

*The School of Liberal Arts Report for the
Program Review and Assessment Committee, 2021*

Compiled by Ray Haberski Associate Dean for Academic Programs, with assistance from Scott Weeden, School of Liberal Arts (SLA) Faculty Fellow for Assessment.

School of Liberal Arts at a Glance

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

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 2021, this report will focus on the following areas in the IU School of Liberal Arts at IUPUI:

1. Impact of COVID-19 on assessment and improvement efforts and future plans.
2. Progress to date in implementing the Profiles in teaching, learning, and assessment.
3. Progress in identifying, developing, redesigning and implementing experiences included in the Record.
4. Reflecting on Student Learning for the Purposes of Program Improvement: Assessment profiles of the programs in **History** and **Journalism**, as well as other student support units, specifically the **Speakers' Lab**, the **Spanish Resource Center**, and the **ESL Tutoring Center**.

(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 English and Religious Studies as well as the University Writing Center and the Office of Student Affairs.

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

The first full year of teaching and learning in the age of COVID-19 challenged everyone who taught at IUPUI. Like all faculty, those in the School of Liberal Arts converted nearly every course they taught into online versions in the fall of 2020 and spring of 2021. Doing such work required the faculty to engage in training—provided by campus and on their own—to create viable online environments for students. The net result of such training is that our faculty, across departments and disciplines, can now provide effective online education in multiple formats.

Many of our departments took advantage of faculty training for online education in the summer of 2020. Thus, by the fall of 2020 and through the spring of 2021, innovative programs emerged out of specific departments and programs. Highlights are below:

In the Department of Anthropology, the ANTH-A104 coordinator conducted a research project to evaluate the effectiveness of digital and adaptive learning tools for increasing students' understanding of key concepts 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-A104 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.

In Communication Studies, faculty led innovations in the use of e-Portfolio as a platform to assess learning. Faculty used a PRAC grant to further develop assessment of student learning through ePortfolios and participated in AACU's "community of practice" on ePortfolios.

In the Department of Geography, Andy Baker has revamped two hands-on, physical science laboratory courses – G 108, Physical Systems of the Environment, and G 123, Soils Laboratory – to be offered online. Both courses are included in the campus general education core; they are also the only laboratory classes in the SLA. Using video and live call-in office hours, students use the landscape, kitchen, and Internet as their classroom. Enrollments and student success thus far are promising. The Honors Program and SLA advisors are promoting the course.

Over the past three years Jeff Wilson has transformed GEOG-G336 / 535, Environmental Remote Sensing, from in-person to an online course. The data sets and techniques associated with remote sensing are computationally intense and require fast, reliable Internet connectivity. The arrival of this course in online format positions the Department to offer the course throughout Indiana University.

In Journalism and Public Relations, Associate professor Pam Laucella served on the Digital Design Faculty Learning Community and Professor and Chair Chris Lamb served on the committee for the statewide bachelor's in digital media.

International Studies struggled with any kind of study abroad program because of the consistent lock-down mandates in many countries, including the U.S. According to the program's director, this Covid setback is particularly unfortunate as 2021 was the first year of a new collaborative endeavor with the Office of International Affairs to supplement their standard study abroad grant with an additional \$1500 that would be financed with funds directed to the GIS program from the OIA. Going forward, five such supplemental grants will be awarded each year to eligible GIS majors who are accepted into study abroad programs of at least 6 weeks duration. They will thus be eligible for \$2500 study abroad grants (in line with those received by Honor's College students). This will a) encourage more students to enroll in 'traditional' study abroad semesters abroad and b) attract more students to the GIS major.

Museum Studies redesigned all courses offered this year for online learning. This included creating and mailing out lab kits for students enrolled in *Collections Care and Management* and

Preventive Conservation. The Department will continue to monitor the effectiveness of the online teaching and adjust our practices accordingly.

Philosophy developed online versions of P110 Intro. to Philosophy, P237 Environmental Ethics, and P240 Business Ethics, offering P110 part of the Gen Ed Core, for the first time as a fully online course last fall and spring. Moreover, impressive success continued last year with online P120 Ethics, also on the Gen Ed Core: pre-covid, nearly every section offered of that course filled. Likewise there has been consistent success with P375, Philosophy of Law, Online, which we continue to offer with the Law School each spring.

PIE moved its entire language curriculum to Zoom due to COVID, but now able to do so as needed while maintaining innovative methods that still fit TESOL principles.

The Department of Religious Studies faculty shifted 12 new courses online in fall 2020 and another 5 new courses online in spring 2021. That amounts to nearly two-thirds of sections being taught online for the first time. Faculty overhauled syllabi, course assignments and learning outcomes for the online environment. They created new video lectures and PowerPoints. They developed innovative engagement strategies for students. Department faculty Kelly Hayes and Matt Condon attended summer 2020 online teaching workshops sponsored by the Center for Teaching and Learning to prepare for this transition.

In the interdisciplinary program of Women, Gender and Sexuality Studies, two full-time professors enrolled in short summer courses in 2020 summer through the Center for Teaching and Learning in order to enhance their online courses and will continue to develop online coursework as IUPUI returns to using multiple modalities in the fall.

The large department of World Languages and Cultures moved its face-to-face offerings—which are standard in language programs—to virtual offerings. Consistent emphasis on attending frequent webinars and workshops, made bearable the countless of hours devoted to make changes to synchronous classes, assignments, quizzes, exams, videotaped classes, made the transition to fully online teaching a smooth one. Both the French and German program directors have made strides in creating content and connections with IU Online MAT programs in their areas.

2. Progress to date in implementing the Profiles in teaching, learning, and assessment.

All programs in Liberal Arts have mapped the Profiles to student learning outcomes in capstone courses and in mid-point courses. This was an opportunity to reaffirm student learning outcomes or to make revisions to the outcomes. As previously reported, several programs have expanded their work with the Profiles. For example, the program in Paralegal Studies revised their PLOs and aligned them with Profiles, they also 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 Communications Studies reviewed and edited all Student Learning Outcomes in their General Education course COMM-R110 to align with the IUPUI+ Learning outcomes. These were then incorporated into all assignments. The department will use a PRAC grant to assess further student learning through ePortfolios.

At the school level, the undergraduate curriculum committee requests alignment with the Profiles in all new courses and course changes. The review of general education courses is another opportunity to ensure that course learning outcomes are appropriately aligned with the Profiles.

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

The most significant school-wide undertaking with regards to assessment in 2021 has continued to be our participation in the IUPUI General Education Course Portfolio Review process. In 2021, this process involved faculty in 17 departments and programs in the IUPUI School of Liberal Arts who undertook the creation of portfolios for 24 different SLA courses (2 revised). One course was delisted in 2021.

General Education Course Portfolio Review *Spring 2021 Submission*

EALC-J202	Keiko Kuriyama, Rosa Tezanos Pinto
ENG-L214	Megan Musgrave, David Hoegberg
GEOG-G107	Andrew Baker, Owen Dwyer
GEOG-G108	Andrew Baker, Owen Dwyer
GEOG-G111	Daniel Johnson, Owen Dwyer
GEOG-G112	Daniel Johnson, Owen Dwyer
GER-G204	Claudia Grossmann, Rosa Tezanos Pinto
NELC-A132	Amira Mashhour, Rosa Tezanos Pinto
PHIL-P265	Chad Carmichael, Tim Lyons
SPAN-S204	Andrea Smith, Rosa Tezanos Pinto

SPAN-S203 (Revised)	Andrea Smith, Rosa Tezanos Pinto
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Fall 2021 Submission

AMST-A 102	Ray Haberski
EALC-C 201	Jing Wang, Rosa Tezanos Pinto
ENG-G 109	Estela Ene, David Hoegberg

ENG-G 110	Estela Ene, David Hoegberg
ENG-W 207	Sarah Layden Kyle Minor, David Hoegberg
ENG-W 208	Karen Kovacik, Kyle Minor, David Hoegberg
FREN-F 204	Kathryn Lauten, Rosa Tezanos Pinto
GEOG-G 114	Dan Johnson, Owen Dwyer
HIST-H 195	Jennifer Guiliano, Kevin Cramer
LATS-L 101	José Vargas Vila
MHHS-M 201	Emily Beckman
WGSS-W 105 (Revised)	Catherine Dobris
MSTD-A 101	(Delisted)

Scott Weeden, SLA Faculty Fellow for Assessment, and Marta Antón, Associate Dean for Academic Programs, worked closely with all of the faculty engaged in this process. They updated a common folder with guides, course portfolio samples, and other resources to familiarize the faculty with the process. They also led two general online 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, how they mapped to the Profiles, 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 2021 with the majority of courses reapproved or reapproved with notes. Three course portfolios received a recommendation of 'revise and resubmit' in Fall 2021. 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 had started a series of presentations

on curricular improvement and assessment in the School with 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. Additional events focusing on capstones and The Record have been discussed for post-COVID times.

Individual departments are also taking steps to improve instruction in general education courses. For example, Audrey Ricke, Senior Lecturer in Anthropology and the coordinator for ANTH A104, is integrating the innovative game-based learning tool Inquizitive across all sections that she teaches during fall 2020 and intends to continue to monitor how it influences student performance. During the academic year 2020-2021, she will also develop and pilot additional Quick Checks that target other concepts that students commonly struggle with.

3. Progress in identifying, developing, redesigning and implementing experiences included in the Record.

The School of Liberal Arts has 45 experiences approved for The Record across six different departments and programs: Africana Studies, Anthropology, English, Medical Humanities, Sociology, and Masarachia Scholars. That is an increase of one experience and one department compared to the previous year. 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], 20 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) ENG W398-Internship in Writing
- g) ENG W315-Writing for the Web
- h) ENG W231 Professional Writing Skills
- i) AFRO A200 Research Methods in Africana Studies

As illustration of Record activities in the School of Liberal Arts, last year we presented the Masarachia Program, which is both a scholarship and a path to study and activism. This year we feature the English Department's engaged learning courses.

Courses that feature community engagement components included Kate Blake's L115 "LGBTQ+ Identity, Community & Culture" (part of a high-impact TLC cohort) and Carrie Sickmann's L376 and L390 courses, in which students used their study of children's and young adult literature as the basis for engagement projects with students from area elementary and high schools. Megan Musgrave taught Eng-L478/L553 Literature and Medicine/Illness Narratives in spring 2021 in conjunction with the Medical Humanities and Health Sciences program. The course enrolled at 100% capacity and students produced final projects that they plan to put to use in their careers as healthcare professionals, educators, and writers. This course will be scheduled

bi-annually moving forward, as a permanent course offering for MHHS students and advanced Literature majors. It is also included in the new Culture and Health Pathway Minor

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. 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 had their G107, G111, and G112 re-approved as courses in the campus general education core. The Department and instructors were lauded for steps taken to reduce DFW rates and to increase student achievement. In all three courses, instructors made a positive difference by (a) adopting early assessments and (b) consistently reaching out to students via Canvas and the Student Engagement Roster in the semester. In Anthropology, faculty did extensive reviews of major gateway courses, Anth 104 (Introduction to Cultural Anthropology) and Anth 103 (Human Origins). They continue to evaluate the learning outcomes associated with these courses. This year, they will also complete an extensive assessment of our Capstone sequence, ANTH 412-413.

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. 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.

The Department of History, which will be reviewed this spring, has a long and illustrious record of demonstrating student success through block grant applications. The following description provides a snapshot of the kind of the work History graduate students have done and continue to do:

Our students' ability to produce path-breaking, prize-winning, readily publishable research is demonstrated by the fact that IUPUI History graduate students have regularly been nominated for and have recently won the Indiana University Outstanding Master's Thesis Award for the best written research work in the humanities at this level across all IU

campuses. In 2019, Mr. Landon Crouse was nominated for this award on the strength of his brilliant M.A. History thesis (completed 2018) “Engelbert of Admont’s *De regimine principum* and *lex animata*: A study in the eclecticism of the medieval Aristotelian political tradition.” This superb work addresses a complex subject in medieval European political philosophy. In 2017, Janice Miller (M.A. 2016) won the IUPUI Outstanding M.A. Thesis Prize for her “In Brighter Colors: Fauvist Influences and Gender Politics in the Art of Gabriele Münter.” In 2015, *Abby Curtin (M.A. 2014) was recognized for her thesis, “Rethinking Landscape Interpretation: Form, Function, and Meaning of the Garfield Farm, 1876-1905.” More recently (2018), the Public History graduate student *Jonnie Fox won the award for best graduate student paper presented at the 2018 Hoosier Women at Work scholarly conference held in Indianapolis as did *Annette Scherber during the same conference in 2017. Continuing our graduate students’ noted successes in undertaking and presenting substantive historical research to diverse audiences, *Leeah Mahon (MA, Public History) and *Nancy Yerian (Dual MA Public History/MLIS) shared the Prize for Best Papers presented at the Hoosier Women at Work for Suffrage and Citizenship Conference by the Indiana Historical Society in March 2020. Ms. Mahon’s victory here, for example, amply demonstrates the serious scholarly foundations of the article-length manuscript project for graduate students in the IUPUI History Department. Her prize-winning conference paper grew directly out of her prior efforts at crafting a substantive article manuscript on the subject of her presentation. IUPUI History Department MA alumnae, including *Jackie Swihart, and History Department faculty members also participated in the 2020 Hoosier Women at Work Conference either as paper presenters or as key and creative members of the Conference Organizing Committee.

Some recent M.A. graduates, such as Michael Murphy (2010), Emily Hall (2012), *Nick Sacco (2015), Norma Erickson (2016), and Janice Miller (2016) have revised their work and published in peer-reviewed article format for larger national and international reading audiences. Rising to doctoral-level studies in Urban Planning at the University of Illinois Chicago Circle, Emily Hall published her peer-reviewed article “Growing Inequities: Federal and Local Public Transit Funding” in both hard copy and online format with *Public Works Management and Policy* (2018). *Ethan Chitty (M.A. Public History 2017) has been actively disseminating his scholarly research in real and virtual venues including *The Hoosier Genealogist: Connections* and “Blogging Hoosier History,” the official online Research Blog of the Indiana Historical Bureau.

The School of Liberal Arts participates in cyclical external reviews of its programs as required by the campus. In Spring 2022, the departments of History and Journalism are slated for external review.

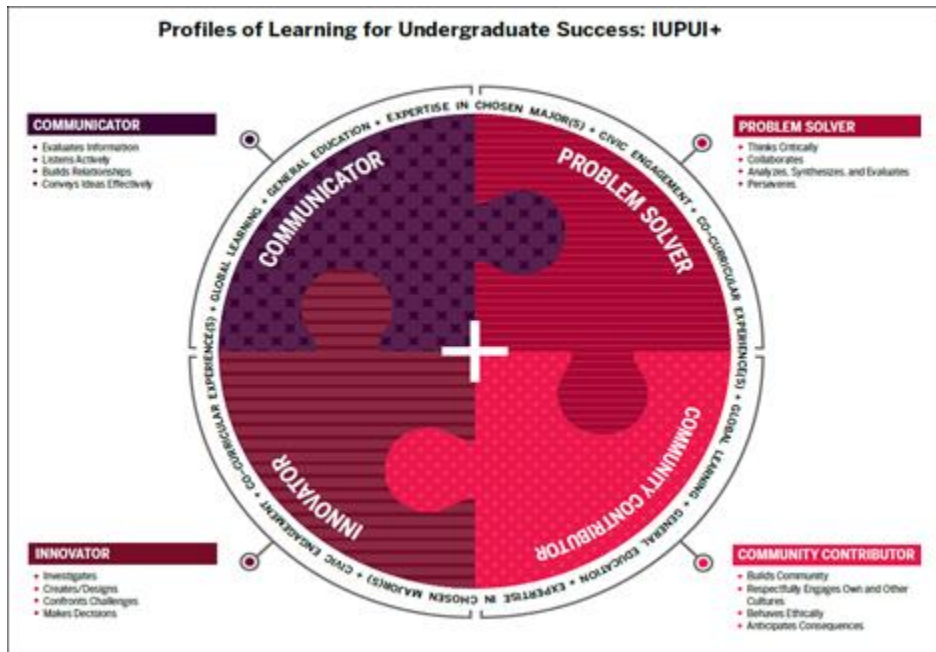
Following the recommendation of the reviewers of the 2018 report we present the assessment profile of three different programs in the School of Liberal Arts. Given the large number of

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. The 2019 PRAC report featured the programs in Anthropology, Communication Studies, and English Literature Concentration. In order to follow a principled rotation, the PRAC report now includes at least one assessment profile of the programs that are undergoing external review. The 2020 report included an in-depth profile of the English department and assessment efforts by the department of Religious Studies, the University Writing Center, and the Office of Advising in the Office of Student Affairs. This year’s report features the assessment profile of the departments of **History** and **Journalism**, as well as other student support units, specifically the **Speakers’ Lab**, the **Spanish Resource Center**, and the **ESL Tutoring Center**. 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.

4.1 Department of History Summary of Self-Review

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

The History Department designs its survey courses (such as H114) to bring the student toward a mastery of six basic “*learning outcomes*” that are aligned with the profiles of IUPUI+.



1. **Building Historical Knowledge (LO-1):** *Communicator:* Evaluates Information, Thinks Critically; *Problem Solver:* Analyzes, Synthesizes, Evaluates; *Innovator:* Investigates, Creates/Designs; *Community Contributor:* Respectfully Engages Own and Other Cultures
2. **Developing Historical Methods (LO-2):** *Communicator:* Evaluates Information; *Problem Solver:* Analyzes, Synthesizes, Evaluates; *Innovator:* Creates/Designs
3. **Recognizing the Complex and Provisional Nature of Historical Knowledge (LO-3):** *Communicator:* Evaluates Information, Listens Actively, Thinks Critically; *Problem Solver:* Analyzes, Synthesizes, Evaluates, Perseveres; *Innovator:* Confronts Challenges, Makes Decisions; *Community Contributor:* Respectfully Engages Own and Other Cultures, Anticipates Consequences
4. **Apply the Range of Skills it Takes to Decode the Historical Record (LO-4):** *Communicator:* Evaluates Information, Listens Actively, Thinks Critically; *Problem Solver:* Collaborates, Analyzes, Synthesizes, Evaluates; *Innovator:* Makes Decisions
5. **Create Historical Arguments and Narratives (LO-5):** *Communicator:* Evaluates Information, Conveys Ideas Effectively; *Problem Solver:* Collaborates, Analyzes, Synthesizes, Evaluates; *Innovator:* Creates/Designs, Confronts Challenges, Makes Decisions; *Community Contributor:* Behaves Ethically, Anticipates Consequences
6. **Uses Historical Perspective in the Practice of Active Citizenship (LO-6):** *Communicator:* Listens Actively, Builds Relationships, Thinks Critically; *Innovator:* Creates/Designs, Confronts Challenges, Makes Decisions; *Community Contributor:* Respectfully, Engages Own and Other Cultures, Behaves Ethically, Anticipates Consequences

4.2 Department of Journalism Summary of Self-Review

The Department of Journalism and Public Relations offers a bachelor's degree in journalism with three concentrations: Journalism, Sports Journalism, and Public Relations. In addition, it offers certificates in Journalism and Public Relations, and a minor in Advertising. Here are the student learning outcomes for journalism and public relations:

Journalism

Student learning outcomes (SLOs) for Journalism majors:

- 1) Apply the basic principles of journalism such as accuracy, fairness, and public service;
- 2) Discuss the legal and ethical underpinnings of mass media in the United States;
- 3) Interpret and use the principles of digital, online, and print design;
- 4) Discuss the practice and principles of communicating clearly through print, digital, and visual media;
- 5) Explain the function and impact of journalism and mass communication;
- 6) Classify and separate different audiences for mass communication;
- 7) Design and execute an effective job search in journalism;
- 8) Conduct research for news stories using a variety of sources and evaluate the accuracy of information sources.

https://bulletins.iu.edu/iupui/2017-2018/schools/liberal-arts/undergraduate/student_learning_outcomes/journalism%20.shtml

Public Relations

Student learning outcomes (SLOs) for public relations majors:

- 1) Apply the basic principles of public relations such as media relations, employee communication, and community relations;
- 2) Discuss the legal and ethical underpinnings of mass media in the United States;
- 3) Interpret and use the principles of digital, online, and print design;
- 4) Discuss the practice and principles of ethical and effective informative and persuasive writing.
- 5) Explain the roles and functions of public relations;
- 6) Discuss and learn to execute persuasive communication strategies in public relations;
- 7) Design and execute an effective job search in public relations;
- 8) Design research to support and evaluate public relations campaigns.

https://bulletins.iu.edu/iupui/2017-2018/schools/liberal-arts/undergraduate/student_learning_outcomes/public%20relations.shtml

Assessment of how well graduates of the program attain the desired learning outcomes is conducted by students' grades; their success in upper-division classes, which require applying the concepts, principles, and practices of 100- and 200-level classes; and their success in our capstone class. In addition, learning outcomes can be measured in how the student does in his/her internship and in his/her job after graduation.

For example, a survey of graduates from this program tell us that our students work in a wide variety of jobs and professions, including, social media management and specialists; media producers; hosts on television, radio, and podcasts; marketing specialists across media platforms at places such as the Indiana Motor Speedway, the Ladies Professional Golf Association (LPGA), the Indiana Commission for Higher Education, IU Health and MLB.com.

Profiles of Learning for Undergraduate Success

The Profiles of Learning for Undergraduate Success are the basis for all learning experiences at IUPUI—from first-year general education courses to engaged learning opportunities to a capstone experience. The Profiles help students develop knowledge and broad skills that will prepare them for their future, regardless of the field, industry, or area that they choose to pursue. Faculty are expected to introduce the Profiles and to articulate the ways in the course reinforces them in course syllabi.

<https://due.iupui.edu/undergraduate-curricula/general-education/profiles/index.html>

The Department of Journalism and Public Relations offers three concentrations: sports journalism, journalism, and public relations. In addition, it offers certificates in journalism and public relations and a minor in advertising. As a journalism or public relations major, you will need to take 38 credit hours of journalism courses, with a grade of C or better in each. (No more than 12 credit hours may transfer in the major.) Because of the design of our curriculum, the core and other classes play a role in assuring that our students are provided with the learning opportunities needed to attain the learning outcomes mentioned in section B.1. Elective courses help students reach higher and deeper levels of competency that prepare them for jobs after graduation. The assumption is that any faculty member teaching these core courses will utilize instructional materials and assignments that provide students the opportunity to achieve each of the competencies associated with the class.

<https://liberalarts.iupui.edu/departments/journalismPR/current-students/undergraduate/journalism-major/>

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<https://due.iupui.edu/undergraduate-curricula/general-education/profiles/index.html>

Experiences that Support Student Learning

Our department, whether in our undergraduate or graduate programs, merges the study of the theory and principles in and practice of journalism, public relations, and the news media, so students are prepared for jobs upon graduation. Here are links to undergraduate and graduate courses in the department (Note: we are revising our curriculum):

Undergraduate courses in the department's curriculum,

<https://liberalarts.iupui.edu/departments/journalismPR/current-students/undergraduate/courses/>

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Undergraduate courses in the department's curriculum,

<https://liberalarts.iupui.edu/departments/journalismPR/current-students/undergraduate/courses/>

Graduate courses in the department's curriculum,

<https://liberalarts.iupui.edu/departments/journalismPR/current-students/graduate/graduate-courses/>

High-Impact Teaching Priorities

Faculty in the Department of Journalism and Public Relations integrate high-impact teaching practices into their courses that include classroom or Zoom discussions with media professionals; assignments that include drafting, writing, revising, and rewriting assignments; and working with organizations within and beyond the university to create public relations campaigns. Other high-impact teaching priorities include membership in the Public Relations Student Society of America, working for the student newspaper *Campus Citizen*, and working as social media ambassadors for the department. In addition, students are required to take a capstone course, *J410, Media as Social Institutions*. Students also can take an *Independent Studies* course (*J499*), where they can work with an individual professor to investigate a subject matter beyond what would be possible in a normal classroom setting. The department also hosts Fall Career

Week, where students can network with representatives from local organizations, businesses, and media companies.

<https://liberalarts.iupui.edu/departments/journalismPR/get-involved/join-us-for-fall-career-week/>

Feedback from Program Stakeholders

We recognize that our programs have multiple stakeholders. For this study, we focused on graduates of our program who were surveyed in Fall 2021.

The survey yielded encouraging results, including that many graduates remain in contact with both their former professors and many of the students in the cohort. An astonishing 94% were employed full-time in what the respondents defined as “traditional” positions, with over 75% citing jobs that were directly related to the coursework and degree from the Journalism and Public Relations. Perhaps most hopeful was the fact that 83.6% of respondents said that IUPUI education prepared them to pursue their career or advanced degree.

In addition, the department sought feedback from Rick Ray, an experienced marketing executive, who teaches a course in the School of Informatics called *Strategic Storytelling* (N485). Students in the class participated in a review of the department during Fall 2021. Their observations were included in a report. The work these students completed a remarkable analysis of the “brand” that this department promotes. A summary of this report follows:

The good news, according to the report, is that all DJPR’s internal stakeholders readily recognize, and can readily talk about, the brand’s multiple benefits DJPR has, the unique department DJPR is. This is important because DJPR wants to stand out among other university journalism departments.

The less good news is that each stakeholder does not have a good enough understanding of why journalism and public relations are together under the same department. This is not an ideal situation for any brand but especially not for one with such a small department among other larger university journalism departments.

What is an outsider supposed to think, if the insiders themselves are unclear about the brand’s true identity? What is a potential future student of DJPR supposed to think? And the fundamental question remains unanswered: Why should a recent high school graduate consider being a part of the Department of Journalism and Public Relations... when he / she has so many other available alternatives from other universities?

The first step towards answering this question, the first step towards clarification of the DJPR brand identity, is the development of an original and ownable brand story – ensuring that all stakeholders will be on the same page and will all be telling the same story about this unique brand.

The department is ready to move forward addressing questions raised by this analysis.

4.3 Student Support Unit: ESL Tutoring Center of the EAP Program

The ESL Tutoring Center offers linguistic and cultural support for international and other non-native English-speaking students at IUPUI. The decision to create this structure was based on feedback from teachers and students from the English for Academic Purposes (EAP) Program and other units who suggested that class time is often too short for students to practice their EAP skills. Other schools and departments reached out to EAP to ask where they could send those students who had completed EAP requirements or were never required to take EAP classes but still needed EAP support. A number of inquiries have come from faculty who are trying to figure out how to support refugee and other immigrant students who fall in the “Generation 1.5” category (the children of immigrants who may have learned English as children but display many of the same linguistic needs as international non-native English-speaking students). Other tutoring or academic support services on campus do not offer support that focuses on the linguistic and cultural competence skills of international and non-native English-speaking students.

The ESL Tutoring Center offers 45-minute one-on-one and group sessions to students who are interested in working on their pronunciation, oral presentation, conversation, reading, comprehension, grammar, editing skills, etc. In essence, students can make an appointment about any EAP-related need they have. About once a month, the Center hosts a Conversation Hour, which is a semi-formal group meeting on a cultural topic.

The Center is open 20 hours per week. Over time, the tutors have been EAP associate faculty and graduate students from the TESOL MA Program. Even before COVID, the Center offered both in-person and online sessions. Because of this, during the pandemic, we were able to transition to online-only sessions without much disruption. International student enrollment decreased during COVID, but the number of appointments at the ESL Tutoring Center did not.

The ESL Tutoring Center also serves as a teaching and research practice site for graduate students in TESOL. Other than working as tutors in the Center, students have conducted teaching practica, internships, course projects, and thesis research in the Center.

The metrics in use for assessment of the effectiveness of the Center are the following:

- Attendance records

All appointments are tracked together with information about the students’ major and reason for visiting the Center. This metric helps document demand for ESL tutoring and its evolution in time.

- Student feedback forms

At the end of each session, students are asked to fill out a feedback form. We are looking for ways to improve the response rate for this feedback survey.

- Informal teacher feedback

The Director, who supervises all operations, regularly solicits oral feedback from the EAP instructors. She also receives feedback from faculty, graduate program directors, etc. from other schools and departments. The tutors also observe the EAP courses and keep in touch with the instructors in order to understand the courses very well in preparation for the tutoring sessions.

Students, faculty, and programs appreciate the support received from the ESL Tutoring Center. The fact that attendance remained as high during and after COVID as in 2019 demonstrates the usefulness of the sessions we offer. Informal feedback reflects the same.

Students who attend the Center are generally satisfied with the sessions. Teachers are as well, and through their conversations with the Director and the tutors, we can continue to target our sessions at the most important skills that students need to improve. Changes implemented based on information from the data sources mentioned above include:

- Longer sessions (45 minutes instead of 30 minutes) that allow more time for interaction
- Online sessions for those who cannot attend in person
- More frequent Conversation Hour sessions to create community and help international students feel connected while also learning. These sessions used to be offered two or three times a semester. They are now being offered almost every week (Fall 2021).

4.4 Student Support Unit: Spanish Resource Center, World Languages and Cultures

The activity at the Spanish Resource Center (SRC) in the year 2021 has mainly focused on four areas: tutoring students who need help with their Spanish assignments, hosting the Spanish Club, lending books and media resources, and hosting a few presentations about Spanish resources and programs in the United States. Before the pandemic, the SRC was open to the public Monday through Friday, from 9:00am to 4:00pm. On March 2020, the SRC closed and continued its activity online. Since fall 2021, the SRC has resumed its activity both online and in person. The SRC is staffed by graduate assistants from the Master of Arts in Teaching Spanish program in the Department of World Languages and Cultures.

Tutoring: In Fall 2021 the SRC has offered eight hours of tutoring per week (Monday–Thursday) in person and on Zoom. Last year a total of over 300 consultations were made, mainly related to questions about grammar, translation, and basic topics from classes.

Spanish Club: The Spanish Club suspended its activity during the COVID-19 Pandemic (from March 2020 to August 2021). This fall, a new Spanish Club was formed with 47 members. Its first cultural activity has been the celebration of the “Day of the Dead” in November 2021. Before that, the Spanish Club organized several cultural activities. An average of 8-10 people per session participate in each activity. Meetings take place in a relaxed, comfortable environment, so as to facilitate communication.

Due to the pandemic, the SRC has been closed since March 2020 until this fall. This situation has made it very difficult to assess the effectiveness of the support we offer to our students. The activities organized have been practically nonexistent, apart from the tutoring service for undergraduate students.

Assessment of student support services will be reinstated in 2022.

4.5 Student Support Unit: Speakers' Lab Communication Studies

The Speaker's Lab has undergone some changes in the past two years. An online service that uses the Canvas platform to allow students to submit and receive feedback on outlines before they are due for a grade has been opened. We have launched our new and improved Online Speaker's Lab Website that caters to not only R110 students, but anyone around the world with public speaking needs. The mentors in the lab continue to give quality assistance with outlines and speech delivery.

Collaboration with the Program for Intensive English at IUPUI

The Speakers Lab Mentors conduct an interviewing workshop and mock interviews on the American Interview Process. They welcome and share multicultural learning with the Tsuda Women's University in Japan. They collaborate with the Program for Intensive English to expose and develop interviewing techniques with the Japanese college students.

Classroom Mentoring Assistance

Professors may request visits by mentors at any point in the semester. These visits are approved and completed only with proper staffing of The Speaker's Lab and cover a range of topics: how to ethically research sources, detailed presentations and reviews of a speech, the importance of public speaking, how to adjust a presentation to a given audience, and the Speech Night process. In addition, mentors also aid instructors by running "workshops" with the students in class helping them with their outlines, notecards, or general speech questions.

Interviewing Practice

The Speaker's Lab has implemented mock interviewing practice sessions. A few of the mentors have taken COMM-C 325 Interviewing Principles and Practices, and work to train the other mentors on how to help students who have not declared a major practice basic interviewing skill. COMM-C325 emphasizes verbal and nonverbal communication in pre-interview background research preparation, interview schedule design, question construction, and post-interview self-analysis in several interviewing contexts. The course includes significant assignments designed to help the student enhance oral performance skills. The Speaker's Lab also provides aids and resources to students who come to them for interviewing practice.

Online Mentoring Support

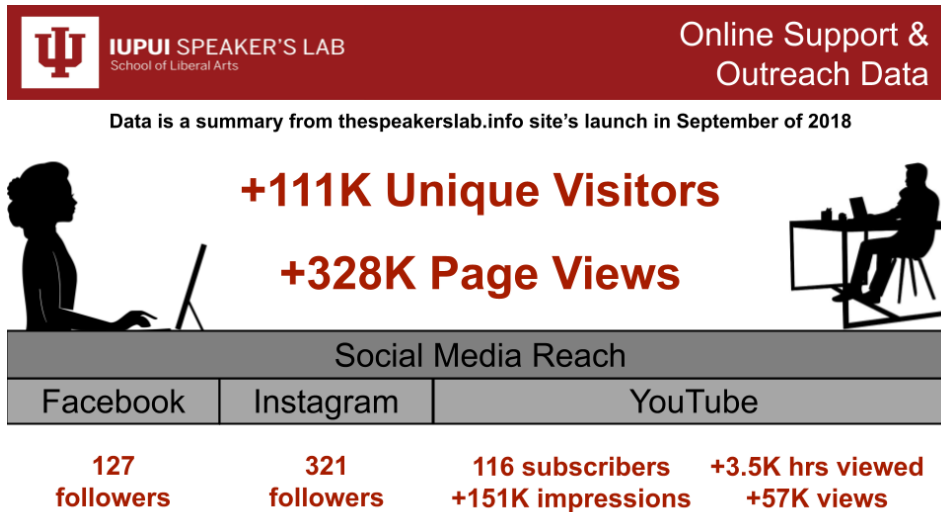
Throughout the semester, mentors offer online mentoring support using Canvas. Either the Lab Director or the Undergraduate Lab Director creates three canvas pages: two for live classes and one for online classes. The Speaker's Lab Mentors and the R110 instructors are placed in this canvas site as Teachers. Professors are also added to these Canvas Support Sites to stay informed on all events of The Speaker's Lab. Mentors can interact with all students and professors, while students and professors are only able to interact with Speaker's Lab mentors and other individuals in their section(s). Students are added after the add/drop date of the semester.

Students can post questions to Discussion Boards for mentors to answer. These Discussion Boards are visible to everyone in the course and help to promote collaborative learning between all

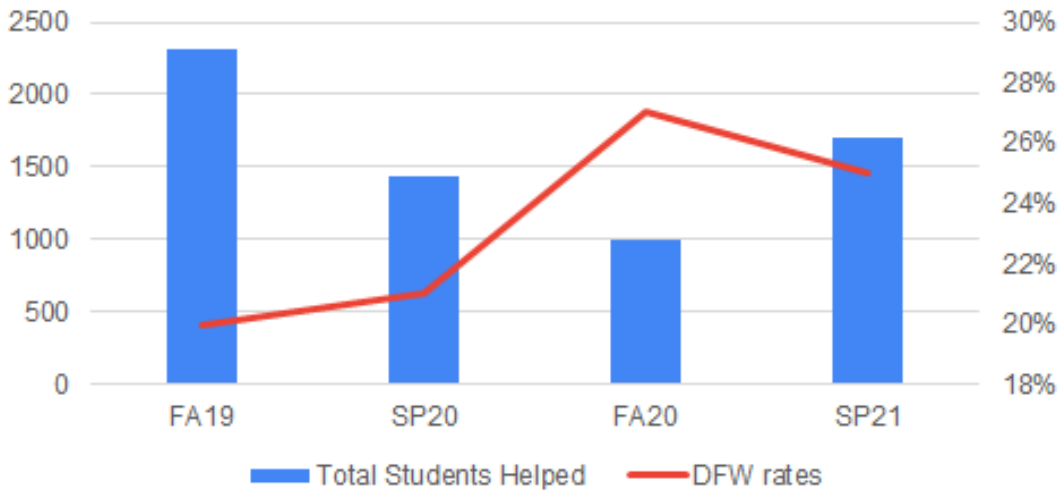
students in R110. The Discussion Boards are separated by topic and include General Questions, Outline Questions, Zoom Questions, Kaltura Questions, and Speech Night Questions. The students submit their rough drafts of their outlines as “Assignments” and the Speaker’s Lab Mentors review the outlines using SpeedGrader. The student can review the feedback left by mentors before they turn in the outline for a grade. *Based on R110 instructor testimony, the outlines improved immensely in quality once the Speaker’s Lab began offering this service.*

Management and Development of OSL Website: thespeakerslab.info

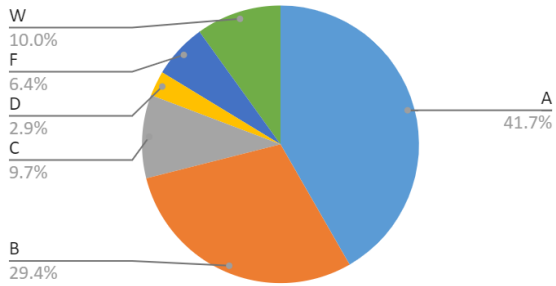
While the Speaker’s Lab strives to be the best that we can be for the students and community of IUPUI, we also wish to expand our services globally. At the beginning of the 2018-2019 academic year, the Speaker’s Lab published a website called The Online Speaker’s Lab (thespeakerslab.info). While the website is still in its infancy, the Speaker’s Lab hopes to further its reach to the world by adding more speech related content such as tutorial and informational videos, citation resources, and helpful tips on how to make yourself a better public speaker. The website is set to be translated into any language, but to help IUPUI students that English is not their first language, the glossary of terms is provided in audio format in the following languages: English, Spanish, Japanese and Urdu. We have plans to add Mandarin, Hindu, and Arabic during the upcoming academic year. Key statistical data for the OSL website is listed below.



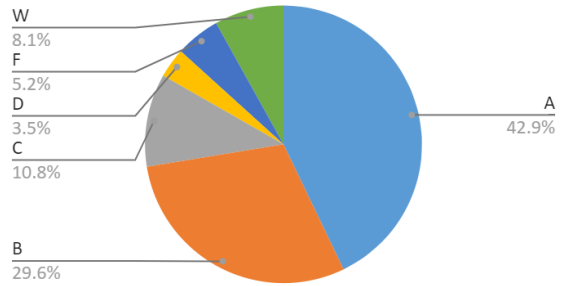
Keeping DFW Rates Low is Dependant on The Speaker's Lab



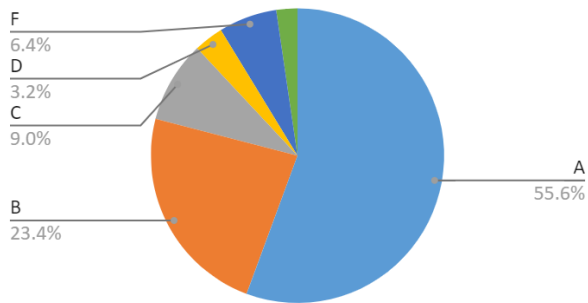
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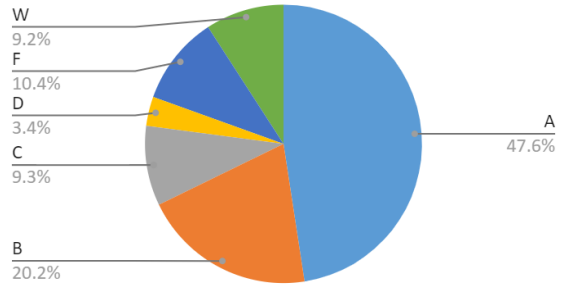
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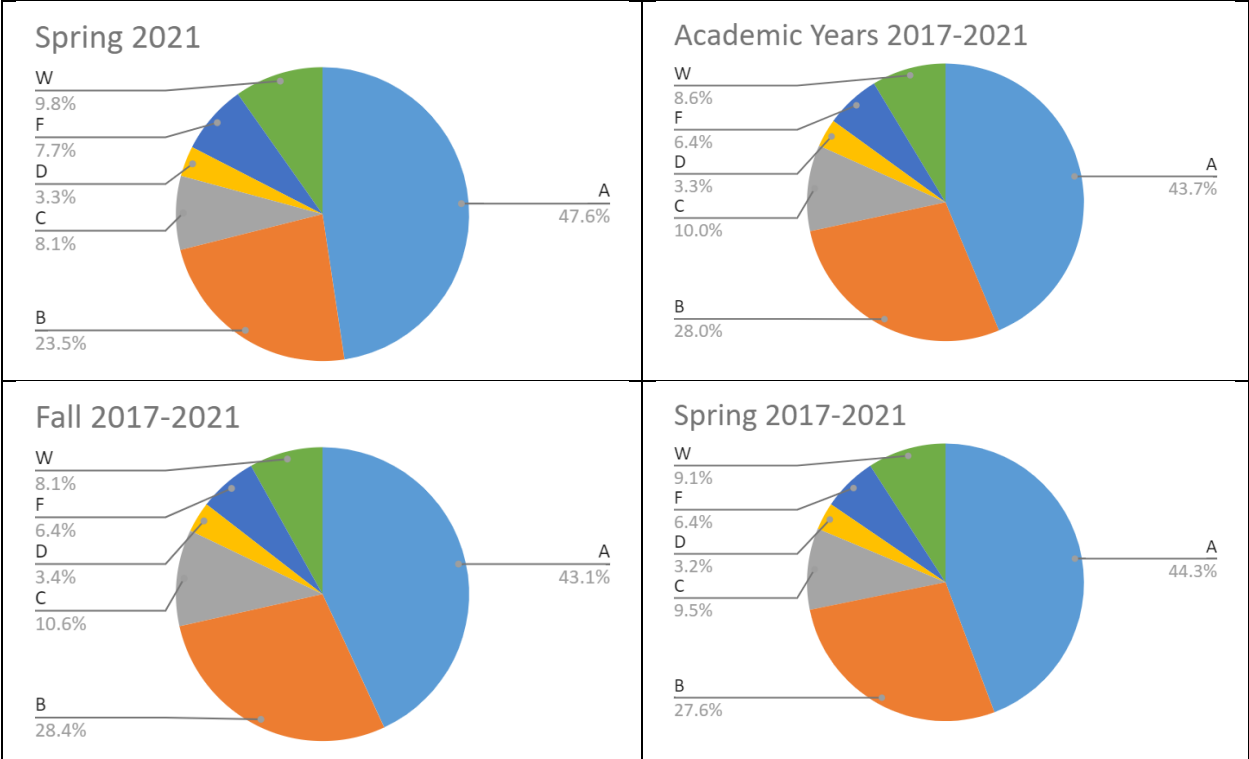


Spring 2020



Fall 2020





Semester	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Students in Canvas	1734.0 0	1801.0 0	1719.5 0	1798.5 0	853.50 0	2018.5 0	1628.0 0	1939.0 0	1416.5 0	1673.0 0
Number of Outlines	8670.0 0	9005.0 0	8597.5 0	8992.5 0	4267.5 0	10092.5 50	8140.0 0	9695.0 0	7082.5 0	8365.0 0
In Person Visits	3468.0 0	3602.0 0	3439.0 0	3597.0 0	1707.0 0	4037.0 0	3256.0 0	3878.0 0	2833.0 0	3346.0 0
Hours Spent on Outlines	2167.5 0	2251.2 5	2149.3 8	2248.1 3	1066.8 8	2523.1 3	2035.0 0	2423.7 5	1770.6 3	2091.2 5
Hours Spent on Visits	1734.0 0	1801.0 0	1719.5 0	1798.5 0	853.50 0	2018.5 0	1628.0 0	1939.0 0	1416.5 0	1673.0 0
Total Hours Mentoring	3901.5 0	4052.2 5	3868.8 8	4046.6 3	1920.3 8	4541.6 3	3663.0 0	4362.7 5	3187.1 3	3764.2 5
Hours Mentoring Each Week	278.68	289.45	276.35	289.04	137.17	324.40	261.64	311.63	227.65	268.88
Mentors per Hour	5.07	5.26	5.02	5.26	2.49	5.90	4.76	5.67	4.14	4.89

Improvements based on assessment findings

We proposed a robust and fair hiring and training program for all Speaker's Lab Mentors as well as a promotion policy to advance and keep mentors once they are trained. Because of hiring restrictions during the Covid lockdown hiring and promotions were restricted. This caused attrition in lab mentors and hiring crisis. This has been noted and corrections and solutions have been offered to implement in the future.

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, 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.