

The School of Liberal Arts Report for the 2021-22 AY
Program Review and Assessment Committee

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School of Liberal Arts at a Glance

The School of Liberal Arts at IUPUI is a diverse public liberal arts college, with its emphasis on teaching and research in the social sciences and the humanities. Education in the liberal arts is both theoretically-rich and practically-driven, as we seek to create knowledge in our disciplines and programs and with our community partners that will 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:

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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>. 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

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	Catherine Dobris

Spring 2022 Submissions

AFRO- 150	Les Etienne
ANTH-A104	Audrey Ricke
CLAS-C 102	Martha Payne, Liz Thill
CLAS-C 213	Martha Payne, Liz Thill
COMM-C 282	Kim White–Mills, Kristine Karnick
EALC-C 202	Jing Wang, Rosa Tezanos Pinto
ENG-G 111	Estela Ene, David Hoegberg
ENG-G 112	Estela Ene, David Hoegberg
ENG-G 114	Estela Ene, David Hoegberg
ENG-L 203	Megan Musgrave, David Hoegberg
ENG-L 204	Megan Musgrave, David Hoegberg
ENG-Z 205	Fred DiCamilla, David Hoegberg
FREN-F 203	Kathryn Lauten, Rosa Tezanos Pinto
GEOG-G 123	Andy Baker, Owen Dwyer
HIST-H 100	Erik Saak, Rebecca Shrum, Jason Kelly
LATS-L 228	José Vargas Vila
NAIS-N 101	Charli Champion–Shaw
NELC-A200	Amira Mashhour, Rosa Tezanos Pinto
NELC-A 250	Amira Mashhour, Rosa Tezanos Pinto
PHIL-P 162	Chris Kraatz , Tim Lyons
REL-R 103	Joseph Tucker Edmonds, Rachel Wheeler
REL-R 180	Peter Thuesen, Rachel Wheeler
REL-R 257	Edward Curtis, Ray Haberski

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)
- Arts and Humanities
- Social Sciences
- Life and Physical Sciences
- Cultural Understanding

Student Learning Outcome (add or delete rows as needed)	IUPUI Profiles of Learning for Undergraduate Success	Statewide Competency Domain and Learning Outcome	Mechanism for Assessing Student Learning to Determine that Outcome Has Been Achieved
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)	Problem Solver	6.1 (recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience)	Objective tests, classroom assignments (both oral and written), peer feedback, self-assessment
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)	Problem Solver	6.7 (analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time)	Objective tests, written assignments, self-assessment
3 Evaluate individual arguments and their conclusions, taking contextual components into consideration	Problem Solver	6.3 (analyze and evaluate texts, objects, events or ideas in their cultural, intellectual or historical contexts)	Written assignments, classroom debates, self-assessment
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.	Innovator	6.2 (apply disciplinary methodologies, epistemologies, and traditions of the humanities and arts, including the ability to distinguish primary and secondary sources)	Objective tests, classroom assignments (both oral and written), self-assessment
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.	Problem Solver Community Contributor	6.4 (analyze the concepts and principles of various types of humanistic or artistic expression)	Written assignments, classroom assignments (both oral and written), self-assessment

<p>6 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.</p>	<p>Innovator Community Contributor</p>	<p>6.5 (create, interpret or reinterpret artistic and/or humanistic works through performance or criticism)</p>	<p>Objective tests, written assignments, classroom debates, self-assessment</p>
<p>7 Create/develop arguments, explanations or questions in response to a challenge, question, scenario or case study</p>	<p>Problem Solver Innovator</p>	<p>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)</p>	<p>Written assignments, classroom debates, peer feedback</p>

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
- Cultural Understanding

<p align="center">Student Learning Outcome (add or delete rows as needed)</p>	<p align="center">IUPUI Profiles of Learning for Undergraduate Success</p>	<p align="center">Statewide Competency Domain and Learning Outcome</p>	<p align="center">Mechanism for Assessing Student Learning to Determine that Outcome Has Been Achieved</p>
<p>1. demonstrate knowledge of culture by applying cultural relativism, a key methodological approach in anthropology, to understand cultural practices</p>	<p>Communication: Evaluate Information Evaluate relevance of contexts (e.g., historical, political, cultural) when presenting a position</p> <p>Community Collaborator: Respectfully engages own and other cultures Engage others civilly and with respect Behave ethically Exhibit respect for and preserve the dignity of others</p>	<p>#5 Analyze and evaluate texts, objects, events, or ideas in their cultural context</p> <p>#6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for cultural contexts</p> <p>#3 operate with civility in a complex world</p>	<p>Cultural Relativism mile marker assignment and associated assessment rubric</p>
<p>2. evaluate and apply knowledge and skills of cultural anthropology to cultural practices, real-world issues, and/or current global processes</p>	<p>Problem Solver: Thinks Critically Apply cultural, historical, and scientific knowledge to</p>	<p>Primary: #4 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts</p>	<p>Applying Anthropology mile marker assignment and associated</p>

	contemporary global contexts Innovator: Investigates Explore a topic in-depth	#7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time Implicit/Secondary: #1 compare and contrast the range of diversity and universality in human history, societies, and ways of life #2 analyze and understand the interconnectedness of global and local communities	assessment rubric
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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+*.

Arriving at IUPUI in 2011, Rebecca Shrum has worked closely with the Executive Director of NCPH to integrate NCPH into IUPUI's public history curriculum. IUPUI's Public History Program's one truly unique characteristic is our relationship with NCPH and the History Department. We have long sought to find a way to leverage this asset to recruit graduate students. The graduate curriculum revision of 2019, which went into effect in 2021, led by Jennifer Romano, for the first time formally created a sustained role for the NCPH Executive Director in the IUPUI Public History Curriculum. This takes the form of a one-credit course, taken each spring by all graduate students in history at IUPUI (H505: Professional Development for Historians), which is taught by NCPH's Executive Director. This role for the NCPH's Executive Director, the fruition of a decade of work, will be eliminated in the new MOU between IUPUI and NCPH.

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 in 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.

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

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.



Discipline-specific, professional, and civic competencies and skills developed by IUPUI History courses. These skills and competencies align with IUPUI's Profiles of Learning for Undergraduate Success and the American Historical Association's Tuning Project. Note that this graph does not address specific content knowledge, but rather the skills and competencies that the program helps to build.

Disciplinary	Transferable Skills and Competencies				Alignment with IUPUI Profiles of Learning for Undergraduate Success (PLOS)	Alignment with American Historical Association's History Tuning Project
	Professional		Civic			
	Skills (measurable and scalable)	Competencies	Skills (measurable and scalable)	Competencies		
<p>1. Critical reasoning</p> <p>Information comprehension and analysis primarily as it relates to historical textual and visual media</p> <p>Retrieval, verification, evaluation, and comparison of historical data</p> <p>Comprehension of social, institutional, and cultural systems and how they affect historical change</p>	<p>Comparative analysis</p> <p>Historical, Geographical, and Cultural Awareness and Literacy</p> <p>Logical processes</p> <p>Judgment and Ethics</p> <p>Evaluation</p> <p>Investigation</p> <p>Comprehension</p>	<p>Information comprehension and analysis primarily as it relates to textual and visual media</p> <p>Information retrieval, verification, evaluation, and comparison</p> <p>Comprehension of social, institutional, and cultural systems and how to usefully engage with them</p>	<p>Competitive analysis</p> <p>Judgment and Ethics</p> <p>Historical, Geographical, and Cultural Awareness and Literacy</p> <p>Comprehension</p>	<p>Information comprehension and analysis of multimedia data</p> <p>Retrieval, verification, evaluation, and comparison of data related to social and political life</p> <p>Socially conscious decision making</p>	<p>Investigation and comprehension</p> <p>Historical, Geographical, and Cultural Awareness and Literacy</p> <p>Judgment and Ethics</p> <p>Comparative analysis</p> <p>Logical processes</p>	<p>Problem Behavior: Problem solvers work individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.</p> <p>The problem solver: Thinks critically, Collaborates, Analyzes, synthesizes, and evaluates. Perseveres</p> <p>Builds historical knowledge</p> <ul style="list-style-type: none"> -Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience. -Recognize how humans in the past shaped their own unique historical moments and were shaped by those moments. -Create a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discuss context. -Distinguish the past from our very different present. <p>Developing historical methods</p> <ul style="list-style-type: none"> -Recognize history as an interpretive account of the human past—one that historians craft the present from surviving evidence. -Collect, sift, organize, question, synthesize, and interpret complex material. -Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past. -Develop empathy toward people in the context of their distinctive historical moments.
<p>2. Design, plan, and implementation</p> <p>Identification of historically relevant research problems and questions</p> <p>Feasibility analysis and planning (identification of available resources and time to complete a project)</p> <p>Short and long term project planning, including identifying goals and targets</p> <p>Project implementation and completion, including justification of progress</p>	<p>Problem Solving</p> <p>Long term strategizing</p> <p>Time management</p> <p>Project management</p> <p>Responsibility and commitment</p> <p>Adaptability</p>	<p>Short and long term project planning, including identifying goals and targets</p> <p>Feasibility analysis and planning (identification of available resources and time to complete a project)</p> <p>Project implementation and completion, including justification of progress</p> <p>Capacity to respond to unanticipated experiences and adapt accordingly</p>	<p>Time management</p> <p>Problem Solving</p> <p>Long term strategizing</p> <p>Project management</p> <p>Responsibility and commitment</p> <p>Adaptability</p>	<p>Ability to identify questions and problems relevant to a field</p> <p>Ability to infer design, planning, and implementation processes to effecting social change</p> <p>Ability to identify processes and resources necessary to effecting social change</p>	<p>Time management</p> <p>Problem Solving</p> <p>Long term strategizing</p> <p>Project management</p> <p>Responsibility and commitment</p> <p>Adaptability</p>	<p>Problem Behavior: Problem solvers work individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.</p> <p>The problem solver: Thinks critically, Collaborates, Analyzes, synthesizes, and evaluates. Perseveres</p> <p>Innovator: Innovators build on experiences and disciplinary expertise to approach new situations and circumstances in original ways, are willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and see carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems to make a difference in the lives of communities and to address the world's most pressing and enduring issues.</p> <p>The Innovator: Investigates, Creates/designs, Confronts challenges, Makes decisions</p>
<p>3. Persuasive communication</p> <p>Evidence-based persuasive writing</p> <p>Written, graphical, and oral argumentation</p> <p>Synthesis and presentation of evidence and arguments</p> <p>Ability to articulate the transferability of skills across professions</p> <p>Ability to communicate in a variety of traditional and new media platforms</p>	<p>Argumentation</p> <p>Logic</p> <p>Rhetoric</p> <p>Grammar</p>	<p>Ability to present complex data and analysis through textual, visual, and oral communication</p> <p>Ability to communicate in a variety of traditional and new media platforms</p>	<p>Argumentation</p> <p>Logic</p> <p>Rhetoric</p>	<p>Ability to articulate an argument or problem using evidence-based persuasive argumentation in multiple media platforms</p>	<p>Argumentation</p> <p>Logic</p> <p>Rhetoric</p>	<p>Communicator: Communicators convey their ideas effectively and ethically in oral, written, and visual forms across multiple settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, observe, and thoughtfully listen actively, ask questions, create messages with an awareness of diverse audiences, and collaborate with others and across cultures to build relationships.</p> <p>The communicator: Evaluates information, Listens actively, Builds relationships, Conveys ideas effectively</p> <p>Create historical arguments and narratives</p> <ul style="list-style-type: none"> -Generate substantive, open-ended questions about the past and develop research strategy answer them. -Craft well-supported historical narratives, arguments, and reports of research findings in a variety of modes for a variety of audiences.
<p>4. Creative Analysis</p> <p>Ability to abstract and reassemble historical and geographical data</p> <p>Ability to show connections between disparate events and data sets</p> <p>Ability to trace historical change and possible interconnections and causation</p> <p>Reconstruction of historical event using interpretable data sets</p> <p>Ability to see historical contexts from multiple subjective perspectives</p> <p>Ability to understand, adapt, and integrate methods, perspectives, and theories from multiple disciplines into historical analysis</p>	<p>Synchronic and diachronic pattern recognition</p> <p>Abstraction</p> <p>Design, Modeling, and Visualization</p> <p>Extrapolation</p> <p>Interpretation</p> <p>Capacity to recognize and work with ambiguity</p> <p>Interdisciplinary and transdisciplinary</p>	<p>Capacity to generate skills and knowledge in new contexts</p> <p>Capacity to anticipate emerging trends, problems, and needs</p> <p>Capacity to target messages to multiple audiences</p> <p>Application of appropriate tool to task</p> <p>Ability to understand, adapt, and integrate methods, perspectives, and knowledge from other fields into work</p>	<p>Synchronic and diachronic pattern recognition</p> <p>Abstraction</p> <p>Design, Modeling, and Visualization</p> <p>Extrapolation</p> <p>Interpretation</p> <p>Capacity to recognize and work with ambiguity</p>	<p>Ability to see subjective perspectives</p> <p>Ability to see current trends in science, technology, behavior, culture, and politics as part of larger historical processes</p>	<p>Synchronic and diachronic pattern recognition</p> <p>Abstraction</p> <p>Design, Modeling, and Visualization</p> <p>Extrapolation</p> <p>Interpretation</p> <p>Capacity to recognize and work with ambiguity</p>	<p>Problem Behavior: Problem solvers work individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.</p> <p>The problem solver: Thinks critically, Collaborates, Analyzes, synthesizes, and evaluates. Perseveres</p> <p>Innovator: Innovators build on experiences and disciplinary expertise to approach new situations and circumstances in original ways, are willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and see carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems to make a difference in the lives of communities and to address the world's most pressing and enduring issues.</p> <p>The Innovator: Investigates, Creates/designs, Confronts challenges, Makes decisions</p> <p>Recognizes the provisional nature of knowledge, the disciplinary preference for originality, and the conflict with ambiguity that history requires.</p> <ul style="list-style-type: none"> -Requires disciplinary perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments. -Describe and justify multiple causes of complex events and phenomena using conflicting or conflicting historical evidence. -Apply the range of skills it takes to describe the historical record because of its incomplete, complex, and contradictory nature. -Create a variety of historical sources for credibility, position, perspective, and relevance -Evaluate historical arguments, explaining how they were constructed and might be improved -Revise analyses and narratives when new evidence requires it. <p>Use historical perspective as central to active citizenship.</p> <ul style="list-style-type: none"> -Apply historical knowledge and historical training to contemporary issues. -Develop positions that reflect deliberation, cooperation, and diverse perspectives.
<p>5. Collaboration</p> <p>Ability to give peers constructive criticism relevant to historical analysis and argumentation</p> <p>Ability to work in groups to solve complex historical problems</p> <p>Ability to work in groups to design projects related to historical questions</p>	<p>Social Intelligence</p> <p>Emotional Literacy</p> <p>Teamwork</p> <p>Negotiation and compromise</p> <p>Professionalism</p>	<p>Team organization and communication</p> <p>Complex planning</p> <p>Effective listening and note-taking</p> <p>Peer-to-peer development</p> <p>Meeting management</p>	<p>Cooperation</p> <p>Mutual respect</p> <p>Flexibility and adaptability</p> <p>Interpersonal communication and networking</p> <p>Emotional Literacy</p>	<p>Ability to effectively cooperate in civic life</p> <p>Ability to describe, discuss, and argue in a civil manner</p> <p>Ability to negotiate, organize, and plan group activities</p>	<p>Social awareness</p> <p>Emotional Literacy</p> <p>Cooperation</p> <p>Mutual respect</p> <p>Flexibility and adaptability</p> <p>Interpersonal communication and networking</p>	<p>Community Contributor: Community contributors are active and engaged in the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged, and look outward to understand the needs of society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global.</p> <p>The community contributor: Builds community, Respectfully engages their own and other cultures, Behaves ethically, Anticipates consequences</p> <p>Use historical perspective as central to active citizenship.</p> <ul style="list-style-type: none"> -Apply historical knowledge and historical training to contemporary issues. -Develop positions that reflect deliberation, cooperation, and diverse perspectives.



Profiles of Learning for Undergraduate Success

As described in the previous section, the IUPUI Profiles of Learning for Undergraduate Success (PLUS) are central to the History Department's curriculum. All syllabi are required to designate appropriate PLUS profiles with the course's learning outcomes.

The primary place where the PLUS outcomes are assessed are in the [IUPUI General Education Core courses](#) (i.e. H110, H105, H106, H108, H109, H113, H114, and H195). Reviews of these courses take place as part of the campus accreditation process and require a thorough evaluation of course content, alignment of course objectives and profiles, and student outcomes. The portfolios developed for this process include evaluation of quantitative data that include enrollments, DFWI (D, F, withdrawal, incomplete) rates, and student evaluations. They also include qualitative evaluation of student work and faculty syllabi. These portfolios are evaluated at the school and campus levels.

The History Department's tiered curriculum requires portfolio assignments for H217: The Nature of History and J495: Capstone Seminar. However, this process will not begin implementation until 2022-23. The department's Teaching, Curriculum, and Assessment Committee will develop a comprehensive internal assessment procedure in Fall 2022 and begin implementing this program in Spring 2023.

Other Experiences that Support Student Learning

The History Department provides multiple opportunities for students to pursue community-based research and experiential learning opportunities at the undergraduate and graduate levels. And, a substantial percentage of students have taken advantage of these opportunities. According to IUPUI surveys of graduates between 2016 and 2020, 38.2% of History graduates participated in at least one internship while they were enrolled. And, 76%

of these students report ("mostly agree" or "completely agree") that the experience helped them prepare for their future career.

There are a number of mechanisms through which learning happens outside of the classroom. At the undergraduate level, the Frederick Douglass Papers have historically hired and trained students to work on the project. Additionally, the IUPUI Arts & Humanities Institute (IAHI) has hired and trained undergraduates to work on humanities research projects. More recently, the IAHI has established the New Humanities Lab in collaboration with the Institute for Engaged Learning. This lab supports high-impact learning in the humanities at IUPUI by embedding students in team-based, community engaged research projects. Currently, students are being trained in oral history and historical GIS.

Faculty have participated in a number of Learning Communities to support high-impact learning practices (e.g. Scarpino, School of Education; Robertson, School of Social Work; Haberski, School of Liberal Arts). In 2021, Dr. Nancy Robertson was appointed a Faculty Fellow in the new Project-Based Learning Lab sponsored by the Institute for Engaged Learning.

In its efforts to establish an undergraduate emphasis in Public History, the department has recently voted to establish an undergraduate internship course for History majors. Parallel to the graduate internship program, this opportunity would embed students in community organizations and give them the opportunity to both develop professional skills and to connect with potential employers.

The graduate Public History program has long had a robust internship program, in which every student who goes through the program participates. The success of these internships is reflected in the graduate placement rates described in the "Graduate Outcomes" section below. Not only do most of our graduate students get jobs, but they do so in their field of study.

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/>

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>

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/>

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:

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.