The School of Liberal Arts Report for the 2021-22 AY

Program Review and Assessment Committee

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 effect change on local, national, and global levels. We house 12 academic departments, 26 academic programs, and several research centers and institutes. We offer over 20 undergraduate majors, several undergraduate certificates and minors, over 25 MA degrees and certificates, and three PhD programs as well as PhD minors.

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

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

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

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

**Undergraduate Programs**

**Graduate Programs**

**Documenting Student Learning in the School of Liberal Arts**

Based on the recommendations received in the evaluations of previous Program Review and Assessment Committee Report, and PRAC guidelines for 2022, this report will focus on the following areas in the IU School of Liberal Arts at IUPUI:

Impact of COVID-19 on assessment and improvement efforts and future plans. ........ 3
Summary: departments have diverse and comprehensive offerings of online courses that have been tested and revised

Progress to date in implementing the Profiles in teaching, learning, and assessment. ..... 4
Summary: progress (with examples) of using alignment form to foster a culture of assessment across departments

Progress in identifying, developing, redesigning and implementing experiences included in the Record............................................................ 11
Summary: transition to using the Record making steady progress

Reflecting on Student Learning for the Purposes of Program Improvement: Assessment profiles of the programs in History and Journalism ................................. 11
Summary: Different approaches within Liberal Arts to describing, demonstrating, and assessing mapping learning profiles to curriculum and program outcomes
1. Impact of COVID-19 on assessment and improvement efforts and future plans

Like many of our colleagues in other schools, Liberal Arts faculty has almost its entire curriculum available in some online or virtual form. The 18 months or so COVID-related course delivery made it necessary for our faculty to pivot fully online and then prepare to meet student needs online when they missed classes. 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.

The SLA PRAC report of 2020-2021 provided examples of some of these innovations. In academic year 2021-2022, in the Department of Anthropology, the ANTH-A104 coordinator Audrey Ricke conducted a research project to evaluate the effectiveness of digital and adaptive learning tools for increasing student participation in and effectiveness of online discussions. The result of this research is an IU sponsored chatbook: [https://iu.pressbooks.pub/resourceconveniencestore/?s=ricke](https://iu.pressbooks.pub/resourceconveniencestore/?s=ricke). Ricke explains: “It asks students to practice active-listening while doing some form of note recording, e.g. jottings, drawings, mental notes, or typed notes, during a live or recorded presentation. Students type and post more formal notes with one question based on the presentation material, do a self-evaluation of their formal notes, reflecting on the challenges of doing active-listening, and provide advice for another student. The exercise can be used with live or prerecorded presentations and thus is applicable to in-person, online synchronous, and online asynchronous learning.”

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. 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.

A good example of the kind of general ability to offer virtual coursework is the development by the Department of Religious Studies nearly 20 new courses online by the fall of 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. A few of the faculty attended online teaching workshops sponsored by the Center for Teaching and Learning to prepare for this transition.
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. 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

The most significant school-wide undertaking with regards to assessment continues to be participation in the IUPUI General Education Course Portfolio Review process. Liberal Arts submitted 34 dossiers for the 2021-2022 academic year, across departments that taught writing and Medical Humanities; Religion Studies and history; foreign language, geography, and Latino Studies. Out of this large number of dossiers, only three courses have been flagged for further work and review in the 2022-2023 academic year.

General Education Course Portfolio Review

*Fall 2021 Submissions*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST-A 102</td>
<td>Ray Haberski</td>
</tr>
<tr>
<td>EALC-C 201</td>
<td>Jing Wang, Rosa Tezanos Pinto</td>
</tr>
<tr>
<td>ENG-G 109</td>
<td>Estela Ene, David Hoegberg</td>
</tr>
<tr>
<td>ENG-G 110</td>
<td>Estela Ene, David Hoegberg</td>
</tr>
<tr>
<td>ENG-W 207</td>
<td>Sarah Layden Kyle Minor, David Hoegberg</td>
</tr>
<tr>
<td>ENG-W 208</td>
<td>Karen Kovacik, Kyle Minor, David Hoegberg</td>
</tr>
<tr>
<td>FREN-F 204</td>
<td>Kathryn Lauten, Rosa Tezanos Pinto</td>
</tr>
<tr>
<td>GEOG-G 114</td>
<td>Dan Johnson, Owen Dwyer</td>
</tr>
<tr>
<td>HIST-H 195</td>
<td>Jennifer Guiliano, Kevin Cramer</td>
</tr>
<tr>
<td>LATS-L 101</td>
<td>José Vargas Vila</td>
</tr>
<tr>
<td>MHHS-M 201</td>
<td>Emily Beckman</td>
</tr>
<tr>
<td>WGSS-W 105</td>
<td>Catherine Dobris</td>
</tr>
</tbody>
</table>
Scott Weeden, SLA Faculty Fellow for Assessment, and Ray Haberski, Associate Dean for Academic Programs, worked closely with 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. Reviews from the UAC committee helped Weeden and Haberski revise our workshop strategies. We decided more time on the alignment form with our faculty, pointing out how to they can use this form to describe the point of their syllabi.

Close work with faculty in this process led to a successful portfolio review process for SLA in Fall 2021 and Spring 2022 with the majority of courses reapproved or reapproved with notes. Those course dossiers that required a resubmit from the Spring of 2021 were approved in the Fall of 2021.

Below are examples of those alignment forms that Liberal Arts uses when we counsel faculty on preparing their dossiers. The key aspect of these exemplary alignment forms is the way they demonstrate general education courses that align with profiles. We think that these examples illustrate how the profiles work to express the meaning of general education and the way general education expresses the intention of the profiles.

**Course Number:** PHIL-P 162  
**Course Title:** LOGIC  
**Number of Credits:** 3  
**Department:** PHILOSOPHY  
**Course Coordinator:** CHRIS KRAATZ

**IUPUI General Education Competency Domain:**
- [ ] Core Communication: Written Communication
- [ ] Core Communication: Speaking and Listening
- [ ] Analytical Reasoning: College-Level Math (List A)
- [ ] Analytical Reasoning: Other (List B)
- [x] Arts and Humanities
- [ ] Social Sciences
- [ ] Life and Physical Sciences
- [ ] Cultural Understanding
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>IUPUI Profiles of Learning for Undergraduate Success</th>
<th>Statewide Competency Domain and Learning Outcome</th>
<th>Mechanism for Assessing Student Learning to Determine that Outcome Has Been Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinguish logical principles and identify the appropriate analytical and evaluative methods to be used in various kinds of scenarios representing humanistic patterns of experience (e.g., argument, explanation, demonstrative, statistical)</td>
<td>Problem Solver</td>
<td>6.1 (recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience)</td>
<td>Objective tests, classroom assignments (both oral and written), peer feedback, self-assessment</td>
</tr>
<tr>
<td>2. Analyze textual passages in various humanistic disciplines and non-humanistic disciplines (e.g. science, social science) using principles of argumentation (e.g. validity, inductive strength, cogency, soundness)</td>
<td>Problem Solver</td>
<td>6.7 (analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time)</td>
<td>Objective tests, written assignments, self-assessment</td>
</tr>
<tr>
<td>3. Evaluate individual arguments and their conclusions, taking contextual components into consideration</td>
<td>Problem Solver</td>
<td>6.3 (analyze and evaluate texts, objects, events or ideas in their cultural, intellectual or historical contexts)</td>
<td>Written assignments, classroom debates, self-assessment</td>
</tr>
<tr>
<td>4. Apply deductive principles to the analysis of arguments, using symbolic and semisymbolic methodologies (e.g. truth functions, syllogisms); apply inductive principles to causal/statistical problems/questions.</td>
<td>Innovator</td>
<td>6.2 (apply disciplinary methodologies, epistemologies, and traditions of the humanities and arts, including the ability to distinguish primary and secondary sources)</td>
<td>Objective tests, classroom assignments (both oral and written), self-assessment</td>
</tr>
<tr>
<td>5. Analyze complex and linked arguments in humanistic/artistic sources, using a variety of logical principles. Analysis includes the identification of consequences, recognition of bias, and challenging of assumptions.</td>
<td>Problem Solver Community Contributor</td>
<td>6.4 (analyze the concepts and principles of various types of humanistic or artistic expression)</td>
<td>Written assignments, classroom assignments (both oral and written), self-assessment</td>
</tr>
</tbody>
</table>
Evaluate and interpret humanistic texts by applying the principles of criticism, both positive and negative. Evaluative outcomes include drawing reasoned conclusions and making appropriate decisions.

Create/develop arguments, explanations or questions in response to a challenge, question, scenario or case study.

<table>
<thead>
<tr>
<th>Objective tests, written assignments, classroom debates, self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5 (create, interpret or reinterpret artistic and/or humanistic works through performance or criticism)</td>
</tr>
<tr>
<td>Problem Solver Innovator</td>
</tr>
</tbody>
</table>

| 6.6 (develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal and cultural contexts) |
|Written assignments, classroom debates, peer feedback |
|Innovator Community Contributor |

Course Number: ANTH-A 104
Course Title: Introduction to Cultural Anthropology
Number of Credits: 3
Department: Anthropology
Course Coordinator: Audrey Ricke

Date Submitted: January 2022

IUPUI General Education Competency Domain:

- Core Communication: Written Communication
- Core Communication: Speaking and Listening
- Analytical Reasoning: College-Level Math (List A)
- Analytical Reasoning: Other (List B)
- Arts and Humanities
- Social Sciences
- Life and Physical Sciences
-x Cultural Understanding
<table>
<thead>
<tr>
<th>Student Learning Outcome (add or delete rows as needed)</th>
<th>IUPUI Profiles of Learning for Undergraduate Success</th>
<th>Statewide Competency Domain and Learning Outcome</th>
<th>Mechanism for Assessing Student Learning to Determine that Outcome Has Been Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. demonstrate knowledge of culture by applying cultural relativism, a key methodological approach in anthropology, to understand cultural practices</td>
<td><strong>Communicatio</strong>n:</td>
<td><strong>#5</strong> Analyze and evaluate texts, objects, events, or ideas in their cultural context</td>
<td>Cultural Relativism mile marker assignment and associated assessment rubric</td>
</tr>
<tr>
<td></td>
<td>Evaluate Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate relevance of contexts (e.g., historical, political, cultural) when presenting a position</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Community Collaborator:</strong></td>
<td><strong>#6</strong> Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for cultural contexts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respectfully engages own and other cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage others civilly and with respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behave ethically</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exhibit respect for and preserve the dignity of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. evaluate and apply knowledge and skills of cultural anthropology to cultural practices, real-world issues, and/or current global processes</td>
<td><strong>Problem Solver:</strong></td>
<td><strong>Primary:</strong></td>
<td>Applying Anthropology mile marker assignment and associated assessment rubric</td>
</tr>
<tr>
<td></td>
<td>Thinks Critically</td>
<td><strong>#4</strong> Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply cultural, historical, and scientific knowledge to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mile Marker Assignment:
(Please provide a brief explanation of the Mile Marker assignment.)

There are two mile marker assignments associated with ANTH-A 104: the cultural relativism mile marker and applying anthropology mile marker. These two mile marker assignments have a symbiotic relationship as the discussions and assignments involving the application of cultural relativism support students in meeting the additional learning objectives associated with the applying anthropology mile marker assignment.

Cultural Relativism Mile Marker – essay response in which students are asked to define and apply the concept cultural relativism to a specific case study, which requires them to evaluate a cultural practice within its own cultural context before recommending what should be done and why. This requires students to evaluate how to behave ethically and respectfully in other cultural contexts.

Although the targeted skills and tasks remain the same, the case studies themselves may be different across sections with different instructors, which allows instructors to draw on their regional expertise and adjust to and integrate real-life contemporary scenarios.
Applying Anthropology Mile Marker – students draw on data from 2 or more sources to complete a paper, which asks them to investigate a global issue and integrate different perspectives/cultural contexts.

Reflection assignment – students engage in self-reflection on what they learned this semester and how they have grown as it relates to the associated IUPUI Profiles of Learning for Undergraduate Success (PLUS).

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

According to the portal established to list and promote courses included in the Record, the School of Liberal Arts has, thus far, 8 options, including the certificate associated with the Masarachia Scholars Program, and course in English, Africana Studies, Anthropology, and History. These courses and experiences span from 200-level to first year graduate work.

Faculty in the school are now aware that courses that formerly had tags in the RISE program or were designated as service learning will now need to go through the process of being reviewed for inclusion in the Record.

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.

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 and the Department of Journalism and Public Relations went through campus review in the Spring of 2022. Presented below are those parts of each departments’ self-studies that provide an explanation for how curriculum maps onto the IUPUI learner profiles.

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+.

**Student Learning Outcomes at the Program Level**

The History Department was guided by the Core Competencies and Learning Outcomes document developed by the American Historical Association (AHA) “Tuning Project” to develop its own Student Learning Outcomes (LOCs). The table aligns the department LOCs with Profiles of Learning for Undergraduate Success (PLUS) that was adopted by the IUPUI Faculty Council and School of Liberal Arts in 2018 as well as the AHA’s Tuning Project. PLUS represent IUPUI’s goals for undergraduate learning, which is to prepare students to communicate, innovate, and to engage in local global communities to solve the problems of the 21st century. This work is summarized by the “Skills and Competencies Table” insert.

All full-time History faculty regularly teach introductory, 100-level courses. They also rotate teaching the two core seminars for sophomores and seniors: H217 (The Nature of History) and J495 (Capstone Seminar) respectively. To promote consistency across the curriculum while still allowing faculty leeway to develop their own courses, the department developed a “Course Curriculum Standards and Outcomes” document (included in the Curricular Structure and Mapping section below) which suggests which LOCs to focus on at the different course levels (100-level, 200-level, etc.) along with assignment types and reading loads.

Additionally, the department emphasizes skills associated with the PLUS profiles for Communicator (Core communications skills) and Problem Solver (understanding society and culture) in its assessment of students. Assessing whether graduates of the program have attained the desired learning outcomes has been the task of the professor teaching J495 in any given semester. All faculty members also receive individual student feedback in the form of course ending surveys provided by the school. Faculty are required to complete peer review as part of their promotion and tenure portfolios.

Since the recent launch of the ePortfolio initiative at IUPUI, there is interest in the department to embed ePortfolios into the sophomore and senior seminars. This interest may grow now that all faculty have adopted the Canvas learning platform in response to COVID, as IUPUI’s ePortfolio platform, CourseNetworking, plugs directly to Canvas. Both H217 and J495 seminars require research papers as a final product making ePortfolios a practical place for students to showcase their research and reflect on their growth over time. The department is currently developing a framework for using ePortfolios to collect data related to each of the LOCs and start analyzing trends over time.

**Curricular Structure and Mapping**

The History Department has actively pursued the development of a curricular structure that focuses not only on disciplinary content knowledge, but also on developing competencies and skills that transfer into the professional and civic realms.

The History Department has developed a tiered approach to its curriculum, with guidelines that connect course content, assignments, and learning outcomes. This tiering builds knowledge and skills from the 100 through the 400 levels with the purpose of developing disciplinary, professional, and civic knowledge, skills, and competencies.
<table>
<thead>
<tr>
<th>Discipline/Domain</th>
<th>Student Learning Outcomes</th>
<th>Knowledge and Understanding</th>
<th>Skills and Competencies</th>
<th>Attitudes and Values</th>
<th>Alignment with Electronic Resources</th>
<th>Alignment with Information and Communication Technologies (ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing</td>
<td>Conceptualization of the subject and its relationship to other fields</td>
<td>Reading, Analysis, Interpretation, and Evaluation</td>
<td>Critical Thinking, Communication, Research, and Writing</td>
<td>Reflection, Appreciation, and Respect</td>
<td>1. Electronic Resources: Lecture Notes, Reading Assignments, Discussion Forums</td>
<td>1. Information and Communication Technologies (ICT): Podcasts, Video Lectures, Digital Textbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 difference 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.


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.
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.

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.

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/

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.

4.3 Conclusion
The 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.