training in the methods of excavation, soil description and classification, archaeological survey and sampling, field photography, mapping and Global Positioning Systems (GPS), and preliminary laboratory techniques; students concurrently are provided with all the basic knowledge and training necessary to secure future employment in the field of Cultural Resource Management (CRM).
- Assessment: Student performance is assessed via quizzes (n = 3) on the assigned readings and related materials, review of the field forms and associated paperwork for accuracy and clarity, evaluation of their field journals that record daily activities and accomplishments on site, and student attendance, participation, and performance.
- Major Findings: Student learning outcomes have not been systematically assessed for this class given its format; however, our former field school students consistently secure jobs in Cultural Resource Management archaeology with employers consistently commenting on the training and preparedness of our former students.
- Improvements: N/A

ANTH-B 426: Human Osteology:

- Student Learning Outcomes: Students are trained to 1) identify and side bones and bone fragments, 2) assess the biological profile of unknown remains, 3) analyze the physiological relationship between skeletal and dental tissues and other organs and systems, and 4) understand the pathological processes routinely encountered during the analysis of human skeletal remains. Students are also trained to collect standard qualitative and quantitative data, analyze that data, and interpret their findings.
- Assessment: Student performance is assessed via a midterm and final examination, the successful completion of an osteology workbook and study guide, two lab assignments, and a series of five quizzes, as well as attendance and participation.
- Major Findings: Student learning outcomes have not been systematically assessed for this class. In many respects, this course is equivalent to Human Anatomy, though it focuses exclusively on the hard tissues (i.e., bones & teeth), functional morphology, and the major muscle groups associated with locomotion and movement. As a result, course content and the student learning outcomes do not vary dramatically from one semester to the next.
- Improvements: The osteology workbook is a recent addition to series of assignments in Human Osteology. This workbook, completed over the course of the semester, is designed to enhance student comprehension and retention of information, especially with regards to anatomy, locomotion, and functional morphology. In addition, the lab assignments are revised on an annual basis to reflect advancements in the field of human skeletal biology.

ANTH-B 468: Bioarchaeology

- Student Learning Outcomes: In Bioarchaeology, students are trained to integrate the biological data obtained through the analysis of human skeletal remains from archaeological sites with other sources of historical and archaeological data on past lifeways. A heavy emphasis is placed on teaching the students to recognize that skeletal tissues are living and respond to both internal and external stimuli, as well as the biocultural interactions between the body and environment, including the impact of culture on the human condition. Students are trained on a suite of standard, sub-disciplinary methodologies and subsequently collect novel, primary data on the skeletal samples curated in the lab.
- Assessment: Student performance is assessed via take-home midterm and final examinations, graded lab exercises, quizzes on the weekly readings, participation in class discussions, attendance, and their contribution to a unified, semester-long research project examining the human skeletal remains housed in the Bioarchaeology Laboratory (i.e., CA 409).
- Major Findings: Successful students have been able to apply the concepts, theories and methodologies presented in class and the course readings during lab exercises, discussion moderation, and the semester-long research project.
- Improvements: The class has been revised in each year to reflect the ongoing research projects in the Bioarchaeology Lab (e.g., the Bethel Cemetery Relocation Project), while increasingly emphasizing practical training and skills with the goal of developing original datasets that enhance our understanding of past peoples and cultures through the analysis of their skeletal remains.

ANTH-B 474: Forensic Anthropology, Archaeology, & Taphonomy

- Student Learning Outcomes: In Forensic Anthropology, students are trained to 1) identify bones and bone fragments, 2) develop biological profiles (i.e., sex, age-at-death, stature, ancestry) of unknown remains, 3) collect, analyze, and interpret metric and non-metric data, 4) understand pathological processes routinely encountered during the analysis of human skeletal remains, 5) identify and interpret skeletal trauma, 6) learn the basic methodologies of field recovery and the taphonomic processes that impact skeletal remains, and 7) gain an appreciation for the history, current state, and future prospects of the sub-discipline.
- Assessment: Student performance is assessed via a series of six in-class lab exercises, two lab assignments, two bone quizzes, a practical midterm and final examination, a group report and presentation on forensic anthropology methods, and attendance. The research and analyses performed in Forensic Anthropology teach students to formulate and test hypotheses, generate and analyze empirical data, and subsequently justify their results and conclusions
- Major Findings: Successful students can be characterized by 1) investing considerable time in the lab learning basic human skeletal anatomy, 2) actively participating in the in-class lab exercises, 3) consistently engaging with the course content during lectures and labs, and 4) taking the initiative to master the methodologies essential to building biological profiles in Forensic Anthropology.
- Improvements: Forensic Anthropology has been revised between each offering to reflect new course content and changes to the methodological standards in the sub-discipline. In addition, the in-class lab exercises and formal labs are consistently updated to reflect to reflect advancements in the field and issues that arose with student comprehension in prior semesters.

The program is planning a retreat in January to develop a systematic way to evaluate required upper-level core courses and the major overall. In addition, they are working on connecting core courses to the new Profiles.

English Literature. In the English Literature Concentration within the Department of English, assessment of how well students are achieving learning outcomes mostly takes place at the concentration level in bi-annual meetings of faculty who teach in each concentration. Currently such assessments are not well documented but do result in changes to capstones and other courses and in broader programmatic changes. The program recognizes the need to make such assessments more systematic and documented, and they are currently discussing ways to achieve this. They also recognize the need to discuss student achievement of learning outcomes across the department, not just within concentrations, and to make continual improvements to the capstone experiences and other measures of student success.

Another measure of student learning that lies outside the domain of course performance is alumni placement and satisfaction. For the past four years, English BA alumni panelists speak to current students about their career paths after graduation. These panels take place twice per year (fall and spring) with four panelists per event and have involved 24 alumni speakers since 2016. Without exception, these alumni speak in glowing terms of their educational experiences in English courses and internships, of the influence of faculty mentors, and of their preparedness for a wide variety of jobs and careers. Although this is not a numerically large sample, the quality and detail of the responses is quite high. The department as a whole is currently working on ways to build upon this assessment opportunity by (a) systematically surveying alumni and maintaining relationships with more alumni after graduation; (b) capturing panelists' testimony on video for both promotional and self-reflection purposes.

Improvements in assessment made within the past 12 months or currently in process are described as follows. The Literature faculty engages in comparison of syllabi, learning outcomes, and assignments across multiple instructors' sections of the same course, and in comparison of student writing in analysis papers. They are now working to use these measures to develop more consistent syllabi and sets of learning outcomes for each course level. They are also working to integrate signature assignments across all course levels that require students to demonstrate their critical capabilities and to reflect on their attainment of course goals. For the second year, they are also sending a survey to all students in all Literature courses to measure student satisfaction with Literature offerings. So far, these surveys reveal that (a) students do recognize that studying literature enhances their critical reading, thinking and writing skills; (b) students are interested in a variety of classes that we either need to publicize better or that we need to offer.

In order to get a better understanding of program-level assessment practices in the School, and to allow faculty to expand on their reflections on assessment beyond the information provided in their programs' assessment reports, Scott Weeden conducted individual interviews with the director of undergraduate studies in the Department of Communication Studies, Beth Goering, with the chair of the Department of Anthropology, Susan Hyatt, and with the director of the English literature concentration in the Department of English, Megan Musgrave. The content from the interviews was generated by the following set of questions: Are you and your department happy with your department's student learning outcomes, and if not, what would you like to change? Which of your department's student learning outcomes do you see as most important? How has the recent work with mapping departmental student learning outcomes to the Profiles of Learning for Undergraduate Success (PLUS) led to any modification of your department's outcomes? What sort of curricular revision is occurring because of the

assessment activity you are doing? Do you have a systematic way, aside from course evaluations, for getting feedback from students on your program? And finally, if you could name it, what would your ideal way to assess be?

The program in Communication Studies highlighted the importance of the e-portfolio, which is being used with all students. The final development of the ePortfolio occurs in the capstone course, where the best of what the students have done is brought together into the portfolio. During the capstone, students pick a community project to work on together at first, and then individual projects spin off from this initial work; the students also work on a self-reflective statement for the ePortfolio that is intended to communicate who they are as a communications scholar. The products the students produce for the final version of the ePortfolio is assessed at the moderate level of understanding for six of their ten outcomes; four outcomes are assessed with a higher standard because the program sees these as crucial for demonstrating competence as a communication student and scholar. The self-reflective statement for the ePortfolio is designed for potential employers as the audience; it utilizes and reflects the four key outcomes referred to above. Each capstone course is organized around a key theme, and the class picks a community project; this past year, the focus was on mental health.

The program director felt that the ePortfolio is a perfect tool for helping students to show what they have achieved in the program because it forces students to show and prove what they can do as communicators and graduates of Communication Studies. It leads students to think about the program outcomes in a way that is productive. They think they need to do more to gather information from students during a course, not just after a course is completed (this is prompted by the process the Gen Ed Core course review utilizes). The program is pleased that the students are making strong community connections, but they are also showing weakness identifying how they are achieving communication goals.

In their plans for improvement, the program highlights the need to develop a mechanism for continually gathering feedback from students during a semester. They also would like to help students be able to articulate communication goals by having faculty make connections in courses between course assignments and learning outcomes, by looking at assignments within courses to make sure they represent the outcomes and that they communicate to students the relationship between the work of the assignments and how this work can help the students to achieve the outcomes, and by making sure a tool is available within a course for helping the students to identify products of their learning that they can put into an ePortfolio to demonstrate their learning overall. Since much of the assessment is contained in the e-portfolio, the program would like to have all courses in the program use the ePortfolio, helping students to begin one early in their time in the program and to continue to develop it right up to the end of the capstone course. It is also important to make sure the ePortfolio the students develop is a viable portfolio, one that they can graduate with and continue to work with (which includes helping transfers to catch up in developing their portfolio). Other areas for improvement are to investigate which outcomes the students are least successful with, and how classes might be revised to better help students to achieve the outcomes; to maintain the community connections with the emphasis in the capstone on community-based themes; and to work more with students on developing an international perspective.

The Anthropology program also works with an ePortfolio, which is finalized in the capstone course. The program is most interested in the values associated with their learning outcomes; it is these values they monitor and track when they assess their ePortfolios. They are keen on having the students be able to talk about themselves and how the program has benefitted them; the ePortfolio helps the students respond to this approach as it provides an impetus for demonstrating achievement of the values emphasized in the program through the products contained in it, and the reflection for the ePortfolio helps the students to communicate what they have learned. Recently, the program has been having alumni return, participate in a panel, talk about their experiences, and offer advice to present students; through these discussions the program has been able to gather information about how the program is doing preparing graduates and how graduating students are doing once they graduate.

The use of e-portfolio originated from faculty dissatisfaction with a previous assessment instrument, the research paper. The ePortfolio process divided the work in the capstone between a set of graded assignments, an interview with a working anthropologist, a series of reflections, and a limited research project. Splitting the capstone course into a three-hour course and a one-hour course centered on post-graduation success is leading to good results (such as one assignment in the one-hour course that asks the graduates to compose a successful “elevator speech”—a short pitch that sells their experiences and represents who they are). The program includes a field experience, and they have recently added hosting panels of alumni and these reveal that graduates feel the program prepares them well for the world of work after graduation. The panels are also helping the present students to make strong connections with alumni of the program. With these curricular changes, students are learning to make strong community connections.

Among their plans for improvement, the chair highlights the desire to expand the use of ePortfolio for all students, to update courses to make them more relevant for students, to enlist the help of the SLA Office of Career Development in preparing students for the post-graduation experience, and to map their courses to the IUPUI+ Profiles and use what they learn in this process to continue to improve their courses.

The English Literature Program is in the midst of completing seven General Education Core course review portfolios; this work has led to the realization that comparisons of DFWI rates, of syllabuses in sections of each course, of assignments across multiple sections of the same course, and how students do on analytical papers all help the program to measure how the program is doing. Students in the Literature capstone complete an in-depth analysis project of their own design, and also write a reflective essay to explain not only how they have met the goals of the capstone course, but also how they assess their learning across their coursework as Literature majors. The program has created a survey that is administered in all courses of the major and this will be used to monitor student response to their courses.

The program thinks of their work with assessment as a work in progress. Evidence of the achievement of program outcomes is reflected in the in-depth analysis project that students complete in their capstone course. Overall, the results reveal that students recognize the study of literature enhances critical thinking, critical reading, and overall writing skills. However, the

program sees a need to align learning outcomes across their courses so that there is a sense of students gaining competence over time.

The plan for improvement in the English Literature program includes the development of more uniform learning outcomes across course levels, the creation of signature assignments across all their course levels that will help the students to demonstrate their critical capabilities and reflect on their attainment of course goals and outcomes. Surveys and students' interviews are seen as the best ways to gather feedback from students on their experience in individual courses and in the program.

In conclusion, attention to assessment and use of assessment practices vary widely across departments and programs in the School of Liberal Arts. This is to be expected in a large school with multiple disciplines with diverse pedagogical traditions and approaches to assessment. However, as the examples included in this report show, campus-wide opportunities to engage in assessment bring about deep reflection on learning, exemplary use of assessment instruments, and curricular improvements to enhance learning. With adequate support and resources, the faculty in the School of Liberal Arts are generally quite committed to assessment and innovation that holds potential for improving student learning. The examples included in this report have illustrated the ripple effect of general education course portfolio review on assessment practices in courses beyond general education (Religious Studies), the revision of learning objectives in alignment with the Profiles (English, Anthropology), major course mapping to the Profiles (Communication Studies and Paralegal Studies), and program-level assessment efforts, including the use of e-portfolio in Capstone courses.

Appendix A. Communication Studies Mapping of Learning Outcomes and Courses to Profiles (IUPUI+)

	Communicator				Problem Solver			
	Evaluates Information	Listens Actively	Builds Relationships	Conveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, Evaluates	Perseveres
Department/Program Learning Outcomes								
Program: Communication Studies								
Describe discipline & its central questions	X X X X X		X	X X			X	
Employ comm. theories, perspectives, principles & concepts	X X X X X	X	X X	X X X X	X X X X		X X X	
Engage in communication inquiry	X X X X		X	X X X X	X X X X		X X	X
Create messages appropriate to audience, purpose, context	X	X X	X	X	X	X		X
Critically analyze messages	X X X X X	X		X X	X X X		X X	
Demonstrate ability to accomplish communicative goals		X		X X	X	X	X	X X
Apply ethical communication principles & practices	X X		X	X	X			
Utilize communication to embrace difference			X					X
Influence public discourse	X	X	X	X X X X	X X X	X	X X X	X
Apply skills & knowledge needed to collaborate with others		X X	X X	X X		X X		X X

Color coding indicates the required courses in the major in which the individual learning outcomes are explicitly included in course-level learning outcomes and assignments.

COMM-G100: Intro to Comm Studies

COMM-G210: Intro to Comm Theory

COMM-G310: Intro to Comm Research

COMM-G480: Capstone in Comm Studies

	Innovator				Community Contributor			
	Investigates	Creates/ Designs	Confronts Challenges	Makes Decisions	Builds Community	Respectfully Engages Own and Other Cultures	Behaves Ethically	Anticipates Consequences
Department/Program Learning Outcomes								
Program: Communication Studies								
Describe discipline & its central questions		X X		X				
Employ comm. theories, perspectives, principles & concepts	X X X	X X	X X	X X	X X			
Engage in communication inquiry	X X X	X X	X X	X X	X X	X	X	X
Create messages appropriate to audience, purpose, context		X X X	X X	X X	X X	X X	X	
Critically analyze messages		X			X			X
Demonstrate ability to accomplish communicative goals	X	X X X	X X	X	X X	X	X X	X
Apply ethical communication principles & practices	X X			X X		X	X X X	
Utilize communication to embrace difference			X		X	X X		
Influence public discourse	X X X	X X	X X	X X	X	X	X	X
Apply skills & knowledge needed to collaborate with others	X X	X X	X X	X X		X		

Color coding indicates the required courses in the major in which the individual learning outcomes are explicitly included in course-level learning outcomes and assignments.

COMM-G100: Intro to Comm Studies

COMM-G210: Intro to Comm Theory

COMM-G310: Intro to Comm Research

COMM-G480: Capstone in Comm Studies

Appendix B: Paralegal Studies Assessment Report

Each SLO is mapped to one or more courses and then measured by the stated method. Here is our mapping document adopted by our faculty in January, 2019:

IUPUI + Implementation Plan for Paralegal Studies Program Adopted January, 2019

1. **Communicator** - To prepare students to communicate effectively in a legal environment.

Action	Class	Possible Assignment	Assessment
Analyze legal situations;	Y 221 P 431	Legal Memoranda Appellate Brief	Rubric
Understand different arguments and perspectives through effective listening and comprehension skills	All classes	Class Discussions Debates – varies by class	Discussion Rubric
Effectively communicate both orally and in writing.	Y 221 P431 Y222 Y223	Legal Memoranda Appellate Brief Oral Presentations Litigation Documents	Rubric
Use legal research tools to write well researched and legally reasoned responses	Y 221 P431	Research Exercises Legal Memorandum	Graded Assessment

2. **Problem Solver** - To stimulate critical thinking in our students so they can identify, evaluate, and adapt to legal issues. This objective is demonstrated by the student's ability to:

Action	Class	Possible Assignment	Assessment
Evaluate legal situations	All classes	Essay questions	Exam
Collaborate with peers to solve legal problems	All classes	Varies by class – example: group project	Rubric
Consider legal arguments and counter-arguments and prepare a response	Y221 P 431 Y 222 Y223	Memorandum Memorandum Various Litigation documents	Rubric
Arrive at reasoned persuasive legal conclusions and be able to support these conclusions	All classes	Course Memorandum Essay	Rubric Exam

3. **Innovator** - To equip students with the foundational legal knowledge to allow them to respond to challenges in a legal environment. This objective is demonstrated by the student's ability to:

Action	Class	Possible Assignment	Assessment
Develop an understanding of legal concepts and structures	All courses	Exam Questions	Exam
Decisively apply legal concepts to legal issues	All courses	Exam Questions	Exam
Develop an organizational system for accomplishing work	Y 221 All Courses	Tickler	Rubric
Meet strict deadlines	All courses		

Utilize technology to efficiently complete legal work	All courses Emphasis in Y221 P 431 Y222 Y232	Clio E filing	Rubrics
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4: Community Contributor - To prepare students to understand and follow legal rules and structures, including ethical rules, and to promote fairness and civility. This objective is demonstrated by the student's ability to:

Action	Class	Possible Assignment	Assessment
Understand and apply procedural rules	Y222 Y223	Exam Questions Practical Assignments	Exam Rubric
Behave in a professional and courteous manner	All courses	Class Discussion	Discussion Rubric
Understand and uphold the rules of professional conduct for lawyers	Y232	Exam questions	Exam
Connect learning to the legal community and beyond	All courses	Exam Questions Practical Assignments Discussion	Exam Rubric Discussion Rubric

At the conclusion of each semester, Paralegal Studies faculty must submit a portfolio of class work to the Director. This portfolio includes the following: Class Syllabus (with stated SLOs and Course level Outcomes), Directions for all substantive course assignments, copies of all course exams, high and low graded assignments with professor feedback. The program director reviews all course materials to insure SLOs are being met. If not, the director meets with the instructor to discuss how to incorporate these outcomes into the course.

Based on assessment over the last year, we have revised our Course Learning Outcomes in each paralegal course to better capture the program SLOs. We held a workshop in August, 2019 where paralegal faculty worked on these outcomes together.

All courses now have signature assignments which capture the course topic area. For example, the contract course has students write a contract. The litigation course has students prepare a Complaint and Answer. These signature assignments help measure the SLOs and also provide portfolio documents for students to use in our Capstone course.