The School of Liberal Arts Report for the 2022-23 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.

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:

General Education Review

Liberal Arts has 110 courses in the General Education Core of the campus. Each course is on a 5 year rotation for review. Below are the results of the 2022-23 AY dossier review.

Re-approved	Re-approved with Notes	Re-submit
13	7	5

We have created a template to help walk faculty through the General Education dossier process. This template demonstrates how to find and report data as well as how to report alignment with campus and state requirements.

The Weeden Template for GE Review.docx

SLA Undergraduate Degree List and Link to SLOs
https://bulletins.iu.edu/iupui/2021-2022/schools/liberal-arts/undergraduate/bachelor/index.shtml
https://bulletins.iu.edu/iupui/2021-2022/schools/liberal-arts/graduate/index.shtml

UG BA/BS	Certificate	Graduate
Africana Studies BA	yes	
American Sign Lang BS	yes	
American Studies		Minor, PhD
Anthropology BA		Minor, MA
Applied Theater, Film, and Television, BA		
Chinese Studies	yes	
Communication Studies BA	yes	Minor, MA, PhD (Health COMM)
Economics BA and BS		Minor, MS, PhD
English BA		Minor, MA
General Studies BGS		
GIS	yes	MS
Geography BA		
Global and International Studies BA		
History BA		Minor, MA
Individualized Major BA		
Intercultural Health	yes	
Intergroup Dialogue	yes	
Journalism BA	yes	Minor, MA
Latino Studies	yes	
Law in the Liberal Arts BA		
Medical Humanities BA/BS	yes	Minor
Museum Studies	yes	MA
Paralegal Studies	yes	

Philosophy BA		Minor, MA
Political Science BA		
Professional Editing		Certificate
Public Relations	yes	
Religious Studies BA		
Social Justice Organizing	yes	
Sociology BA		Minor, MA
Spanish BA		MAT
Theater and Performance	yes	
TESOL	Yes	MA

Exemplar Dossier Reviews

POLS-Y101: Introduction to Political Science.

In evaluating the dossier, the review noted:

The alignment between the course learning outcomes and the common core outcomes relations to Social & Behavioral Ways of Knowing is well articulated. Personally, I found the narrative way in which that is explained to students in the syllabus to be very refreshing. Great job of articulating what differentiates exemplary from the other levels of student work. The dossier does a very good job of showing how assessment data is used in specific ways for ongoing course improvement. DFWI rates are a bit of a concern, but the dossier demonstrates that the department is aware of the need to keep an eye on this and is working towards improving retention.

To get a sense of what the reviewers noted, I have pasted below the core components of the dossier. We are using aspects of this dossier to think about how to improve online general education courses because we run nearly half of our gen ed offerings online and the DFW rates trend higher than in person courses.

From the Syllabus:
Additionally, rather than one catch all assignment that is meant to demonstrate this, our courses are asking student to demonstrate this ability in a variety of ways. For example, in the other set of student work, which is a discussion prompt from an online section, students are asked to engage in active learning through an online game, to explain how they approached the game, and to discuss what they learned from it, all of which relates back to what they learned in class that particular week. Our expectation for students, whether they take one political science course or several, is that they will be able to come out of our courses with an enhanced understanding of politics and government (SLOs 1-3) and also with the ability to clearly communicate their knowledge and ideas (SLO 5). By providing a variety of student assessments across the term, we ensure that students are given repeated opportunities to improve their communications skills in a way that also allows them to demonstrate what they have learned.

From section on Evidence of Student Learning

Student materials clearly demonstrate effective teaching and learning. Students generally express satisfaction with how the course is presented and find value in most of the ways in which they are assessed. Additionally, if we look again to the student work samples, or to other assignments that were not sampled, it is clear that the "unsatisfactory" samples are not really all that unsatisfactory, unless they are mostly incomplete, as was the case with the submitted unsatisfactory paper. They did considerably less than their peers, but usually managed to demonstrate some knowledge of the course materials in fulfillment of the SLOs. Meanwhile, the exemplary samples are very strong responses, whether it's a small quick assignment like a discussion forum or one of the writing assignments that the Department of Political Science requires of all its courses. These responses could not be exemplary, nor satisfactory, if students had failed to learn the major competencies for the course, those being to demonstrate knowledge of major concepts in the field and to understand contending explanations for political phenomena. As POLS-Y 101 is a gateway course, it is rooted very strongly in these two competencies and a student who failed to understand the major ideas of the field could not achieve success in the course

From Ongoing Improvements

In response to the issues presented in the prior sections, two specific plans for improvement present themselves. The first of these is to better explain the value of each assignment to the students, especially those that might feel like "busy work" or too small to be important. Instructors assign a variety of assessments for many different reasons. For example, with regard to the students who offered complaints about weekly quizzes, it would be valuable to explain the relationship between these quizzes, a textbook, and how things are presented in class. They might not like and enjoy the quizzes, but knowing that they do serve a purpose is worthwhile.

Currently, the biggest concern for POLS-Y 101 is the FN rate, which is 6%. This is higher, sometimes, double, what can be found in other introductory political science courses across the same semesters. Part of the challenge for Y101 is the manner in which it is offered. As an online only, 2nd eight weeks course, students lack face-to-face interaction with their instructor, unless the attend office hours or set up a virtual appointment. This is a problem because instructors lack the twice weekly in person check in with students, which might allow them to better notice when students are missing too many classes early in the term. While the increased use of the Student Engagement Roster might alleviate some of these concerns, those communications too are electronic. It is speculative but reasonable to say that some students who end up with an FN in this course, do so because they sign up early and then must wait two months before the course begins, at which point they've forgotten about their enrollment. It maybe that the unique nature of how this course is offered demands more rigorous use of the administrative withdrawal option.

COMM-C180: Interpersonal Communication

COMM-C180 does not use a common syllabus. The C180 team, which consists of C180 instructors and the Director of Undergraduate Studies in COMM, meets as needed to ensure consistency across sections. The team has agreed upon course-level learning outcomes for the course, selects the textbook, and sets the parameters of the Mile Marker assignment.

Individual instructors are given the academic freedom to design their class as they wish within that framework, adding additional course-level learning outcomes, assignments, and content if they so choose, as long as the agreed upon learning objectives are met and the common textbook and Mile Marker assignment are used. Instructor-added learning outcomes and learning activities are not included in the Gen Ed review. Syllabi for both the online and in person formats of this class are included in the supporting documents folder.

As explained above, the C180 team sets the parameters for the Mile Marker assignment, and then individual instructors create an appropriate learning activity within those parameters. This flexibility is necessary to accommodate the various formats in which the class is delivered. The Mile Marker assignment is a Cultural Application Paper that asks students to: 1) engage in a substantial intercultural interpersonal interaction, 2) utilize interpersonal communication theories and concepts learned in the class as well as peer-reviewed scholarship to describe and analyze that encounter, 3) write a 3-5 page analysis of and reflection on the experience, and 4) respond to a "reflection prompt" that demonstrates their learning at a meta-level.

The team selected this assignment as the Mile Marker because it lends itself well to assessing learner attainment of the statewide "Social and Behavioral Ways of Knowing" competencies that make this a Gen Ed "Social Science" class. The Mile Marker also demonstrates learning related to the "Communicator" and "Community Contributor" IUPUI Profiles. The following table, adapted from the rubric developed for the first Gen Ed review of this course, spells out the specific evidence used to assess learning related to each of the Indiana College Core (ICC) competencies.

Indiana Common Core Social & Behavioral Ways of Knowing Competency	Specific Evidence Used to Assess Learning Related to this Competency
5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.	Accurately uses relevant concepts/theories and scholarship to analyze interactions in a thorough and thoughtful way.

5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.	Thoughtfully and in an unbiased way reflects on how their own and others' culture(s) influenced the communication in the situation being analyzed. Accurately uses key terminology related to race, class, gender, and power in the analysis. Makes insightful connections between race, class, gender, power and interpersonal communication.
5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.	Offers insightful analysis, informed by course concepts and research, of how their communication could be improved. Offers insightful analysis, informed by course concepts and research, of how communication could be used to create stronger relationships and communities.

Course improvement

Describe the plans and methods of developing plans for ongoing development of the course. Consider information in sections II, III, and IV above. Based on analysis of student work and reflections, what plans are underway to improve the general education learning and advancement toward the Profiles in the course?

The ongoing course improvement strategy for COMM-C180 consists of three practices: assessing student attainment of desired learning outcomes through the analysis of the Mile Marker assignment, analyzing mid-semester and end-of-semester feedback from students about the class, and the C180 team meetings referred to previously in this report. The assessment of the Mile Marker submissions demonstrates that students are making progress towards attainment of the Gen Ed Social Science competencies associated with this class. The mid-semester and end-of-semester feedback confirm that students recognize the ways in which COMM-C180 contributes to their development related to the IUPUI Profiles, particular as Communicators. In Fall 2022, for example, students in the online C180 (an 8-week course that ended in October) were asked to provide feedback on the course through an anonymous Canvas survey. 25 students responded to the prompt "You have learned about Interpersonal Communication Competence and also worked on this in your own interpersonal communication. How do you plan to apply your learning about this concept?" All 25 of the students responding affirmed the value of the class. Here is a sampling of the responses (the complete set of responses is provided in the supporting documents folder):

- **"This class was one of the most beneficial classes for me. I can use this in my everyday life, work, and home. This class has exposed me to the information I did not know about myself. And even better how to continue to improve."**

- **"I intend to primarily use my information to better broaden my sense of what communication comes from, by which I mean applying different information to different forms of communication. Differentiating between emotional and task- oriented communication, for example. I also hope to better understand the other party's point of view when communicating."**

- **"The textbook and discussions provided a good introduction to a lot of concepts that people may use regularly but perhaps not in the right context, especially with regard to conflict management. It was nice to have it broken down succinctly and will be useful to apply to group settings such as work disagreements or personal relationships."**

- **"I plan on using the skills/concepts I learned to further my communication in the health care field. When applying the concepts to real life conversations, I'll be ensured that I am respectfully and consciously listening and or communicating when interacting with others."**

After processing the results of this review, the C180 team agreed that the course generally is successfully meeting the goals of a Social Sciences Gen Ed course.

Nonetheless, we also identified some areas where the course could be improved. Since one of the factors that seems to differentiate exemplary attainment of the desired learning outcomes from satisfactory attainment of those outcomes is the depth of the response, we plan to work on providing prompts that will encourage deeper thought and more nuanced connections. Student feedback suggests that students appreciate having some freedom of choice in assignments, so the team agreed to experiment more with offering alternative learning activities that accomplish the same learning outcomes and allowing students more freedom to choose among them.

Program Reviews: Department of Anthropology and Department of World Languages and Culture

<u>Anthropology</u>

The Department of Anthropology self-study devoted 8 pages to assessing the undergraduate program. Below are highlight from that section:

- Since its founding, the IUPUI Department of Anthropology has been dedicated to preparing students for engaged and applied anthropology. This preparation is integrated into the 100-level courses and extends through the 300, 400-level courses and beyond the department's majors. For example, in the ANTH-A 104: Cultural Anthropology course, which is part of the general education curriculum at IUPUI and the Anthropology major and minor, all sections of the course involve a cultural relativism application exercise and an assignment that helps students apply anthropology to real-world issues. The upper-division cultural anthropology courses routinely offer students the opportunity to conduct fieldwork and develop a wide variety of methodological skills.
- General education mapping to SLO and PLUS
    - ANTH-A 103 and 104 provide students from a wide range of majors an anthropological perspective on cultural, biological, and material diversity that is an important skill in any major or profession. Students from these introductory courses rarely have a particularly concrete notion of what defines anthropology prior to these courses, and some exploratory students commit to the major after their experience in one (or both) of these classes. Others who do not become Anthropology majors leave these courses with a solid understanding of the complexity of human culture and critical thinking across time and space.
    - For example, in accordance with IUPUI's Profiles of Learning for Undergraduate Success, Human Origins and Prehistory strives to enhance your problem-solving skills, teaching you to investigate and evaluate the history and evolution our species, while analyzing and synthesizing the material evidence. In achieving these goals, the class directly aligns with the Indiana Commission for Higher Education's competencies for scientific ways of knowing.
- Capstone mapping
    - Anthropology 412 is intended to meet the following learning objectives:
        - Understand the perspectives and values of Anthropology as a discipline;
        - Be able to clearly articulate the skills acquired through an education in the Liberal Arts and in Anthropology;
        - Understand Applied Anthropology and its applications in a range of policy and programmatic settings;
        - Begin to develop some plans for the future following graduation from IUPUI.
- High Impact Practices
    - Themed Learning Communities are a high-impact practice associated with helping first-year, first semester students be successful. Anthropology has actively participated in themed learning communities from 2014 through 2019. These themed learning communities involved the ANTH-A 104: Cultural Anthropology course, which was paired with a first-year seminar and a course from another discipline, such as

Psychology or English. Since students take these courses together, curriculum is co-developed with faculty from these disciplines based around a theme, such as "Multicultural Perspectives" or the "Science of You." Examples of co-developed experiential learning included class visits to the Eiteljorg Museum and discussions of the representation of Indigenous Peoples and a community-engaged project with Catholic Charities Refugee and Immigrant services that was supported by a RISE grant and produced English-language learning games and other resources for the English and Citizenship courses offered at Catholic Charities Refugee and Immigrant Services of Indianapolis.

o   Anthropology's dedication to experiential learning extends to upper-division courses as well and supports IUPUI's Dimensions of Global Learning. For example, the Department of Anthropology has been involved for several years with virtual international exchanges. Since Fall 2020, undergraduate and graduate students develop virtual interviewing skills through a four-week virtual exchange project with Newcastle University in England in ANTH E-457/657 Ethnic Identity. This opportunity allows IUPUI students to engage with peers at Newcastle University, discussing and co-interviewing each other about ethnic-national identity negotiation and developing ethnographic skills that are transferrable to a career in Anthropology.

World Languages and Culture

Programs offered by WLAC include undergraduate major programs in ASL/EI, French, German, and Spanish; undergraduate minor programs in ASL, Arabic Language and Islamic Studies, Arabic Culture and Public Health, Chinese Studies, East Asian Culture Studies, Classical Studies, French, German, Japanese Studies, and Spanish; undergraduate certificates in ASL/EI and Chinese Studies; and a Master of Arts in the Teaching of Spanish. Majors in Arabic, Chinese, Classical Studies, and Japanese are offered through the Individualized Major Program (IMP).

Across all eight programs, the learning objectives of WLAC courses align with IUPUI's Profiles of Learning for Undergraduate Success (IUPUI+), which prepare students to be good "Communicators," by developing core communicative skills; "Community Contributors," by respectfully engaging in their own culture and in target-language cultures in the world; "Problem Solvers," by learning to think critically while comparing and contrasting the range of diversity and universality in human history, societies, and ways of life; and "Innovators," by using the knowledge and skills acquired while learning the target language to "address complex problems in order to make a difference in the civic life of communities and to address the world's most pressing and enduring issues."

Furthermore, the (living) language courses have also been organized to align with the American Council on the Teaching of Foreign Languages (ACTFL)'s standards in the five C goal areas—namely, Communication, Cultures, Connections, Comparisons, and Communities. Following ACTFL's proficiency guidelines, our language degree programs prepare our students to be able to:

- explain the relationship between the practices and perspectives of the cultures studied and their own;
- integrate and apply methods of analyzing language, literature, and cultural products and practices;
- operate with civility in a complex world;

- develop and deliver well-organized oral presentations that exhibit critical thinking skills in academic, intercultural, and professional areas;
- create written products that exhibit critical thinking skills in academic, intercultural, and professional areas using major tenses and moods and linking paragraphs into composition length products;
- when listening, demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames in many familiar and unfamiliar academic, social, and professional contexts;
- when reading, demonstrate understanding of conventional narrative and descriptive texts in major tenses and moods on a variety of familiar and unfamiliar topics of general and professional interest; and
- when talking with others, converse fully on topics including matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames.

- Future path of WLAC

  - The language programs in WLAC have struggled to maintain majors and so, the school has suggested that degree seekers in the languages (Chinese, Japanese, German, and Arabic Studies) can use the Global and International Studies major/degree to complete a degree that matches the interests of students across two areas. A description of the GIS degree is below:
  - From its founding, the GIS Program was and remains a customizable thirty-three credit hour major that permits students to concentrate on one of five global regions: Africa, Asia, Europe, Latin America, and the Middle East. Students take an additional three classes in any one of six topical concentrations, which range from social movements to global development. The only required courses remain our program's two annual offerings: Introduction to International Studies and the Senior Seminar Capstone. Since it is an inter-disciplinary major, GIS students must take elective courses from at least four different departments or schools, and we agreed that students may take electives from such IUPUI schools as Public and Environmental Affairs, Public Health, and the Herron School of Art. The founding board agreed that all majors would study a world language to the third year and we upheld this requirement even when the School of Liberal Arts reduced its prerequisite from two years to one. Finally, given that students at an urban university face unique financial challenges, the advisory board decided to limit the study abroad requirement to the acquisition of only three credit hours. Since its inception, our students have completed this requirement by both full semesters of study abroad as well as briefer programs offered by IUPUI over spring break.

Liberal Arts in the Record

ENG-W315: Writing for the Web
This experience is the main project for the course, ENG- W315-Writing for the Web. Students will collaborate with a non-profit organization on an online writing project. Students will also complete a multimodal project and a reflective essay as well as several shorter writing assignments. Students benefit from the experience of working with a real organization on a real project that will ultimately be published to one of the organization's stakeholders. Local non-profit organizations benefit from free help on a project on which they need assistance. ENG- W315: Writing for the Web introduces students to the material conditions of composing for computer-mediated environments. The overarching course goals are: 1) To promote in students an understanding of the texts and technologies that shape online communication; 2) To help students develop abilities to respond critically to the rhetorical demands of the contemporary internet; 3) To provide opportunities to display evidence of their learning.

ENG-W231 Professional Writing Skills
W231 Professional Writing Skills is offered by the Writing Program at IUPUI's School of Liberal Arts. The course focuses on a student/community client partnership. Students in W231 reach out and connect with clients around Indianapolis then provide hundreds of hours of exploration, research, and analysis at no charge to community partners. The experience-based course combines academic rigor and community service; the curriculum challenges students to analyze and innovate then pitch practical recommendations to address workplace problems.

AFRO-A364: Research on Contemporary Afro-American Problems
This Africana Studies course within the School of Liberal Arts aims to provide undergraduate students with an understanding of the research processes used to conduct research in Africana Studies and allied disciplines. It will also help you think about ways to relate research topics and projects seemingly unrelated to people of African descent to Africana Studies. In this course, the research proposal from A 200: Research Methods in Africana Studies will be the framework for conducting, analyzing, and interpreting the collected data and concluding the narrative. More specifically, students will perform the specified research methods. For example, you could conduct interviews/questionnaires, participant observations, or another research method. As a student in this course, you will engage and consult with community experts concerning the research project and deliverables. Professor/students and the community need to develop a good relationship that fosters reciprocity for the community's betterment. Professor/students and community experts will work closely together during the research process. The final paper will go through an editing process for publication and be accessible to the community.

ANTH-E457/657: Ethnic Identity
In this ethnographic project, participants will gain introductory fieldwork experience collecting and analyzing data related to identity expression and negotiation. Participants will engage in participant observation and interviews in a cross-cultural context and develop skills in field notes, active-listening, and data analysis. Please note that the virtual international exchange component may not be available every semester. Please contact the instructor to confirm. This is also a virtual international exchange with Newcastle University in the UK.

HIST-H The Nature of History

The focus of this experience is on a project-based learning effort at a local repository/museum, where students "do history" themselves rather than simply report on what scholars have said or done. Early assignments scaffold necessary skills, such as analyzing how to use primary sources to develop historical analysis and understanding "history" as an interpretation. There are incremental steps for the research project, whereby students select and analyze an artifact, locate and analyze relevant scholarship, and integrate their understanding of the artifact and the scholarship to produce historical knowledge.