The School of Liberal Arts Report for the Program Review and Assessment Committee
Fall 2018

Compiled by Rebecca Shrum, Interim Associate Dean for Academic Programs, with assistance from Scott Weeden, SLA Faculty Fellow for Assessment.[1]

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 [IUPUI's Principles of Undergraduate Learning](#). 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 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.

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[1] Rebecca Shrum's term as Interim Associate Dean for Academic Programs began on July 1, 2018, and thus this report focuses on the second half of 2018 by necessity. Kristina Sheeler was my predecessor in this role and she became the Executive Associate Dean of the IUPUI Honors College on January 3, 2018.

Documenting Student Learning in the School of Liberal Arts
Based on the recommendations received in the evaluations of the 2017 Program Review and Assessment Committee Report, this 2018 Report will focus on three specific efforts underway currently in the IUPUI School of Liberal Arts:

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

(2.) Reflecting on Student Learning for the Purposes of Improvement: The English Department's Writing Program

(3.) Exploring the Link Between Assessment and Employability: The Paralegal Program and Writing Program's Participation in the Essential Employability Qualities (EEQ) program.

1. ***Aligning Student Learning for the Purposes of General Education Assessment***
The most significant school-wide undertaking with regards to assessment in 2018 has been our experience in the IUPUI General Education Portfolio Review process. In the second half of 2018, this process engaged faculty in 10 departments and programs in the IUPUI School of Liberal Arts who undertook the creation of portfolio for 20 different SLA courses:

AFRO A-140	Introduction to African American and African Diaspora Studies
AFRO A-152	Introduction to African Studies
AMST-A 101	Introduction to American Studies
ASL-A 131	First Year ASL I
EALC-C	Beginning Chinese I
EALC-J	Beginning Japanese I
ECON-E101	Survey of Economic Issues and Problems
ECON-E 201	Introduction to Microeconomics
ECON-E 202	Introduction to Macroeconomics
FREN-F 131	First Year French
HIST-H 105	American History I
HIST-H 106	American History II
HIST-H108	Perspectives on the World to 1800
HIST-H109	Perspectives on the World 1800-Present
HIST-H 113	History of Western Civilization 1
HIST-H 114	History of Western Civilization 2
INTL-L 100	Introduction to International Studies
PHIL-P 100	Introduction to Philosophy
POLS-Y 101	Introduction to Political Science
SOC-R 121	Social Problems

Scott Weeden, the SLA Faculty Fellow for Assessment, and Rebecca Shrum worked closely with all of the faculty engaged in this process and saw an increased understanding of and appreciation for the importance of alignment and assessment in all of the departments

and programs engaged in this process. 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 to move toward more precise SLO language (especially moving beyond SLO language that overuses "understand" as an outcome) and also to assess whether SLOs were the same across multiple sections of the same courses (and when not, to bring those into alignment with each other).[2] Faculty learned about the IN-STGECs and evaluated how their SLOs aligned with those in addition to the PULs. 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 are some specific examples of this progress from the general education review process in in SLA this year from two of the classes under review.

1. **ECON-E 202** is a course that enrolls between 800-1000 students each academic year and for which all students take a common final exam that is exactly the same across all sections. The course coordinator for ECON-E 202 reflected on how the general education portfolio review process has prompted him to look at that final exam, for the first time, as directly related to the SLOs for the course:

   I have attached the 25 questions from the common final exam for E202 that was given at the end of Spring 2018. For each question, I have indicated the course learning objectives that the question tested the students on (the connected objectives), and I have identified a principal learning objective. As you will see, most of the questions tested the students on two or more learning objectives. There were at least five questions connected to each of the four basic learning objectives. The first two objectives, which are the most important, were connected to at least 15 questions each. There were ten questions for which Objective 1 was the principal objective, six for which it was Objective 2, five for which it was objective 3 and four for which it was Objective 4.

   After presenting the questions and the objectives associated with each, I present simple summary statistics on the connections between the questions and the objectives. I also report the percentage of the students who got the correct score on each question, organizing the questions by principal objective. The results suggest that our instructors did a pretty good job of helping their students attain all four learning objectives. The overall average percentage score for the 170 students who took this version of the exam (Version A, out of two versions) was 16 out of 24, 64 percent, which is a high value: historically,

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[2] In order to improve SLOs we distributed these to faculty and discussed them with them:

averages over 60 percent have been rare, although they have become much more common in the last two or three years. And the average score on the questions organized around each learning objective exceeded 60 percent.

Finally, I present an example that illustrates how I connected objectives to questions.

It may be worth noting that I didn't have the learning objectives in mind when I wrote the questions: I just tried to write 25 good questions based on our core-topics list for E202. But that process produced several questions connected to each learning objective and many questions connected with multiple objectives.

The next time I revise the exam, which may happen this year, I am likely to try to reduce the number of questions whose principal objective is Objective 1 and increase the number whose principal objectives are Objective 4 and the economic-growth (as opposed to business-cycle) aspect of Objective 3. Macroeconomics as a field of study has been moving in the direction of increased emphasis on international comparisons and on economic growth and development. The latest editions of most introductory macroeconomics textbooks reflect that change in emphasis. In addition, as the average preparation level of our students improves it becomes less necessary to focus on the basic material associated with Objective 1.

2. **AFRO-A 140** is a course that is taught to approximately 60 students in two sections each academic year. The instructor for this course had for the course SLOs three of the PULS without specifications for this particular course. Working with Rebecca Shrum and Scott Weeden, the professor significantly revised the SLOs. We saw this kind of improvement in many of the courses we worked with in Fall 2018. Faculty working on creating specific, measurable learning outcomes will improve the student experience in our general education courses significantly. This course (AFRO-A 140) was chosen by the Undergraduate Affairs Committee in Fall 2018 to be the model course for the 2019 cycle of portfolios.

Principles of Undergraduate Learning (PULs) (UNREVISED) from A-140
The PULs form the conceptual framework for the general education of IUPUI students. The main PUL for this course is PUL5 - Understanding Society and Culture: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience. Understanding society and culture is demonstrated by the student's ability to:

   1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
   2. analyze and understand the interconnectedness of global and local

communities; and

3. operate with civility in a complex world.

The learning outcomes for AFRO-A 140 are : (REVISED)from A-140

☐ Exhibit close reading, conceptual thinking, and clear writing through analysis of cultural and historical materials of the African Diaspora (e.g., textual, symbolic, visual, performative, spatial) (PUL #3, Integration and Application of Knowledge; PUL #5, Understanding Society and Culture; PUL #6, Values and Ethics).

☐ Critically examine how racial and cultural practices, institutions, and histories intersect with wider social roles, cultural norms, and economic and political institutions of dominant groups (PUL #5, Understanding Society and Culture).

☐ Define and explain the significance of key parts of the African diaspora and identify similarities and differences between these areas using a variety of new disciplinary methods explored in the class (PUL #2, Critical Thinking; PUL #4, Intellectual Depth, Breadth, and Adaptiveness; and PUL #5, Understanding Society and Culture).

☐ Define and apply methods and strategies from the academic study of Africana Studies, particularly the engagement of qualitative and quantitative data methods, to explain how race, racialism, and culture impact and create meaning in different historical and social contexts (PUL #2, Critical Thinking; PUL #4, Intellectual Depth, Breadth, and Adaptiveness; and PUL #5, Understanding Society and Culture).

4. **Mid-Semester Feedback**

SLA general education courses are now being highly recommend to collect anonymous mid-semester feedback from students. The instruments range from the simple to the complex. More study is needed to understand what kinds of instruments elicit the most effective feedback from students at mid-semester.

One instructor utilized Survey Monkey to collect mid-semester feedback, and that survey can be found at https://www.surveymonkey.com/r/5TPMWF5.

Another class used a fairly simple 3-question form that could be distributed in class or sent to students to bring back to class (which might garner more qualitative comments because students wouldn't be under time pressure):

Mid-Semester Feedback

Thank you for responding to the questions below. When you are done, please print this

form and give it to your instructor. [Do not include your name]

Course/Section: _____   Instructor _____

1. What aspect of this course is especially helpful or interesting to you?

2. What aspect of this course is especially unhelpful or uninteresting to you?

3. How would you change this course to improve it?

Close work with faculty in this process led to a successful portfolio review process for SLA in Fall 2018. Whereas in Spring 2018, SLA was asked to revise and resubmit 8 of its general education portfolios, in Fall of 2018, only one SLA class was asked to revise and resubmit. And all 8 of the courses that were asked to revise and resubmit in Spring 2018, were successfully approved after they were revised and resubmitted as part of the Fall 2018 review. This success reflects the diligent work of SLA faculty in summer/fall of 2018 and their dedication to alignment and assessment. As the general education portfolio review makes it way through all of the General Education courses in SLA, all departments and programs will have the opportunity to engage in this process and will enable school-level assessment practices to flourish. As departments and programs work through the general education portfolio process over the next several years, increasing numbers of faculty are becoming more familiar with and better understanding of the importance of assessment. This is the time for SLA to begin a school-wide conversation about how to best maintain and support these practices.

2. **Reflecting on Student Learning for the Purposes of Improvement: The English Department's Writing Program[3]**

In May 2016, the Writing Program reported to the Program Review and Assessment Committee (PRAC) on its assessment activities. At that time, the program reported that there are several sites of assessment within the program. For example, when first-year students enter IUPUI and choose a writing course, they use what is called the Guided Self-Placement process. This process involves students taking an online questionnaire asking them about their previous experience with writing and with writing courses. As students respond to the prompts of the questionnaire, a recommendation is generated. Given the feedback from the Guided Self-Placement program, students self-select the writing course they will take with the advice of an advisor. (Results are sent to both the advisor and the student.) This approach is described as one committed to authentic decision-making in that students self-assess and decide which course options will be best for them.[4]

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[3] See Appendix 1 and 2.

[4] Harrington, S. (2005). Learning to ride the waves: Making decisions about placement testing.

The Writing Program also reported that it has a process of engaging in ongoing assessment of final results in Writing Program classes through end-of-course faculty development meetings. The way this process works is students complete final work in their classes. This final work includes drafts, reader response, revisions, and written reflections. Faculty bring the final results to meetings once classes have ended, share the results with colleagues, and get feedback on how well the colleagues see the students doing. Through the discussion that occurs at these meetings, faculty are able to compare their judgments with colleagues and confirm that their students are doing as well as they think they are.

In addition, the Writing Program uses special assessment projects to look at student work to see if assignments need to be adjusted and to see if grading guidelines and expectations need to be adjusted. In one example that was offered to the members of PRAC, it was reported that that a set of English-W131 papers were looked at to see how students were integrating and synthesizing sources. The test here was whether expectations for synthesis were justified, or whether an adjustment was needed. Given the results, the program administrators decided to adjust expectations for student ability to work with synthesis in their papers.

Another topic of the report to PRAC was the degree of student persistence as measured through DFWI rates. These rates have varied across Writing Program courses, from rates as low as 10% or 11% in English-W231, to rates as high 25% in courses like English-W270. English-W131, the course all students at IUPUI must take or earn credit for, has a DWFI rate of around 20% and has had this rate for well over a decade.

Since the presentation to PRAC, the IUPUI Writing Program has continued to work on developing its assessment practices to align with best practices in assessment. One place where this has occurred is in the development of what can be called alignment documents, documents that lay out how important course goals, concepts, outcomes, instructor practices, and student activities align. Courses at what we now term the first level (English-W131, English-W131 Stretch, and English-W140) and the second level (English-W230, W231, and W270) now all operate with these documents as a guide to how goals, outcomes, assignments, and practices all align. The creation of these documents now makes it possible to discuss what it means for students to move from the first level courses to the second, and how expectations for achievement can follow students because of the path between the two levels that is now much more clearly defined.

The Writing Program has also recently been taking part in the General Education Course Review process with other courses in the General Education Core. In fall 2017, a course portfolio for English-W131 was submitted for review, and it passed with some recommendations for adjustments to the use of assessment instruments in the next cycle of assessment. In spring 2018, a course portfolio for English-W140 was submitted for review, and it passed with compliments about how assessment in the course is handled.

Writing Program Administration, 28.3, 9-29.

In May 2018, a review of the English-W131 grading guide was undertaken. This review involved gathering a set of veteran faculty to look at samples of final student work from student portfolios and assess them with and without the aid of the W131 grading guide. The grading guide is what the term suggests, a guide to grading in English-W131. (Note that syllabi and assignments vary across sections of W131, within shared outcomes, values, and practices.) The assessment of the grading guide involved pairing the six faculty who volunteered to read a set of ten collections of final student work, five in the morning and five in the afternoon. Through this method, fifteen portfolios were assessed through two readings from each faculty member. In the morning, the faculty read without the benefit of the grading guide. In the afternoon, they were asked to use the grading guide to make the same judgment of the portfolios they read. (A norming session preceded this reading.) The results were gathered and an analysis was made. Not all the final student work was read in each session, making a full analysis of the results difficult. However, when the results for that final work that was read by two faculty were compared, the results showed that agreement between readers increased when the grading guide was used. The overall N of the assessment is not great enough to reach significance, but the results as they are suggest that using the grading guide may indeed have a positive effect on faculty judgment. The lesson for the Writing Program is to encourage faculty to continue to use the grading guide when evaluating final student work and to continue the assessment of the grading guide in the future.

Another change in assessment practices was piloted in 2018. This resulted from a change in our faculty professional development calendar. Without going into too much detail, we now have a norming session for faculty evaluation of student work in each major course (W131, W231, and W270) at our semester workshop. End-of-semester portfolio readings have been suspended; however, course coordinators meet with any new instructors to go over portfolio grading, and coordinators are available for consultation with any faculty member.

The coordinators of our second-level courses (ENG W230, W231, and W270) have developed pre- and post-reflection activities for students that will encourage student focus on course outcomes and provide an additional way to assess student growth toward these outcomes across the semester. Fall semester 2018 is the pilot for this project.

Based on these assessment activities, the Writing Program plans to continue what might be called close-the-loop discussions about the program and its expectations. One place for such discussions is the alignment between courses as indicated above. We also plan to continue meeting for program-wide and course-specific workshops because we find these are the places where faculty expectations and understanding of program goals and outcomes can occur. These meetings also prove valuable for looking at examples of student work and discussing appropriate responses to this work. As assessment results occur, we plan to discuss these with faculty, as we have in the past, and to make adjustments as needed. We anticipate these steps will help us to continue the successes we have experienced in the past.

3. **Exploring the Link Between Assessment and Employability: The Paralegal Program and Writing Program's[5] Participation in the Essential Employability Qualities (EEQ) program.**

Both SLA's English Writing Program and the Paralegal Studies Certificate were invited to participate in a national pilot program sponsored by The Quality Assurance Commons for Higher & Postsecondary Education and funded by the Lumina Foundation. This program seeks to address "the serious gaps between higher education and employers." The qualities that Graduates of an EEQ Certified Program are intended to have are: communicators; thinkers & problem solvers; inquirers; collaborators; adaptable; principled & ethical; responsible & professional; and continuous learners. The programs in SLA involved in this pilot reviewed employability quality standards created by the Quality Assurance Commons and applied these standards to our existing program student learning outcomes. The Quality Assurance Commons has also developed rubrics for assessment of these learning outcomes that line up with employability qualities. This enables programs to refine their learning outcomes and supporting evidence collection to meet the needs of the employer market.

As you can see from the Quality Assurance Commons feedback to these two programs (provided as Appendix 3 and 4 to this PRAC Report), both programs received significant praise for how their programs use student learning outcomes in ways that are also meaningful and effective for employability but also how these programs received actionable feedback about ways they could strengthen their programs.

Erin Engels, who directs the Paralegal Studies Certificate will be working with IUPUI to promote these standards across the University and within the School of Liberal Arts. By linking learning outcomes to employability, both faculty and students can be encouraged to understand and emphasize the critical significance of SLOs for effective teaching as well as for post-graduation student success.

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[5] The Paralegal Studies Certificate program received ABA approval in 2018.

Appendices:

1. Writing Program: First Level Writing
2. Writing Program: Second Level Writing

3. EEQ English—Writing & Literacy Emphasis
4. EEQ Political Science—Paralegal Studies Certificate

IUPUI First-Level Writing: Concepts, Goals, Practices, and Outcomes

First-Level Fundamental and Powerful Concepts

By the end of a first-level writing course, students will be able to understand the relationships among the following concepts:

1. **Reading** – reading different genres for different purposes
2. **Writing** – writing in different genres for various audiences and purposes
3. **Inquiry** – tapping into your curiosity to develop meaningful questions
4. **Self-Reflection** – exploring your own processes for reading, thinking, and writing

Goals	Essential Practices	Outcomes	Activities
Develop strategies for reading rhetorically to understand and comprehend a variety of print/online texts	• Interrogate writers' purposes for writing to various audiences using different genres • Explore writers' backgrounds, contexts, and language variety • Examine the cues and structures of texts to better understand the content • Use active reading strategies to examine content in texts	• Identify how writers use purpose, audience and genre to make writing effective	• Reading journals • Reading notes • Dialogue journals
Develop strategies for writing rhetorically to communicate with a variety of audiences for varying purposes	• Identify a particular purpose (e.g., persuade, inform, investigate, etc.) for writing to a particular audience/reader in a particular format/genre (e.g., analytical essay, report, editorial, print/online, etc.) • Use a guiding question or specific topic as a way to initiate ideas for the document • Employ a method to interrogate, develop, and support ideas in the document through the processes of analysis and synthesis • Solicit feedback in order to reshape and revise the document for clarity and coherence • Expand language awareness to achieve rhetorical purposes • Understand and follow conventions of citation to document source ideas • Edit to achieve your purpose for your reader(s)	• Produce writing that employs suitable choices about purpose, audience, and genre • Utilize analysis and synthesis to develop content • Contribute and use feedback to reshape and revise texts • Document references and citations to others' words and ideas • Produce writing that employs suitable choices in language and editing	• Pre-writing • Working drafts • Peer feedback • Final drafts • Works Cited/References • Portfolios
Develop meaningful questions to engage in inquiry	• Examine how questions are developed in various fields of study • Draw upon personal and academic curiosities to cultivate important questions and their answers • Use questions to interrogate texts and initiate writings	• Develop meaningful and effective questions to interrogate reading and writing in order to move beyond familiar thinking	• Brainstorming questions • Questions from readings
Identify yourself as a writer who controls your own processes for reading, writing, and inquiry	• Recognize your own rhetorical authority • Take time to reflect on each process (reading, thinking, writing) soon after applying the process • Evaluate your own reading, writing, and thinking processes • Compare and contrast your processes with other readers, thinkers, writers to learn about new and different ways to enhance your own processes	• Use writing to effect change • Generate written reflections that use course concepts to assess your own reading, writing, and inquiry processes	• Writer's statements • Retrospective essays

A Framework for IUPUI Second-Level Writing

This framework informs any course offered at the second-level in the IUPUI Writing Program, currently W230, W231, and W270. Specific course goals are described in separate documents. The framework is meant for articulating the courses' curricular purposes, working on course design, and guiding course/curricular assessment. Although it is not intended to be used verbatim in documents for student audiences, like syllabi or assignment sheets, it may be adapted for use in those documents.

Principles of Undergraduate Learning Addressed in Second-Level Writing Program Courses

1. **Critical Thinking** (PUL 2) How does writing engage critical thinking?
2. **Core Communication** (PUL 1) How is writing a technology for creating and communicating ideas

Summary of Second-level Course Goals

1. **Understand what it means to be able to write in a rhetorical situation**
2. **Be able to write in a manner consistent with the rhetorical situation**
3. **Identify yourself as a writer in a rhetorical situation**

Second-level Core Concepts

By the end of a second-level writing course, students will understand the following concepts and relationships among them. These concepts should guide your plan for any section of a second-level writing course:
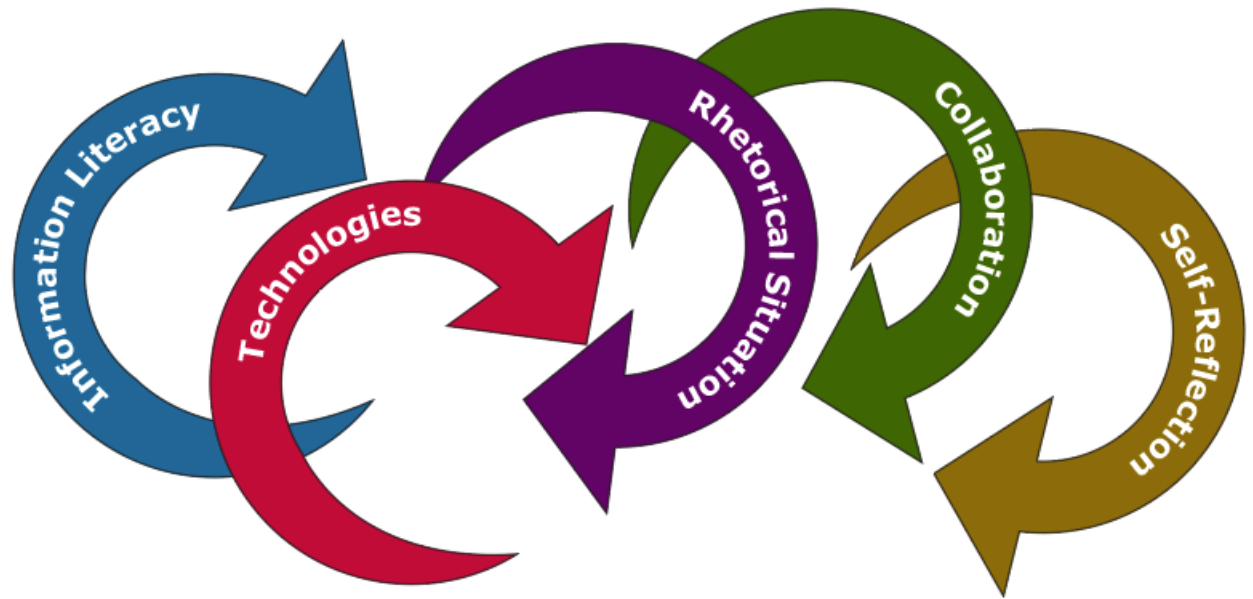
1. **Rhetorical Situation – critical reading, writing process, audience/author/purpose, exigence, conventions of genre and style**
2. **Information Literacy – Information gathering (find, read, evaluate) for use in a rhetorical situation**
3. **Technologies – Tools for creating documents appropriate to the rhetorical situation**
4. **Collaboration – Engagement with others to move communication forward in rhetorical situations**
5. **Self-Reflection – Self-evaluation and self-definition to participate in and imagine future rhetorical situations**

Second-level Core Concepts

Concepts	Goals		Outcomes	
	Broad Goals	**Specific Objectives (Intended results)**	**Learning Outcomes (Achieved Results)**	**Representations of Outcomes**
1. Rhetorical Situation	**Understand what it means to talk, read, and write in a rhetorical situation**	• Understand that purpose, audience, and genre are contextually dependent • Understand what makes content, format, medium, and style appropriate • Understand rhetoric, rhetorical situation, and related terms	• Analyze rhetorical situations • Identify conventions of writing in specified discourse communities • Explore, find, and test multiple views or solutions for a particular rhetorical context • Compose texts for specific academic, professional or public readers, selecting appropriate content, format, medium, and style • Identify the rhetorical power and limits of various forms and genres • Adopt a writing style appropriate to the communication event, presenting materials that are well-edited	• Drafts for specific rhetorical contexts • 20-25 pages total of edited written text • Descriptions of how written work applies key terms/concepts • Postings of discussions or records of exchanges
2. Information Literacy	**Be able to write in a manner consistent with the rhetorical situation**	• Be able to create information as a process • Be able to use information for its value • Be able to conduct strategic searches for information	• *Articulate traditional and emerging research processes* • *Select sources that best meet an information need based on the audience context, and purpose of various formats* • *Cite sources through proper attribution* • *Identify information need and potential sources of information* • *Design searches strategically, considering and selecting systems to search and evaluate results* • *Refine information need and search strategies based upon results* • *Apply different searching language types*	• Research plans • Proposals • Annotated bibliographies and/or reviews of literature • Documentation in one or more styles • Quizzes
3. Technologies		• Be able to use writing as a technology to create and communicate messages	• Approach document design as a rhetorical problem • Organize and design documents for an intended audience's use • Use tools for file management and presentation	• Documents with attention paid to verbal/visual design • Non print presentations
4. Collaboration	**Identify yourself as a writer in a rhetorical situation**	• Identify as a successful collaborator • Identify as an adaptive collaborator	• Facilitate collaboration at all stages of group work • Prepare for group formation and collaboration on texts • Employ varied strategies and technologies in collaborative groups • Monitor collaborative behavior during and after collaborative work commences to improve communication, writing, and texts	• One or more texts produced in collaboration with others • Reader response
5. Self-reflection		• Identify as an improving writer, who self-assesses and self-evaluates	• Reflect on self as writer orally and/or in writing • Adopt a professional attitude toward writing as integral to any discourse community • Adapt the five core concepts to write in other contexts	• Progress reports • Writer's Statements • Plans for drafting, revising, and collaborating • Responses to feedback • Retrospective and prospective statements on all processes • Appointments with instructor

The Essential Employability Qualities Certification
Portfolio Feedback Report

Institution: IUPUI
Program: Bachelor of Arts in English--Writing & Literacy emphasis

Thank you for working with us throughout the year to co-design the EEQ Certification. We are deeply grateful for your time, energy, expertise, and valuable insights. We learned a tremendous amount working with all of the pilot programs, and we continue to reflect on and refine the Criteria and review process based on your input.

This Portfolio feedback report is intended to provide feedback on the program in relation to the draft Criteria for Certification (version 2). Our comments are based on a thoughtful and systematic review of the Portfolio by at least two members of The QA Commons staff. We used the rubric framework organized around the draft Criteria to perform the review, and we assessed each portfolio to:
- Revise and refine Criteria, evidence, indicators, guidance, and verification and validation processes
- Reflect on and refine the review and certification process
- Address the key EEQ pilot research questions

We also engaged in the review process to:
1. Identify key strengths in your program's efforts to prepare students for employability;
2. Recognize promising practices; and
3. Identify actionable steps that can be taken at both the programmatic and institutional level.

Our process and this feedback report are not intended to rank or rate the program or its Portfolio against other programs, nor to certify the program. It should also be noted that our feedback is based solely on the evidence provided in the Portfolio.

How to Read the Feedback
For each Criteria category below, we offer general comments, promising practices, and specific recommendations based on our review of the contextual narrative and related evidence provided in the Portfolio.

Concerns or Corrections?
We recognize that we may have missed critical information about the program because of limited available evidence and/or unclear guidance on our part. If we misrepresented or misunderstood an aspect of the program, or if you would like to clarify or discuss this feedback, please contact Melanie (melanie@theqacommons.org) and we can arrange a time for a conversation.

Category 1.   The Program Assures That Learners Graduate with the Essential Employability Qualities

1A: Addresses, develops, and assesses each of the EEQs.
- The program has identified Student Learning Outcomes for the major, and the campus has Principles of Undergraduate Learning (PULs). Many of these map to the EEQs as represented in the alignment grid. The focus is not always on the work-related contexts.

1B: Articulates the required exit proficiencies for each of the EEQs.
- Individual courses articulate required proficiencies for the course or individual assignments that sometimes map onto the EEQs (though no example assignments or syllabi were provided in the Portfolio as evidence of this).
- The program does not have an overall statement of required exit proficiencies for graduates.
- **Recommendation**: The program might wish to consider identifying what level of skills and knowledge associated with the EEQs / SLOs that students need to demonstrate in order to graduate from the program.

1C: Assures that each graduate meets the required exit proficiencies for each of the EEQs.
- The program has started to incorporate signature assignments in capstone courses; these would be ideal opportunities to assess identified exit proficiencies for each student.
- No evidence was provided.
- **Recommendation**: Once the program identifies the exit proficiencies (see 1B), assessment of student learning can capture the extent to which all students meet the proficiencies.

Category 1 Resources:
- The Lumina Degree Qualifications Profile (DQP): Implications for Assessment http://www.learningoutcomesassessment.org/occasionalpapersixteen.htm
- Measuring Mastery - Center on Higher Education Reform (2015) https://www.luminafoundation.org/files/resources/measuring-mastery.pdf

Category 2.   The Program Prepares Students for Employability

2A: All students have opportunities to apply learning to work-relevant contexts (such as but not limited to: applied projects, capstones, simulations, case studies, internships, fieldwork, experiential activities, work-site projects, etc.).
- Students are encouraged to do an internship; several of the Writing and Literacy courses provide applied projects and simulations; many other courses provide simulated writing situations. Sample syllabi were provided as evidence; it is unclear which courses are required and their overall effectiveness in regard to 2a.

2B: Career and employability support services are provided to all students throughout their program of study.
- Students receive career support through the School of Liberal Arts Office of Career Services. The program acknowledges that it needs to do more to motivate students to visit this office and begin making career plans early in their academic careers.

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- **Recommendation:** The program may wish to integrate career development planning content or resources into one or more required key courses to ensure that all students have access to career development support. Additionally, the program may wish to collect information about the effectiveness of these approaches -- including student satisfaction.

2C: The program (or institution) provides all students with verifiable records that document their achievement of the EEQs.
- The program does not provide students with records that document their achievement of the EEQs / learning outcomes.
- **Recommendation:** The program (or institution) may wish to identify an approach to document and provide a verifiable record of students' achievement of the Shared Learning Outcomes (EEQs). This could be in the form of a supplemental transcript, badging, or another approach for making students' EEQ outcomes visible.

Category 3. **Employers are Engaged in Assuring Program Relevance and Quality**

3A: Employers are engaged in identifying program outcomes and learning experiences to ensure relevance and graduates' preparedness.
- The program does not have any formal mechanisms in place for this, though individual faculty have engaged potential employers as they developed their courses.
- No evidence provided.

3B: Employers have clear mechanisms for providing feedback about the program and its graduates.
- The program does not currently engage employers in assessing the overall effectiveness of the program.

3C: Employers actively participate in assessing the overall effectiveness of the program.
- Employers of the program's interns provide feedback via internship evaluations. Feedback midterm and final evaluation forms were provided.
- It is not clear what happens to this data (e.g., if it's collected and aggregated beyond the individual student to provide feedback about the program).
- **Recommendation**: The program may wish to formalize the collection and analysis of this data in regard to identifying actionable program feedback.

3D: Programs use the information and feedback from employers to continuously improve.
- No formal mechanisms are currently in place beyond the internship feedback; no evidence provided.

Overall Recommendation for Employer Engagement: The program may wish to identify and implement meaningful and effective employer engagement strategies, which could include employers: serving on the program's advisory council; helping implement program strategies and goals; identifying the necessary skills and competencies for the program(s); leveraging resources to support programs (instructors, equipment, and facilities), and assisting with curriculum development and designing of the program. The following are resources on employer engagement:
  - Urban Institute: *The Goals and Dimensions of Employer Engagement in Workforce Development Programs*, Shayne Spaulding and Ananda Martin-Caughey, December 2015

https://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000552-The-Goals-and-Dimensions-of-Employer-Engagement-in-Workforce-Development-Programs.pdf

○ Aspen Institute: *Next Generation Employer Engagement Strategies*, Fred O'Regan, January 1, 2015
https://www.aspeninstitute.org/publications/next-generation-employer-engagement-strategies/

○ Jobs for the Future: *Employer Engagement Toolkit: From Plaecment to Partners,* Kevin Doyle, October 2015
http://www.jff.org/initiatives/greenways/employer-engagement-toolkit-placement-partners

Category 4.   Students and Graduates are Engaged in Assuring Program Relevance and Quality

4A: Students and graduates have clear mechanisms for providing feedback about the program.
● Graduating seniors are asked to fill out a survey about their experience and are asked to identify influential professors. Results from the survey have been primarily used by individual faculty. No results were shared in the Portfolio.
● The program has also invited alumni to participate in panels during English Week and at other times during the year.
● At this time the program does not have formal or systematic program-specific feedback mechanisms for students and graduates.
● **Recommendation**: While these are good initial practices, they could be built upon to systematically collect and use feedback from students and graduates.

4B: Graduates actively participate in assessing the effectiveness of the program.
● The program does not currently engage graduates in this way.
● **Recommendation:** The program may wish to identify effective ways to gather graduate feedback on the effectiveness of the program beyond the time of the exit survey (such as 1 year out, 5 years out). Methods could include focus groups, surveys, or phone interviews.

4C: Programs use the information and feedback from students and graduates to continuously improve.
● The program does not currently do this.
● **Recommendation:** The program may wish to develop a more formal mechanism for gathering and reviewing student and graduate feedback.

Resources for Category 4:
● Alumni Intelligence and the Value of Connecting
https://www.careerleadershipcollective.com/single-post/2018/03/20/Alumni-Intelligence-and-the-Value-of-Connecting
● Bringing Student Voices to the Table: Collaborating with our Most Important Stakeholders, by Ann E. Damiano – Dean of Assessment, Utica College. NILOA Guest Viewpoint.
https://blogs.illinois.edu/view/915/637702

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Category 5. **The Program Provides Information to the Public Regarding Employability Preparation and Outcomes**

Criterion 5a: The program provides information to the public about the employability qualities that students will acquire and how they will acquire them.

- The program provides limited information on the program website, but it is not robust. Nonetheless, it is a good start toward identifying this kind of information for prospective and current students.
- **Recommendation**: The program may wish to build on the information provided in "What Can I Do With an English Degree?" as well as the information on Internships. What specific internships might be regularly available to students, and where do they lead?

Criterion 5b: The program provides to the public the following data (3-year trend data where possible):

1) Program completion rates, including time to completion, disaggregated by gender, race, and ethnicity.
2) Current typical program costs.
3) Career pathways and opportunities for program graduates.
4) Job placement rates of program graduates.
5) Salary data of program graduates.
6) Evidence of program graduates' effectiveness in the workplace.

- The program states that it has increasing access to such data, especially items 1, 2, and 3, through the Institutional Research and Decision Office. However, such data is not currently provided to the public.

General Recommendations for Category 5:

- The program may wish to consider developing more robust web-based information for each concentration that includes more specific career pathways and professional opportunities; information on graduate outcomes such as job placement, salary ranges, and employers; and evidence of graduates' effectiveness in the workplace.
  - See Recommendation under 4B regarding collecting information about program graduates beyond their time of completion. This is the kind of information that prospective students and their families are looking for.
  - See University of San Diego's Career Outcomes website for one example: https://www.sandiego.edu/outcomes/careers/

Resources for Category 5: The program may wish to consider communicating their outcomes on its website and other publicly available materials.
Examples / Resources:

- University of San Diego: https://www.sandiego.edu/outcomes/
  - You will see learning outcomes, R & G data, and career outcomes on this site.
- Marymount University of California Student Achievement Website
  - https://www.marymountcalifornia.edu/student-achievement
- American University: http://www.american.edu/weknowsuccess/#UG,all,all

- This one doesn't address learning outcomes, but it does share where grads have gone and what they are doing.
- Brandman University:
  https://www.brandman.edu/academic-programs/assessment/learning-outcomes
- NILOA's Transparency Framework
  http://learningoutcomesassessment.org/TransparencyFramework.htm

Summary

The QA Commons team is grateful for the forthright and honest comments in the contextual narratives about practices and evidence available; it was helpful to know what is not happening as well as what is happening in the program. Because of the applied nature of writing in general, IUPUI's Bachelor of Arts in English, Writing & Literacy emphasis has many opportunities to more intentionally integrate work-relevant assignments, internships, or other applied learning experiences. We encourage the program to take advantage of all of the course-and faculty-specific practices that are happening and to formalize them, as well as to work with the new opportunities identified to integrate student, graduate, and employer feedback and engagement and to better convey to the public the strengths and outcomes of this program and its graduates.

The Essential Employability Qualities Certification
Portfolio Feedback Report

Institution: IUPUI
Program: Paralegal Studies Certificate

Thank you for working with us throughout the year to co-design the EEQ Certification. We are deeply grateful for your time, energy, expertise, and valuable insights. We learned a tremendous amount working with all of the pilot programs, and we continue to reflect on and refine the Criteria and review process based on your input.

This Portfolio feedback report is intended to provide feedback on the program in relation to the draft Criteria for Certification (version 2). Our comments are based on a thoughtful and systematic review of the Portfolio by at least two members of The QA Commons staff. We used the rubric framework organized around the draft Criteria to perform the review, and we assessed each portfolio to:
- Revise and refine Criteria, evidence, indicators, guidance, and verification and validation processes
- Reflect on and refine the review and certification process
- Address the key EEQ pilot research questions

We also engaged in the review process to:
1. Identify key strengths in your program's efforts to prepare students for employability;
2. Recognize promising practices; and
3. Identify actionable steps that can be taken at both the programmatic and institutional level.

Our process and this feedback report are not intended to rank or rate the program or its Portfolio against other programs, nor to certify the program. It should also be noted that our feedback is based solely on the evidence provided in the Portfolio.

How to Read the Feedback
For each Criteria category below, we offer general comments, promising practices, and specific recommendations based on our review of the contextual narrative and related evidence provided in the Portfolio.

Concerns or Corrections?
We recognize that we may have missed critical information about the program because of limited available evidence and/or unclear guidance on our part. If we misrepresented or misunderstood an aspect of the program, or if you would like to clarify or discuss this feedback, please contact Melanie (melanie@theqacommons.org) and we can arrange a time for a conversation.

Category 1. The Program Assures That Learners Graduate with the Essential Employability Qualities

1A: Addresses, develops, and assesses each of the EEQs.
- The alignment grid was detailed, showing overall good alignment of EEQs to student learning outcomes, activities, and assignments. A few EEQs were not addressed.

1B: Articulates the required <u>exit proficiencies</u> for each of the EEQs
- As noted in the Contextual Narrative, the student learning outcomes are mapped to courses so there are not exit proficiencies identified for each of the EEQs.
- **Recommendation**: The program might wish to consider identifying what level of skills and knowledge associated with the EEQs that students need to demonstrate in order to graduate from the program, and then how to ensure each students meeting these levels sufficiently.

1C: Assures that each graduate meets the required <u>exit proficiencies</u> for each of the EEQs.
- The capstone course ensures that students meet proficiencies in legal research and writing skills through the appellate brief assignment but not EEQs. The capstone portfolio assignment also provides a way for students to demonstrate proficiency in assignments that meet the needs of a legal professional.
- No assessment data or analysis of assessment findings from the capstone course was provided.
- **Recommendation**: Once the program identifies EEQ exit proficiencies (see 1B), assessment of student learning can capture the extent to which all students meet the proficiencies. A key place for this to occur could be in the capstone course.

Category 1 Resources:
- The Lumina Degree Qualifications Profile (DQP): Implications for Assessment
  http://www.learningoutcomesassessment.org/occasionalpapersixteen.htm
- Measuring Mastery - Center on Higher Education Reform (2015)
  https://www.luminafoundation.org/files/resources/measuring-mastery.pdf

Category 2. The Program Prepares Students for Employability

2A: All students have opportunities to apply learning to work-relevant contexts (such as but not limited to: applied projects, capstones, simulations, case studies, internships, fieldwork, experiential activities, work-site projects, etc.).
- As part of ABA accreditation, all courses are required to have practical, law-based projects that apply to each course. Sample course assignments were included in the Portfolio as evidence. Some of these address EEQs in an integrated way.
- Internships are optional.

2B: Career and employability support services are provided to all students throughout their program of study.
- **Promising Practice:** Students work with the Office of Career Development through integrated course activities throughout their time in the program. Students in Introduction to Law, the first required course, meet with Career Development about building their resume. Students in the

Capstone course are required to meet with Career Development to review their resume. Career development also leads an interviewing workshop for Capstone students.

- **Promising Practice:** Each semester, the program works with local paralegal organizations to present a program or workshop for students that provides networking time and practical advice for working in the profession.

2C: The program (or institution) provides all students with verifiable records that document their achievement of the EEQs.
- A verifiable record documenting students' achievement is EEQs is not provided.
- Students in Legal Research and Writing earn a Lexis Certificate of Mastery by completing training modules.
- **Recommendation:** The program may wish to identify an approach to document and provide a verifiable record of students' achievement of the EEQs. This could be in the form of a supplemental transcript, badging, or another approach for making students' EEQ outcomes visible.

Category 3.   Employers are Engaged in Assuring Program Relevance and Quality

3A: Employers are engaged in identifying program outcomes and learning experiences to ensure relevance and graduates' preparedness.
- The program engages employer focus groups periodically. There is also a program advisory board of local attorneys, paralegals and judges to make sure the program meets the requirements of the local legal community.
- Evidence about the composition of the board (members) and their responsibilities (Advisory Board Guidelines) was provided in the Portfolio.

3B: Employers have clear mechanisms for providing feedback about the program and its graduates.
- **Promising Practice:** All internship providers complete an exit survey about the effectiveness of student's skills.

3C: Employers actively participate in assessing the overall effectiveness of the program.
- See 3A: The program engages employer focus groups periodically. A copy of the evaluation form was included.

3D: Programs use the information and feedback from employers to continuously improve.
- Program feedback is shared with the advisory board and faculty. None of this data, or evidence of using the feedback for improvement, was shared in the Portfolio.

General Recommendation for Category 3:
- The program may wish to build on its current employer engagement activities to implement deep and more meaningful strategies, which could include employers helping implement program strategies and goals; identifying the necessary skills and competencies for the program(s); leveraging resources to support programs (instructors, equipment, and facilities), and assisting with curriculum development and designing of the program. The following are resources on employer engagement:

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- ○ Urban Institute: *The Goals and Dimensions of Employer Engagement in Workforce Development Programs*, Shayne Spaulding and Ananda Martin-Caughey, December 2015 https://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000552-The-Goals-and-Dimensions-of-Employer-Engagement-in-Workforce-Development-Programs.pdf
  - ○ Aspen Institute: *Next Generation Employer Engagement Strategies*, Fred O'Regan, January 1, 2015 https://www.aspeninstitute.org/publications/next-generation-employer-engagement-strategies/
  - ○ Jobs for the Future: *Employer Engagement Toolkit: From Plaecment to Partners,* Kevin Doyle, October 2015 *http://www.jff.org/initiatives/greenways/employer-engagement-toolkit-placement-partners*

Category 4.   Students and Graduates are Engaged in Assuring Program Relevance and Quality

4A: Students and graduates have clear mechanisms for providing feedback about the program.
- Feedback is gathered in three primary ways: 1) Students provide feedback on individual instructors through end of course evaluations; 2) Students are invited to participate in an annual focus group with members of the advisory board; 3) Graduates provide feedback on the program as a whole in an exit survey.
- **Recommendation:** The program may wish to develop a mechanism for current students to provide feedback about the program other than through course evaluations, which typically focus on a single course or instructor.

4B: Graduates actively participate in assessing the effectiveness of the program.
- Graduates are required to complete an exit survey in order to receive their certificate. This is required by the ABA.
- **Recommendation:** The program may wish to identify effective ways to gather graduate feedback on the effectiveness of the program beyond the time of the exit survey (such as 1 year out, 5 years out). Methods could include focus groups, surveys, or phone interviews.

4C: Programs use the information and feedback from students and graduates to continuously improve.
- Aggregate data from surveys is provided to the advisory board and faculty and used to evaluate the program. Evidence of use of findings was not provided.
- **Recommendation:** The program may wish to develop a more formal mechanism for gathering, analyzing, and using student and graduate feedback for program quality and improvement purposes.

Resources for Category 4:
- Alumni Intelligence and the Value of Connecting https://www.careerleadershipcollective.com/single-post/2018/03/20/Alumni-Intelligence-and-the-Value-of-Connecting
- Bringing Student Voices to the Table: Collaborating with our Most Important Stakeholders, by Ann E. Damiano – Dean of Assessment, Utica College. NILOA Guest Viewpoint. https://blogs.illinois.edu/view/915/637702

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Category 5. **The Program Provides Information to the Public Regarding Employability Preparation and Outcomes**

Criterion 5a: The program provides information to the public about the employability qualities that students will acquire and how they will acquire them.
- The program provides public information about student learning outcomes, but not how they will acquire them.

Criterion 5b: The program provides to the public the following data (3-year trend data where possible):

1) Program completion rates, including time to completion, disaggregated by gender, race, and ethnicity.
- Information not provided publicly.

2) Current typical program costs.
- Information provided publicly on Student Consumer Information page.

3) Career pathways and opportunities for program graduates.
- General information about career pathways is provided on the department website.

4) Job placement rates of program graduates.
- Information not provided publicly.

5) Salary data of program graduates.
- Information not provided publicly.

6) Evidence of program graduates' effectiveness in the workplace.
- Information not provided publicly.

General Recommendation for Category 5:
The program may wish to consider developing more robust web-based information for the program that includes more specific career opportunities (or even specific employers); information on graduate outcomes such as job placement, salary ranges, and employers; and evidence of graduates' effectiveness in the workplace. Examples / Resources:

- University of San Diego: https://www.sandiego.edu/outcomes/
  - You will see learning outcomes, R & G data, and career outcomes on this site.
- Marymount University of California Student Achievement Website
  - https://www.marymountcalifornia.edu/student-achievement
- American University: http://www.american.edu/weknowsuccess/#UG,all,all
  - This one doesn't address learning outcomes, but it does share where grads have gone and what they are doing.
- Brandman University:
  https://www.brandman.edu/academic-programs/assessment/learning-outcomes
- NILOA's Transparency Framework
  http://learningoutcomesassessment.org/TransparencyFramework.htm

Summary
Overall, the Paralegal Certificate Program is well-positioned to leverage its existing educational practices to more intentionally address the employability qualities of its graduates and to assess their long-term success. We encourage the program to take advantage of the recommendations above and/or to identify new approaches that integrate student, graduate, and employer feedback, and to find ways to better convey to the public the strengths and outcomes of the program and its graduates.