

*The School of Liberal Arts Report for the
Program Review and Assessment Committee, 2020*

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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 offer 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 are published in the IUPUI Campus Bulletin.

[Undergraduate Programs](#)
[Graduate Programs](#)

Documenting Student Learning in the School of Liberal Arts

Based on the recommendations received in the evaluations of previous Program Review and Assessment Committee Report, and PRAC guidelines for 2020, this report will focus on the following areas where assessment efforts are underway currently in the IUPUI School of Liberal Arts:

1. Impact of COVID-19 on assessment and improvement efforts and future plans
2. Progress to date in implementing and assessing Profiles
3. Experiences to be included in the Record, what are they? How are they being developed and designed/redesigned? Any assessment plans?
4. Aligning Student Learning for the Purposes of General Education Assessment;
5. Implementing and assessing the Profiles (IUPUI+)
6. Reflecting on Student Learning for the Purposes of Program Improvement: Assessment profiles of the programs in **English and Religious Studies, the University Writing Center, and the Office of Student Affairs.**

(Given the large number of programs in the School of Liberal Arts, we follow the recommendation of previous years' committee to rotate the programs featured in this report. Last year's report featured programs in Anthropology, Communication Studies, and English Literature Concentration.)

1. Impact of COVID-19 on assessment and improvement efforts and future plans

The transition to online teaching in the middle of the Spring 2020 semester went as smoothly as it could be expected. Departments reported intensive training of full and part-time faculty through spring and summer to carry out curricular adjustments in order to deliver instruction online. Overall, several departments highlighted the commitment of the faculty to do additional work in order to ensure the quality of instruction in the online mode.

Some innovative developments in curriculum and assessment prompted by the predominance of virtual environments:

-faculty training in online teaching provided by campus, school, and departments. Training opportunities by the Center for Teaching and Learning (CTL) were heavily promoted at the school level. In addition to those opportunities, the school's Online Teaching Committee organized conversations about teaching online that were well attended. These conversations featured Liberal Arts faculty with different levels of online teaching experience sharing ideas about teaching effectively online. Several departments also organized discipline-specific online teaching training. For example, Communication Studies and English organized several training opportunities by their faculty for their faculty.

- internationalization efforts via virtual meetings with classes outside the United States (Anthropology, in collaboration with the Office of International Affairs). Faculty used the online learning format as an opportunity to bring in speakers from other countries, for example, in

“Collections Care and Management” and “Indigenous Cultural Heritage” classes which deal with topics such as Indigenous collections care and repatriation.

-*online tutorials* in World Languages (German, in collaboration with the Center for Teaching and Learning)

-*student success*. Programs reported overall students’ success in course work and some programs highlighted outstanding digital work by students (Anthropology)

-*virtual social events* for students. The Department of English developed a virtual Student Awards Ceremony, recorded it, and made it available to all students as a replacement for the annual in-person ceremony, which had to be cancelled. The department held its first-ever virtual commencement celebration to honor graduating seniors and graduate students. This was a synchronous event held via Zoom. The English for Academic Purposes Program organized three zoom hang-out meetings with international students to maintain a sense of community and belonging while they were transitioning back to their countries or to online learning. Other programs such as Medical Humanities or Museum Studies held virtual graduation receptions and student club gatherings.

-*online assessment*. The EAP Program created and administered an online EAP Placement Test which started being delivered online in May 2020 to replace the in-person placement test for international students. This made it possible for international students to be admitted and enroll in IUPUI programs and EAP courses while testing facilities and travel were shut down around the world due to the COVID-19 pandemic.

-*online student services*. The Office of Student Affairs, the University Writing Center, the Speakers’ Lab, and the ESL Tutoring Center continued to serve students after COVID closures, by operating online. During the pandemic, the Office of Student Affairs had to pivot to accommodate a 100% online service to our students. All appointments were converted to virtual sessions. As a result, there was an increase in the volume of emails and phone calls from students. The staff were also above capacity for some time with the online appointments (especially drop-ins). They received inquiries and requests regarding the spring 2020 S/P grades designed to accommodate students during the pandemic. In addition, there was a higher demand from students for guidance on where to locate resources that could help them meet their daily needs as well as where to go to get assistance with the high levels of stress and anxiety they were experiencing. At the University Writing Center online sessions increased by 189% from AY 2018-2019. In AY 2019-2020, the UWC held 1,112 online appointments. All consultants are now trained to conduct online consulting. The UWC was able to pivot quickly to all online programming in March 2020 when remote instruction was required due to the COVID-19 pandemic.

Negative impact of the Covid-19 pandemic in curriculum, instruction and assessment were also reported:

-*community engagement*. Programs experienced difficulty in securing engagement opportunities that could be conducted remotely (Museum Studies). Online learning is a challenging fit with

pedagogy in programs focused on hands-on, object-based, community engaged, and collaborative learning such as Museum Studies.

-decrease in graduate enrollments. Some students deferred start of the program after the decision to offer all classes online (Museum Studies)

-faculty morale and fatigue. Faculty feel they are being tasked with more and more teaching, marketing, recruitment and other responsibilities, including shifting instruction online in response to Covid-19

2. Progress to date in implementing and assessing Profiles

After mapping the Profiles to student learning outcomes in capstone courses and mid-point courses last year, several programs have expanded their work with the Profiles. The program in Paralegal Studies revised their PLOs and aligned them with Profiles, they mapped PLOs to all courses. All outcomes are now listed on course syllabi. Faculty in the department of Political Science have begun mapping learning outcomes to specific assignments in specific classes. This has happened in POLS Y490 (Senior Capstone) and Y317 (Voting, Elections, and Public Opinion). POLS Y103 sections have guidelines that require each instructor include written and quiz/exam style assessments of students' progress. The chair reviews syllabi for compliance. Other classes that have undertaken the mapping project in the past while being recertified for inclusion in the general education core are POLS Y219 and Y217. These courses continue to utilize what was learned during those processes in the syllabi and assessments. Upon completion of the semester instructors (there is only one section of Y217 and, depending on the semester, one or two sections of Y219) look critically at the performance of their students on the assignments adjust based on both student feedback and performance. The department intends to add more 300-level classes to the mapping project.

The Department of Religious Studies reports their efforts to develop the community contributor profile among its students. Faculty continue to implement new project-based assignments to provide students with learning experiences that showcase the value of humanities education and 21st-century skills. Students in Rachel Wheeler's REL-R173 American Religions created Digital Stories related to the Conner family settlement. Edward Curtis designed a community-engaged research project using materials from the new Nur-Allah Digital Archive. David Craig recorded videos with four local religious representatives for an Online Interactive course about religions, health and wellness, and students created their own final digital stories about their personal growth in understanding wellness. These are a few examples of efforts to increase engaged learning in courses.

At the school level, the undergraduate curriculum committee requests alignment with the Profiles in all new courses and course changes.

3. The Record

The School of Liberal Arts has 44 experiences approved for The Record across five different departments and programs: Anthropology, English, Medical Humanities, Sociology, and

Masarachia Scholars. The Aging and Society experience (Sociology) and Masarachia Scholars Program each comprise several experiences due to having multiple community partners.

- a) R300/26894: Applied Topics in Sociology [Aging and Society], 21 experiences
- b) ENG-E398-Internship in English
- c) Masarachia Scholars Program, 18 experiences
- d) MHHS-M 480-Hospice Volunteer Experience
- e) ANTH-E457-Understanding the Negotiation of Ethnic Identity
- f) W398-Internship in Writing
- g) W315-Writing for the Web

As illustration of Record activities in the School of Liberal Arts, we present the Masarachia Program, which is both a scholarship and a path to study and activism. It engages students at IUPUI in study and experience built around organizing and the representation of workers, seniors, and communities. The program emphasizes the concerns of social action and social justice and the “peoples’ organizations” involved in these pursuits. It addresses power and change. As such the Masarachia Program is distinct from programs associated more broadly with non-profit organizations, philanthropy, service, and service learning. Organizing for social action is not learned in the classroom alone. It requires real world engagement in the conflicts that bring people together. Effective social action grows from the combination of theory and practice. Accordingly, the internship component of the Masarachia Program is one effort to involve participants in the work of social change.

The program works primarily with labor and social action organizations in the Indianapolis area. Many of these organizations have representatives who meet with introductory or advanced seminars, serve on the Masarachia Board, or are otherwise involved with the Program. This affords students opportunities to learn about their work before making internship decisions. The intent of the Masarachia internship program is to expose participants to a variety of facets of the sponsoring organization’s work in such a way as to learn about the work and inform career choices, but also to contribute to the work of the organization. Students hold internships at community organizations such as Citizens Action Coalition, Central Indiana Community Foundation, Central Indiana Jobs With Justice, Dove Recovery House for Women, Faith in Indiana, Hoosier Environmental Council, etc.

Throughout the internship students keep a journal of activities. The journal is intended to help write the final report at the end of the internship. Within one month of completing the internship, students submit a final report of 8-10 typed pages summarizing the work performed, what they learned from it, and how the internship experience helped achieve the goals of the Masarachia program. The director of the program assesses the reports and provides a summary report for the Masarachia Board.

There are many other curricular experiences that would qualify for The Record, but perhaps faculty are not very familiar with this framework or with the process of approval of experiences. We intend to provide internal opportunities to disseminate information about existing Record activities in the school.

4. Aligning Student Learning for the Purposes of General Education Assessment

The most significant school-wide undertaking with regards to assessment in 2020 has continued to be our participation in the IUPUI General Education Course Portfolio Review process. In 2020, this process involved faculty in 16 departments and programs in the IUPUI School of Liberal Arts who undertook the creation of portfolios for 24 different SLA courses (3 revised). Two courses were delisted in 2020.

Spring 2020 11 course portfolios (3 revised)

AFRO A 150 (Revised)

ASL A212 — Laura Smith, Julie White

CLAS L133 —Liz Thill, Martha Payne

COMM-M150 — Kristine Karnick, Beth Goering

ECON E270— (revised) Shah Twofighi, Sumedha Gupta, Steve Russell

ENG L207 — Megan Musgrave

GER G132 — Claudia Grossman

HIST H108 (Revised) — Kevin Cramer

HIST H109— Kevin Cramer, DiDier Gondola

POLS Y219 — Scott Wallace, Aaron Dusso

WGSS W105—Catherine Dobris

CLAS L250 —(Delisted)

ENG Z104 —(Delisted)

Fall 2020 (13 course portfolios)

COMM-C 299 Beth Goering

EALC-J 201 Keiko Kuriyama

ENG-L 213 Megan Musgrave

ENG-L 245 Megan Musgrave

ENG-W 260 Dennis Bingham

GER-G 203 Claudia Grossmann

MSPT-Z 100 Andrew Baker

NELC-A 131 Amira Mashhour

PHIL-P 208 Kees de Waal

REL-R101: Kelly Hayes, Andrea Jain, David Craig

REL-R173: Peter Thuesen and Rachel Wheeler

REL-R243: Tom Davis

SPAN-S 203 Enric Mallorquí Rusalleda

Scott Weeden, SLA Faculty Fellow for Assessment, and Marta Antón worked closely with all of the faculty engaged in this process. They created a common folder 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. Once the portfolios were complete, there was a school level-formative review of the course portfolios and feedback was provided to the faculty with recommendations for improvement before submitting the portfolio to the campus level. Overall, we observe an increased familiarity, understanding of, and appreciation for the importance of alignment and assessment among the increasing number of faculty involved in assembling course portfolios.

As in previous years, 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.

Close work with faculty in this process led to a successful portfolio review process for SLA in Spring and Fall 2020 with the great majority of courses reapproved or reapproved with notes. Two course portfolios received a recommendation of 'revise and resubmit' (minor revisions) in Spring 2020 and one in Fall 2020 (only syllabus revision). 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, as we are seeing reported in departmental reviews. 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. We held one event in 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 and we are planning additional events post-COVID restrictions on capstones and The Record.

Individual departments are also taking steps to improve instruction in general education courses. The department of Anthropology, for example, has conducted a research project to evaluate the effectiveness of digital and adaptive learning tools for increasing students' understanding of key concepts in ANTH-A104 tied to the course's learning objectives. Students in one section of ANTH-A104 were required to complete *Inquizitive*, an adaptive digital learning game that accompanied the textbook chapters, and a *Canvas Quick Check* while another ANTH-A014 section taught by the same instructor was only assigned the *Quick Check*. Based on feedback from all ANTH-A104 instructors and the previous assessment, students in the pilot were assigned those *Inquizitives* that included concepts and topics that students commonly struggled

with across sections. Students' performance on exam questions that targeted the concepts featured in the online *Inquizitives* and *Quick Check* were compared from both sections in order to assess the degree to which *Inquizitive* assisted student learning. A survey was administered to both sections of students. The analysis is ongoing. Some of the initial results revealed that *Inquizitive* functioned as a guide for students to identify key information from the reading. In turn, both *Inquizitive* and *Quick Check* helped build students' perceived confidence level in the material through exposure and basic practice. While this did not consistently and directly translate into higher performance on related exam questions for *Inquizitive*, both sections who completed the *Quick Check* performed higher on those exam questions compared to previous semesters. This increased engagement in the material prior to class has the potential to enhance what students get out of and contribute to class activities. The department is also working on assessing and improving the capstone course based on feedback from colleagues and from the students themselves.

5. Reflecting on Student Learning for the Purposes of Program Improvement: Assessment

Every program in the School of Liberal Arts is requested to submit information on assessment activities annually, as one section of their departmental annual report. The guiding questions intend to elicit information about 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. The department of Geography, for instance, reports that student achievement of the program learning outcomes is assessed in the capstone course, GEOG-G 439 / 639, specifically, through the presentation of their research project. The assessment of the faculty concludes that students commonly achieve the desired competency in the formulation of research problems, application of spatial analytic methods, and interpretation of research results, but often struggle to convey their knowledge and insights in written and spoken media.

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 (for instance, Paralegal Studies and Religious Studies). Others report measures of retention and post-graduation employments as evidence of graduate program effectiveness, in addition to course grades as a reflection of mastery of course-based learning objectives. For example, the graduate program in Museum Studies reports that the 2019 and 2020 MA cohorts had 97% completion rates (one student left after his first semester in good academic standing, but decided to pursue another career). The 2019 graduating class (n=16) had high rate of success in finding positions in the field (c. 90% employed by September 2019).

The School of Liberal Arts participates in cyclical external reviews of its programs as required by the campus. In Spring 2021, the departments of English and Communication Studies are slated for external review. In Fall 2021, the departments of History and Journalism will be reviewed.

Following the recommendation of the reviewers of the 2018 report we present the assessment profile of three different programs in the School of Liberal Arts. Given the large number of programs in the School of Liberal Arts, we agree with the reviewers that “a full report on every program would be a huge undertaking” and follow the recommendation of previous years’ committees to “focus on one or two units” and rotate the programs featured in this report. Last year’s report featured programs in Anthropology, Communication Studies, and English Literature Concentration. In order to follow a principled rotation, the PRAC report will include at least one assessment profile of the programs that are undergoing external review. This year we are including the in-depth profile of the **English** department. In addition, we report on assessment efforts by the department of **Religious Studies, the University Writing Center,** and the **Office of Advising in the Office of Student Affairs.** 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.

5.1 Department of English Summary of Self-Review

The department has identified the following student *learning outcomes* (SLOs) for the English BA:

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.

Each of the five undergraduate major programs in English has program-level learning outcomes for courses at the 100-, 200-, 300- and 400-levels that align with the English BA learning outcomes above. Each program also has at least one course included in the *General Education Core*. As part of the University’s accreditation review, Program Directors are required to submit reviews of these general education courses, a process that allows the department to measure the outcomes of all sections of these courses over a 4-year period. As a result, programs engage in an ongoing self-assessment process that leads to changes and improvements in order to foster student success.

Assessment of how well graduates of the program are attaining the desired learning outcomes is conducted in each of the courses that can be used as a capstone for the major in the various concentrations. Final capstone projects require students to demonstrate and reflect on how they have attained the English BA learning outcomes above.

The *Profiles of Learning for Undergraduate Success* represent what IUPUI students are expected to achieve through their curricular and co-curricular activities. The departmental learning outcomes have been mapped to the Profiles (mapping was included in the 2019 PRAC report). In course syllabi, faculty are expected to introduce the Profiles and to articulate the ways in which the course reinforces them.

The department has focused extensively on ensuring that both majors and non-majors have authentic and high-impact experiences in English courses. The primary goal of all these activities is to support student learning by giving students opportunities to apply what they have learned in their coursework to different scenarios. English faculty members integrate a variety of high-impact teaching practices into their courses and engage in frequent formal and informal discussions and workshops about enhancing student learning and engagement. Some high-impact practices, such as common intellectual experiences, writing-intensive courses, and collaborative assignments are so integral to much of the teaching that it is difficult to separate them from the array of experiences created to support student learning. Other such practices are more distinct and unique. As shown below, course offerings include a number of RISE-designated courses, signifying courses that meet university-designated standards for Research, International Experience, Service Learning, and/or Experiential Learning:

-First-Year Experiences. Themed Learning Communities (TLC): On average, 3-4 English faculty members from the Literature and Writing Programs participate in TLC cohorts each fall. The TLC program is considered the premier first-year experience at IUPUI.

-Research and Creative Activity. Faculty mentors regularly supervise IRB-approved student research through the Multidisciplinary Undergraduate Research Institute (MURI) and the Undergraduate Research Opportunity Program (UROP); the department sponsors student presentations at English Week, IUPUI's Undergraduate Research Day, and undergraduate conferences including Indiana University Undergraduate Research Conference (IUURC), and mentor undergraduate and graduate students toward presenting at a variety of scholarly and professional conferences, including at the regional, national, and international levels. Faculty members also mentor students toward publishing their creative work in *genesis* as well as in research and creative publications beyond the university.

-International Experience, Diversity, and Global Learning. G109: Intermediate EAP: Listening and Speaking (a RISE-designated course); G110: Intermediate EAP: Reading, Writing, and Grammar (a RISE-designated course); G111: Academic English Reading: Perspectives on Culture (a RISE-designated course); G112: Listening and Speaking for Academic Purposes (a RISE-designated course); G130: Principles of Composition EAP (a RISE-designated course); L245: Introduction to Caribbean Literature is linked to a new summer study abroad program in Barbados; Internship at Peking University Health Science Center in Beijing; a variety of courses meet the undergraduate Diversity requirement, and the Minor in Multicultural Literature focuses specifically on study of diverse literatures and cultures.

-Service Learning. EAP's G111 Academic English Reading: Perspectives on Culture/Society (a RISE-designated course) has been involving international students in service learning at numerous local organizations; W315 Writing for the Web (a RISE-designated course) incorporates service work for local organizations; L390 Children's Literature incorporates service to under-resourced area elementary schools;

-Experiential Learning. W231 Professional Writing Skills (a RISE-designated course), in which the culminating assignment is a researched recommendation report produced collaboratively for a local business or not-for-profit organization; W377 Writing for Social Change focuses on public discourse directed toward action, such as texts directed to the media, letters to public officials, and organizational texts; W397 Writing Center Theory & Practice (a RISE-designated course) emphasizes student-centered pedagogies, which ask University Writing Center consultants-in-training to consider their various identity positions in relation to the identities and experiences of writers who visit the Center; W398 (a RISE-designated course) is an internship course for students working on *genesis* or *Journal of Teaching Writing*; W426 Writing for Professional and Non-Professional Publication (a RISE-designated course) engages students to write for School of Liberal Arts publications in order to gain experience and generate writing samples for job portfolios.

-Internships, Practica, and Training Opportunities. Enrollment in E398 Internship in English increased from 5 in 2015 to 20 in 2019. In spring of 2020, 10 students were enrolled and all successfully finished their internships, despite having to transition online due to the pandemic. Enrollment in fall 2020 fell to four, likely because campus closures happened in March, when many students would have been interviewing for summer and fall internships, and due to hardships caused by the pandemic. Three of the four students enrolled in E398 in fall 2020 had on-campus positions. Students in E398 have worked for organizations such as IUPUI's English for Academic Purposes, Program for Intensive English, the University Writing Center, *Indianapolis Monthly*, Indiana Repertory Theatre, and the Indianapolis Motor Speedway Museum. Moreover, the newly-enhanced academic and reflective element of the internship program has helped students reflect more intentionally on their experiences and use their internships to reflect more effectively on possible career connections. *On final evaluation surveys, employers regularly reported being satisfied with IUPUI students' preparedness for internship positions.* When asked if there are things they wish their English courses had covered or emphasized more to help them prepare for internship work, students noted graphic design, professional writing, grant writing, and teaching skills, and have been given course recommendations in those areas by the internship course instructor.

- o Enrollment in W398 Internship in Writing was generally between six and 11 students from 2015-2020. Students enrolled in that course are generally editors of IUPUI's undergraduate literary journal *genesis*. Enrollment fluctuates with the number of students who become *genesis* editors after taking the W280 Literary Editing and Publishing course and enrollment actually increased from 6 in 2019 to 11 in 2020.

- o Enrollment in W397/W597 Writing Center Theory and Practice averages 10-17 students and one to three graduate students during each fall semester. Students completing this course have the opportunity to apply for a position in the University Writing Center beginning in the following spring.

- o As just one option to fulfill ENG-Z 598, eight MA students have done paid Teach-Abroad Internships at the Peking University Health Science Center in Beijing since 2011. Through this culturally-immersive internship, students teach EAP courses (e.g., writing and speaking for academic purposes, American culture) and take an active role in university-sponsored student activities, such as the annual Medical Humanities Drama Competition and an international song competition.

o L508 Teaching Literature Practicum and Z545 TESOL Practicum prepare students for careers teaching literature or English language.

- *Capstone Courses and Projects:* the English department offers two capstone courses per year in Literature; one capstone course in Professional and Public Writing; and one general capstone course to serve all English majors. Internship experiences can fulfill capstone requirements as well. Students completing capstone projects often emerge with professional writing or creative writing portfolios for professional or graduate school applications; teaching units to take to their own classrooms; and work experience that helps them refine their options and succeed in attaining positions post-graduation.

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. The department recognizes the need to discuss student achievement of learning outcomes across the department, not just within concentrations, and to make continual improvements to capstone experiences and other measures of student success. Improvements currently in process are outlined below by concentration.

Writing Program: In the 200-level writing courses, pre-and post-reflection activities have been added for W230, W231, and W270 faculty to use. This allows students and individual instructors to look at progress toward course outcomes across the semester. It will also allow for program-wide assessment in the near future.

Literature. The Literature faculty are 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.

Creative Writing. Creative Writing's program director began work in August 2019. This director has put together a student survey for all students currently enrolled in Creative Writing courses and has begun to systemize assessment strategies (which currently vary from instructor to instructor).

Professional and Public Writing. During the 2018-2019 academic year, this program changed its official name (from "Writing and Literacy") and undertook an extensive revision of the concentration's requirements and structure. These changes were made in response to student and faculty feedback with the goal of clarifying student learning objectives for the program and pathways toward career placement and success for students in the concentration.

Specific future actions:

- Increase discussion across the department about ways of assessing student achievement of program outcomes and of responding to what we learn from those assessments.
- The linguistics faculty will begin offering Z405 Topics in the Study of Language on a regular basis as a capstone seminar designed to reflect on and measure student success.

Outcomes for English BA graduates. The percentage of students who are employed full-time within six months of graduation is 51.6%, only slightly below the campus average of 53.6%. The percentage of students who move on to graduate degree work or other continuing education is 10.3%, above the campus average of 9.5%. Students also do quite well compared to the campus as a whole when it comes to finding jobs that are related to their majors: The average across all concentrations in this area is 51.7%, compared to 44.1% for the campus. One of the ways in

which the department helps prepare students for careers in multiple areas is through the internship program, which has grown since internships are included among capstone experience options. Across all concentrations within the major, 51.7% of students participate in at least one internship during their undergraduate careers; this compares to the campus average of 53.2%. Since 2015, many alumni who are in English-related careers in the Indianapolis area have returned to speak to current undergraduates on panels at Fall Career Week and at English Week in the spring; topics have included the value of internships as a springboard to careers, seeking and interviewing for English-related jobs, and creative uses of English skills.

Graduate Programs

MA in English. Unlike traditional MA programs, which prioritize literary history, the IUPUI degree focuses on applications of English studies, with emphases on pedagogy and editing. The MA program affords students flexibility in fashioning a course of study: only eight credit hours of core courses are required with the remaining hours electives, tailored to students' interests and goals. Three populations of students typically enroll in the program: those planning to pursue further study, such as a PhD or MFA; classroom teachers seeking additional credentialing in their subject area; and people whose interests extend beyond pedagogy: creative writers, future editors, and working professionals, drawn to the habits of mind that a graduate degree in English can foster. Students may choose either a thesis (36 credit hours) or a non-thesis option (40 credit hours), and concentrate on literature, writing, or linguistics. The program prepares students for many kinds of professions—editors, teachers, professors, arts administrators, writers, and scholars. Students may pursue one or two graduate certificates concurrently with the MA in English. Most typically those are certificates in TESOL, Teaching Writing, Teaching Literature, or Professional Editing. Because each certificate is 20 credit hours, it is possible to complete two of those within the non-thesis option. Classes taken for the MA program may count toward the certificate program as long as they are required or elective courses for that particular certificate.

Program Learning Outcomes. The learning outcomes of the M.A. in English program (depending on a student's focus) empower students to:

1. Articulate personal and professional goals for graduate study.
2. Describe the main features of significant literary theories.
3. Produce theoretically informed criticism of works of literature.
4. Conduct independent research.
5. Communicate effectively with professional audiences.
6. Engage in practices and become acquainted with theories that define Rethoric & Writing as a field.
7. Develop a sense of the relationship between graduate work and the profession.

There has been an increase in matriculated students from six in fall 2018 to 15 in fall 2019. That number fell to nine in fall 2020 due to COVID-related deferrals. At the moment there are 27 students in the MA program. At the same time, the MA in English is going through a period of transition. In academic year 2017-2018, the MA in TESOL—a new degree program—came into being, effectively splitting off from the MA in English. In 2019-2020, Indiana University implemented a system-wide online MA in English. The courses for the online MA show up as offerings on students' registration screens, the plethora of these offerings from other IU campuses, especially in the summers, makes them attractive. Even as the online MA makes

available at least a half dozen courses per semester, our own local offerings have shrunk. Given our streamlined offerings, students are more inclined to fill out their schedules with the online MA's courses, or to ask faculty to do independent studies.

Student productivity / Graduate assistantships / Alumni employment. In academic year 2020-21, nine students have teaching or research assistant positions in the Writing Program, the University Writing Center, the IUPUI Arts and Humanities Institute, the *Journal of Teaching Writing*, the Santayana Edition, and the Frederick Douglass Papers; yet another student is a University Fellow. Funded students gave 64 research presentations from fall 2017 through fall 2019. These successes derive from the intellectual talent of the recent cohorts of students, but also from the mentorship of the faculty.

Graduates are highly employable. By tracking alumni over the last five years, the graduate director has determined their high rate (95%) of gainful employment. One recent graduate and 2018-2019 University fellow is now a staff writer for the *New York Times*. Another works as an acquisitions editor at Random House. Recent graduates of the MA programs have gone on to professional positions as journal editors, managing editors, marketing, communications specialists, etc. with major publications and companies. At least nine recent alumni are currently pursuing Ph.D. or M.F.A. degrees.

MA in TESOL. The MA in TESOL program was approved during the academic year 2017-2018. Prior to that, a TESOL concentration had existed under the English MA, together with a Certificate in TESOL.

The 31-credit-hour Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) is a professional degree that prepares graduate students to become effective teachers of English to adult learners who speak other native languages, both in the U.S. and abroad. The M.A. in TESOL provides both a strong theoretical foundation as well as hands-on practical experiences.

The 19-credit hour Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) prepares teachers to meet the needs of adult learners who speak other native languages, both in the U.S. and abroad. The TESOL Certificate provides a strong theoretical foundation as well as hands-on practical experiences. The program can be completed in one calendar year; all certificate credits can be applied to the MA in TESOL at IUPUI.

Program Learning Outcomes. The nine learning outcomes of the IUPUI M.A. in TESOL program empower students to:

1. Understand the linguistic, psychological, sociocultural, and identity dimensions of second language development in adult learners.
2. Understand and apply the principles and practices of effective second language instruction in both verbal and written communication on the basis of the relevant research in the fields of second language acquisition and applied linguistics.
3. Conceptualize the second language classroom as a site for the development of intercultural and pragmatic as well as linguistic competencies.
4. Assess the communicative and sociocultural needs of diverse populations of adult learners of English.

5. Design pedagogically sound instructional units and curricula for the development of second language literacy to meet the specific interactional needs of diverse populations of non-native speaking adults (e.g., medical professionals, international university students, diplomats and business people, Spanish-speaking immigrants, Burmese, Somali, and Iraqi refugees, English as a Foreign Language (EFL) contexts);
6. Deliver principled second language instruction at both basic and advanced levels to adult learners of English in a variety of contexts (e.g., community-based adult education, university-level academic speaking and writing courses, legal/medical English for adult professionals, EFL contexts).
7. Implement the pedagogically sound use of educational technology in second language instruction.
8. Evaluate the pedagogical efficacy of current second language courses and curricula.
9. Develop principled curriculum for non-native speaking adults in educational and employment contexts.

Currently, there are 15 students enrolled in the TESOL MA Program and 8 in the Certificate (some are enrolled in both). The TESOL Program offers courses on fundamental topics in the field (e.g.: second language acquisition, TESOL methods), electives related to the faculty members' areas of expertise (ex: language learning and technology, second language writing), and internships and practica. Graduate assistants are involved in teaching and research in the Program of Intensive English (PIE), and the International Center for Intercultural Communication (ICIC), and in the ESL Tutoring Center.

Graduates of the program have secured admission into Ph.D. programs, the Fulbright English Teaching Assistant program, and employment as teachers and other lines of work in the U.S. and abroad.

Feedback from Program Stakeholders

In fall 2020 the department distributed a survey of undergraduate majors and minors, and undergraduate English Education majors, linking questions to departmental student learning outcomes. Responses from the 76 students who completed the survey show that students strongly agree that their English coursework is preparing them for future classes and careers: 75% of respondents strongly agreed that their English classes have helped them develop skills that will be useful in other classes (an additional 20% somewhat agreed), and 74% of respondents strongly agreed that their English classes have helped them develop skills that will be useful in their future careers (an additional 17% somewhat agreed). Students also strongly agreed that English classes have helped them develop critical reading skills (59%; 32% somewhat agreed), develop critical writing skills (67%; 30% somewhat agreed), and learn how to take multiple perspectives into consideration (68%; 24% somewhat agreed). In answer to the five prompts described above, less than 9% of students expressed some degree of neutrality or disagreement. Somewhat lower percentages of students strongly agreed that English courses help them understand how cultural differences shape language use (47%; 28% somewhat agreed) and learn to collaborate with other writers (39%; 37% somewhat agreed). In answer to these last two prompts, 24-25% of students expressed some degree of neutrality or disagreement.

In total, these survey results suggest that departmental learning outcomes are garnering very positive results for the vast majority of undergraduate student stakeholders in the program. The skills we value most – critical reading and writing skills that will prepare students for other classes and future careers – are the ones students agree that our undergraduate curriculum is cultivating most successfully.

Fall 2020 Survey of Stakeholder: English Majors, English Minors, and English Education Majors (combined responses)

Q01 - My English classes have helped me to read critically.		
Strongly agree	59.21%	45
Somewhat agree	31.57%	24
Neither agree nor disagree	7.89%	6
Somewhat disagree	0.00%	0
Strongly disagree	1.31%	1
Total	100%	76
Q02 - My English classes have helped me to write critically.		
Strongly agree	67.10%	51
Somewhat agree	30.26%	23
Neither agree nor disagree	1.31%	1
Somewhat disagree	1.31%	1
Strongly disagree	0.00%	0
Total	100%	76
Q03 - My English classes have helped me consider multiple perspectives.		
Strongly agree	68.42%	52
Somewhat agree	23.68%	18
Neither agree nor disagree	3.95%	3
Somewhat disagree	2.63%	2
Strongly disagree	1.31%	1
Total	100%	76
Q04 - My English classes have helped me understand how cultural differences shape language use.		
Strongly agree	47.37%	36
Somewhat agree	27.63%	21
Neither agree nor disagree	21.05%	16
Somewhat disagree	2.63%	2
Strongly disagree	1.31%	1
Total	100%	76

Q05 - My English classes have helped me collaborate with other writers.		
Strongly agree	39.47%	30
Somewhat agree	36.84%	28
Neither agree nor disagree	17.11%	13
Somewhat disagree	5.26%	4
Strongly disagree	1.31%	1
Total	100%	76
Q06 - My English classes have helped me develop skills that will be useful in other classes.		
Strongly agree	75.00%	57
Somewhat agree	19.74%	15
Neither agree nor disagree	3.95%	3
Somewhat disagree	0.00%	0
Strongly disagree	1.31%	1
Total	100%	68
Q07 - My English classes have helped me develop skills that will be useful in my career.		
Strongly agree	73.68%	56
Somewhat agree	17.10%	13
Neither agree nor disagree	7.89%	6
Somewhat disagree	0.00%	0
Strongly disagree	1.31%	1
Total	100%	76

5.2 Department of Religious Studies Annual Assessment Activity Report

Assessment of Program Learning Outcomes. In spring 2019, the Religious Studies faculty mapped program learning outcomes (PLO) to the IUPUI PLUS. Faculty members use this PLO map to align the student learning outcomes in all of their REL courses with program goals. There is a rough progression from PLOs 1, 2 and 3 to more advanced PLOs in upper-level courses. As one measure of student achievement of PLOs, the department notes that two of the three majors in capstone senior seminar submitted their final capstone paper to the Sherrill Essay Contest. Two students were among the three finalists, whose essays were read by all of the faculty in a kind of informal assessment of student achievement in the capstone. Faculty noted strong achievement of three PLOs that mark culminating skills and abilities in the major: PLO 5: Read and analyze religious sources, both textual and non-textual, in social and historical context PLO 6: Speak and write about competing religious claims in a fair-minded and informed manner PLO 7: Appreciate religious diversity and deal comfortably with complexity and diversity for future careers and civic life. In spring 2020, the faculty agreed on how 7 PLOs map onto the PLUS in the senior capstone seminar (REL-R433 Theories of Religion) and a 200-level course (REL-R257 Introduction to Islam). For a number of courses, including the capstone, we use the RISE designations for faculty-mentored research and community-research projects. Faculty have to confirm student achievement when submitting grades. All majors successfully completed the faculty-mentored research expectation in the capstone.

Faculty Development in Assessment. One faculty member received funding to attend the the Association of American Colleges & Universities (AAC&U) Forum on Digital Learning and ePortfolios, January 25, 2020 in Washington, DC. Recently he participated in an IUPUI

workshop on ePortfolios. Following his lead, the department is exploring the possibility of integrating ePortfolios into the Religious Studies major as both an assessment tool for the department and a self-reflective skills assessment and showcase for our majors.

Assessment of Student Learning Outcomes. At this point Religious Studies faculty have established a good process for assessing student learning outcomes (SLO) in Gen Ed courses. In fall 2019, five faculty revised the SLOs in three REL courses (R101, R173 and R243) undergoing Gen Ed Core review. They aligned these revised SLOs with the IUPUI PLUS and Statewide Gen Ed Competencies. In spring 2020, they collected work samples and student feedback for their courses. Throughout the semester and over the summer, they reviewed student feedback to improve instruction. Over the summer, they assessed students' work (both select work samples and other course activities) in light of the course SLOs. Among the major findings in R101 are: an Instagram project and final essay respectively proved effective instruments for gauging student comprehension of foundational course concepts or critical terms and their ability to apply it to a real-life example drawn from a religious culture. The Instagram project showcased the capacity of some students, even in an introductory course, to engage in digital knowledge production and analysis. This review confirmed the enthusiasm of students for exploring religion and culture, especially furthering students' ability to discuss and critically analyze issues around everyday religious practices, such as the implantation of gender and purity codes or dietary practices. In addition to this evidence of successful achievement of SLOs, course evaluations of both sections were very strong. Aggregated R101 course evaluation student satisfaction ratings from both spring 2020 sections (N = 40, 63% completion rate) found: 95% of the students agreed or strongly agreed that the syllabi are well-designed and the instructional materials were helpful. 90% indicated their agreement that they gained knowledge or skills in the course. In their feedback, students specifically cited the importance of learning key concepts as tools for critical thinking and analysis: "I think above all, it has taught me to think critically about data and claims made by others." Students also noted expansion of their horizons in being able to respectfully engage with other cultures and perspectives. "I think I learned some important analytical skills when it comes to reading any information regarding religion. I think by learning these new concepts & ways of looking at things, it will better allow me to be more open-minded when reading or discussing religion in the future." Instructors found the "exit slip" method of soliciting regular feedback an easy and constructive way to see where students are, and to tweak pedagogy accordingly. For example, students report that when a critical term is first broached this can be a point of initial disengagement and confusion. The difficulty of learning new concepts is a shared experience of students. This finding highlighted the value of weaving together lectures with directed class discussion. Doing so, students report, encouraged their engagement with the course materials. Among the major findings in R173 are: For the online section, the Religious Tradition Assignment (used as the sample in the R173 review) proved an effective instrument for gauging student comprehension of one foundational method of analysis—Ninian Smart's "Seven Dimensions." For future sections, the instructor plans to revise and expand his lecture and handout on this tool to help prevent some of the conceptual confusion exhibited by a few of the students on the assignment. Also, in response to the lower completion rate for this assignment (partly due to the "COVID slump" in the latter half of the semester), the instructor will increase the assignment's point-value to ensure a high rate of completion in future. The research-intensive RISE section showcased the capacity of some students, even in an introductory course, to engage in digital knowledge production. The Spring 2020 section of this

course was especially noteworthy in that it was the beneficiary of a grant from the Indiana Humanities Council's "Campus Read" program, which provided copies of a shared text, a graduate assistant to aid students with digital presentations.

In another course, student attainment of two other SLOs ("Describe major themes in the nation's and Indiana's religious history" and "Identify your place in American religious history in relation to wider historical developments") was determined throughout the semester using a variety of assessments (frequent quizzes, two exams, essays, short reflection questions). The final grade breakdown for the course—22 A's (67%), 8 B's (24%), 1 C (3%), 0 D's, and 1 FN—suggests a high level of student attainment of these basic objectives. For instructors, this review confirmed the enthusiasm of students for exploring American religious history via a local Indiana lens. From the Shawnee Prophet, to the utopian experiment at New Harmony, to the Holy Cross Fathers of Notre Dame and Sisters of Providence of Saint Mary-of-the-Woods, to the Amish and Mennonites, to the Chesterfield Spiritualists, to Jim Jones's Peoples Temple, Indiana has been an exceedingly fertile ground for religious movements old and new. Both instructors plan to continue to develop more units with an Indiana focus. Both instructors found the "exit slip" method of soliciting midsemester feedback an easy and constructive way to see where students are, and to tweak pedagogy accordingly. Students' comments helped show how course activities and materials align with all 4 SLOs. Both instructors plan to use these instruments in future sections of the course.

Future Actions. The faculty have developed a new version of the senior capstone syllabus (R433) that will focus on postcolonial, queer, feminist, Afrocentric material and other approaches to religion and culture. Two points are noteworthy. First, the department prizes faculty autonomy in designing and teaching courses. Each faculty member who teaches our senior capstone has a different syllabus reflecting that person's scholarly expertise and interests. Dr. Curtis' new syllabus reflects his scholarly commitments. Second, he is also responding to a criticism raised by students over the years—namely, that focusing on classical theorists of religion (for at least the first half of the term) can fail to interrogate the colonialist and imperialist origins of the academic study of religion in Europe and the United States. In addition, students often find contemporary theorists more useful to their own research projects and the practical application of conceptual thinking emphasized in the capstone. This new syllabus offers a great opportunity for faculty to assess student achievement of SLOs and PLOs in the capstone. The chair will ask Dr. Curtis to share his observations during a spring 2021 department meeting. During a departmental retreat, the faculty will discuss possibly incorporating ePortfolios as a requirement for majors. If approved by the faculty, this requirement would require the development of new activities and assignments and their integration into many Religious Studies courses. The department recently established an online Canvas site for shared course assignments, modules, and lesson plans that individual instructors have found particularly effective. The goal is to help each other improve their teaching in a way that is nonintrusive and nonthreatening. In Spring 2020, the chair invited Jerry Daday, Executive Associate Dean and director of the Institute for Engaged Learning, to talk with the department's faculty about high-impact educational practices. The faculty already use a considerable number of high-impact practices in teaching. They discussed how "The Record" can be used to help students document these high-impact practices. They will continue to explore ways to integrate such practices into courses. The department has established a Curriculum and Assessment Committee that will work with the chair to review the latest General

Education dossiers with an eye toward items that could be replicated or improved for the next round of review.

5.3 University Writing Center (UWC) Assessment Activity

The UWC is a University resource for all IUPUI community members. It is a site for writers to reflect on their writing practice and grow as writers in a way that complements their coursework. The UWC conducted internal assessments based on client experience, consultant self-assessment, administrative focus group, and consultant observations.

Below are some highlights from the UWC's usage data for AY 2019-2020. Interesting trends include an increase in usage by graduate students; 26.54% of all appointments are for graduate-level coursework. Usage from the School of Nursing and the School of Informatics & Computing is on the rise. Usage from University College is down.

One-to-One Sessions

•2,830 appointments with 1,070 unique clients. 1,112 appointments were online.

Frequency •51 students (4.77% of clients) visited 10 times or more throughout the semester. 662 students (61.87% of clients) visited only once. *Language Status* •1,705 (60.25%) sessions were conducted with 749 native English speakers (NES) and writers (70% of clients). •1,125 (39.98%) sessions were conducted with 321 ESL writers (30% of clients).

Standing •1,834 (64.89%) sessions were conducted with 849 undergraduate writers (79.33% of clients). •918 (32.44%) sessions were conducted with 207 graduate writers (19.35% of clients). *Course Level* •531 (18.76%) sessions were focused on writing for 100-level courses. •301 (10.64%) sessions were focused on writing for 200-level courses. •269 (9.51%) sessions were focused on writing for 300-level courses. •198 (7%) sessions were focused on writing for 400-level courses. •751 (26.54%) sessions were focused on writing for graduate courses and projects. •150 (5.3%) sessions were focused on writing for professional projects. *Improve writing process:* 36.31% of sessions *5. Receive support with grammar, mechanics, or usage:* 32.13% of sessions *6. Brainstorm ideas:* 30.84% of sessions *7. Support with argument:* 21.61% of sessions *8. Support with punctuation:* 19.6% of sessions *9. Support with citation:* 17.72% of sessions *10. Support with verb usage:* 14.7% of sessions

Satisfaction Information below is based on an anonymous survey completed for 694 (24.5%) of our sessions. •520 (74.93%) rated their session as "Excellent." 1 (0.14%) rated their session as "Poor." •632 (91.07%) indicated they would return to the Writing Center. 11 (1.59%) indicated that they would not return to the Writing Center. •647 (93.23%) indicated they would recommend the Writing Center to their friends. 22 (3.17%) indicated that they would not recommend the Writing Center to their friends.

Motivation to Visit the UWC 1.555 (79.97%): Self-motivated 2.80 (11.53%): Suggested by an instructor 3.47 (6.77%): Required by an instructor 4.12 (1.73%): Extra credit

5.4 Office of Student Affairs Annual Assessment Report

The Office of Student Affairs in the School of Liberal Arts provides the following services to students: academic advising, new student orientation, career development services and opportunities, student support (welcome center, scholarships, high impact practices, student awards and recognition), recruitment and retention efforts (residence based living community, partnership with admissions), records management, and degree conferrals.

How do you assess the effectiveness of the support offered to students in your unit?

- Campus Advising Survey (CARLI-Collegiate Advising Related Learning Inventory)
- Informal Student Feedback
- First Destination Survey (Career Development Office)
- Annual Reports from Faculty Mentors

What are your major findings from assessing student services?

Based on data from the above surveys and student feedback, we have found the need to:

- Create opportunities for an effective integration of efforts among the Academic Advising and Office of Career Development units
- Review Career Communities Offerings (Format, Modes, Number of Offerings and When)
- Secure two Career Consultants. The office is already at capacity with one consultant and a part time consultant after the resignation of a full time consultant. It is difficult for consultants to meet students' needs and the requests for individual appointments, along with the day-to-day duties and teaching expectations
- Increase overall student engagement in the events/activities/resources we provide
- Improve on our partnerships with faculty and other staff units to enhance the student experience

What improvements did you make based on your assessment findings? What improvements are you planning to make based on the findings of your assessment?

We have either done or are working on implementing the following:

- Integrating the efforts of advising and career development
- Organized and led call campaigns:
 - Contacted unenrolled students to get them registered for classes
 - Reached out to students with low Canvas engagement to find out what was impeding their progress and to intervene by offering resources that could help them succeed
- Created a Canvas Site that centralizes information/resources/tools, etc. for students
- Provided workshops on various student-centered topics such as scholarships, S/P grades, Emergency Funding, etc.
- Offered and will continue to offer online and in-person service options for students
- Designed and coordinated a Peer Mentoring Program

CONCLUSION

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, there is an increasing acceptance and understanding of assessment processes which are being used for curricular improvement. There are also organized efforts in assessment and improvement through department-level curriculum and assessment committees and assessment research projects.

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, the revision of learning objectives in alignment with the Profiles, major course mapping to the Profiles, and program-level assessment efforts, including the use of e-portfolio in capstone courses and participation in The Record.

Pending assignments for the future include increasing efforts in collecting and presenting evidence of achievement of learning outcomes, and wider implementation of systematic assessment in the school.