

School of Liberal Arts

Intent to Graduate Form

Comment [MSW1]: This form is being redesigned to fit the necessary information into the conventions of an online form.

Date: _____ Graduation Date: _____ Degree: BA BS AA

CONTACT INFORMATION

CURRENT Phone Number : _____

Email you can be reached : _____

IF YOUR NAME OR ADDRESS APPEAR DIFFERENTLY ON YOUR GRADE SLIPS THAN WHAT YOU ENTER BELOW, YOU MUST SEE THE REGISTRAR'S OFFICE IMMEDIATELY TO MAKE THE APPROPRIATE CHANGES.

Name _____

Student ID # _____

Address: _____

➤ Major: _____

➤ Major: _____

Minor: _____

***** Will you or any of your guests require special needs, i.e. hearing impaired or wheelchair? Yes No
--

** Will you be taking CORRESPONDENCE COURSES or
TRANSFERRING CREDITS from another institution during your last
semester? **YES** **NO**

Dear Graduating Senior:

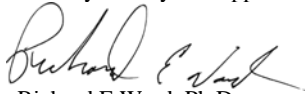
We would first like to congratulate you on completing the course work required for your degree program in the School of Liberal Arts and to extend our best wishes for your continued success.

Having completed your program of study, ~~you can~~ help us assess our teaching and curriculum ~~by filling out the enclosed questionnaires~~. The **Senior Assessment Project** ~~is~~ focuses on your experience as a School of Liberal Arts major and is ~~considered~~ part of the graduation process. The project ~~is not intended to assess seniors on an individual basis but to~~ will help the School assess its programs. The following survey has four parts~~Included in this packet are four items to be addressed.~~

1. **The Graduating Student Survey** covers general items related to your major and academic services.
2. **The Faculty Mentoring Survey** allows you to identify faculty who may have played a special mentoring role for you. You can identify as many ~~as three faculty instructors as you want; in addition, we have provided three faculty mentoring forms to allow you to make comments about any teachers who have had a remarkable effect on you.~~
3. **The Academic Advisor Survey** allows you to identify faculty or staff advisors who ~~may~~ have had a remarkable and positive influence on you.
4. **The Senior Reflection.** Please tell us in essay form about your experience in the School of Liberal Arts~~You are asked to reflect on your undergraduate program at IUPUI and to write one or two paragraphs for two or more of the six IUPUI Principles of Undergraduate Learning indicating how you experienced those principles while at IUPUI. A sheet describing the principles is included in the packet. The experiences may have come through courses, projects, undergraduate research, campus activities or organizations, classroom work related to outside work or volunteer activities, etc. As a senior, you are in a unique position to look back on your undergraduate career and to see growth that has occurred bringing you to the milestone of achieving your degree. The reflection process is anticipated to be of significant benefit to both you and the School.~~ You may want to use this reflection piece as a springboard for job interviews, to request references for graduate or professional school, or as part of an application process.

The School looks forward to ~~your~~ the feedback ~~from you and your fellow graduating seniors~~ through the Senior Assessment Project and welcomes your help in shaping the future of the undergraduate experience at IUPUI and the School of Liberal Arts.

Thank you for your support of this important project.



Richard E Ward, Ph.D.
Associate Dean for Student Affairs



Marianne Wokeck, Ph.D.
Associate Dean for Academic Affairs

~~SENIOR ASSESSMENT MATERIALS ARE DUE IN THE DEAN'S OFFICE~~
~~(CA 401) BY: _____ Dec 1st for MAY/AUGUST GRADUATES or~~
~~_____ Sept 1st for DECEMBER GRADUATES~~

School of Liberal Arts

Senior Assessment Project

Comment [MSW2]: The material on this page will be updated to fit the conventions of an effective online survey.

The Senior Assessment is a required component of the graduation process. As a graduating senior, you bring a special perspective that will help us assess our programs. Please ~~review the enclosed materials and~~ take time to complete ~~the survey~~~~them fully~~. We hope that this time of reflection will also be meaningful for you as you conclude your undergraduate career.

Items to be completed:

- Graduating Student Survey
- Faculty Mentoring Survey
- Academic Advisor Survey
- Written Senior Reflection

Thank you for your support of this project.

~~Materials are due in the Dean of Student Affairs Office (CA 401) by:~~

~~—DEC 1st for MAY/AUGUST GRADUATES~~

~~- SEPT 1st for DECEMBER GRADUATES~~

School of Liberal Arts

Graduating Student Survey

Please complete the questionnaire. The questionnaire provides for your anonymity.

1. Age: _____ Gender: _____ Ethnicity: _____
2. Major (s) _____ Minor: _____ Grad. Date: _____
3. Plans upon graduation:
a. Graduate School _____ Professional School _____ Have you been accepted? _____
If so, at which University? _____
b. Continue in current employment at _____ as _____
c. Seeking a new position as _____
d. Have found a new position at _____ as _____
4. Will your job or advanced studies relate to your major? Yes _____ No _____

NEW SECTION

5. For the following statements, please rate your current ability level in each area using the following scale:

- _____ 1 = poor ability level
- _____ 2 = below average ability level
- _____ 3 = average ability level
- _____ 4 = above average ability level
- _____ 5 = excellent ability level

Please answer all of the following questions and indicate the degree of ability with which you practiced and mastered particular skills and knowledge using the following scale

- 1 = very well
- 2 = well
- 3 = somewhat
- 4 = poorly
- 5 = not at all

_____ Express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats

_____ Comprehend, interpret, and analyze ideas and facts

_____ Communicate effectively in a range of settings

_____ Identify and propose solutions for problems using quantitative tools and reasoning

_____ Make effective use of information resources and technology

_____ Enhance their personal lives

_____ Meet professional standards and competencies

_____ Further the goals of society

_____ Work across traditional course and disciplinary boundaries

Comment [MSW3]: The information sought in the section above will be put in a format that is appropriate and effective in online surveys.

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Comment [MSW4]: This section will be set up appropriately for online use.

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Comment [MSW5]: Each of the following questions will have this scale.

In the online survey these questions will be scrambled.

Comment [MSW6]: This question is three questions in one; they will be listed separately.

Comment [MSW7]: "Double" question—to be split into two.

- ☐ Show substantial knowledge and understanding of at least one field of study
- ☐ Compare and contrast approaches to knowledge in different disciplines
- ☐ Modify my one's approach to an issue or problem based on the contexts and requirements of particular situations
- ☐ Compare and contrast the range of diversity and universality in human history, societies, and ways of life
- ☐ Analyze and understand the interconnectedness of global and local communities
- ☐ Operate with civility in a complex world
- ☐ Make informed and principled choices and to foresee consequences of these choices
- ☐ Explore, understand, and cultivate an appreciation for beauty and art
- ☐ Understand ethical principles within diverse cultural, social, environmental and personal Settings

[Become motivated to learn](#)

[Learn how to study](#)

[Learn new skills](#)

[Stay focused and continue in school](#)

[Affect my values](#)

[Increase my self-esteem](#)

[Develop an ethical foundation](#)

[Awaken interest in a particular subject \(discipline\)](#)

[Express my opinion more effectively](#)

[Learn how to think](#)

[Move closer to a career choice](#)

[Improve knowledge about myself](#)

[Broaden my outlook](#)

[Engage with the campus community](#)

[Engage with the local community](#)

[Learn about others in the local community](#)

[Learn another language](#)

[Learn about another religion](#)

NEW SECTION

6. ~~For the following statements, please review all of the following statements and indicate your level of satisfaction with IUPUI in each area using the following scale:~~

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1 = very dissatisfied
2 = dissatisfied
3 = neutral
4 = satisfied
5 = very satisfied

Comment [MSW8]: This section will be set up appropriately for online use.

- | Overall quality of the education you received at IUPUI
- | Quality of teaching by faculty in your major area
- | Quality of teaching by other faculty at IUPUI
- | Academic advising in your major department
- | Courses in your major area
- | Required courses outside your major area
- | Personal attention from those in your major department
- | Opportunities to increase your self-understanding
- | Opportunities to work with other students in groups or teams
- | Opportunities to integrate what you have learned with personal experiences
- | Opportunities to participate in co-curricular and extra-curricular activities
- | Opportunities to engage in service learning
- | Opportunities to participate in faculty members' research
- | The helpfulness of department staff in your major area
- | The helpfulness of Dean's Office staff in the School of Liberal Arts
- | 7. Suggestions to better serve School of Liberal Arts majors

Comment [MSW9]: This question is followed by a textbox.

Appropriate thanks for completing this part of the survey will be given.

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| **THANK YOU FOR YOUR TIME IN COMPLETING THIS SURVEY!**

IUPUI School of Liberal Arts

Faculty Mentoring Survey

Last Name: _____ First Name: _____ MI _____
Major(s): _____ Degree Earned: _____
Graduating Semester: _____ Year: _____

- I. Attached is a list of the full-time faculty who teach in the School of Liberal Arts. On Please circle each of the professors names who have had a remarkable and positive influence on you. You may mark as many names as you like, or none at all, but we encourage you to go through the list to reacquaint yourself with the faculty. Also, there is space at the end in which to write in the names of faculty whose names you do not find on the form. If you wish to identify faculty outside the School of Liberal Arts, please write their names in also and their School.

~~II. Select the faculty (up to three if you wish) who have had the greatest impact on you and fill out an Individual Faculty Survey for each of them (separate forms are attached). Your responses will be sent to the faculty named and are a special way of expressing your appreciation to those faculty members who have helped, encouraged, and supported you.~~

~~III-II.~~ Any more specific comments you would like to make should be addressed in a letter to the Dean of the School of Liberal Arts

Comment [MSW10]: The information in this section will be put in online-survey appropriate format.

Comment [MSW11]: The Survey Research Center will come up with a format that allows for a listing of all faculty who taught in SLA in the course of the past five years. This means that this section will look very different from the paper version.

Comment [MSW12]: Contact info will be provided.

Thank you for your cooperation!

Senior Survey - Faculty List

Comment [MSW13]: Please note, this is an outdated faculty list!

African American and African Diapora Studies	Economics	English
CRENSHAW, Gwendolyn HOUSLEY, Jason McKIVIGAN, John MODIBO, Najja OMOSEGBON, Oladele	BILODEAU, Marc BIVIN, David CARLIN, Paul CHAKRABARTI, Subir CHAPPELL, Mark DUBE, Archana HARRIS, Robert MORRISON, Wendy OSILI, Una RANGAZAS, Peter ROONEY, Patrick ROYALTY, Anne RUSSELL, Steve SANDY, Robert SPECHLER, Martin STEINBERG, Richard TWOFIGHI, Shahrokh WILHELM, Mark ZHANG, Ye	HOUGUE, Teresa HOVDE, Marjorie Rush HUGHES, Mike JETTPACE, Karen KIRTS, Terry KISSEL, Francia KOVACIK, Karen KUBITSCHKEK, Missy LOVEJOY, Kim MARVIN, Tom MASTERS, Vera McDONALD, Brian MILLER, Leslie MOLINDER-HOGUE, Teresa MUSGRAVE, Megan PLATER, William POWELL, Jim PRIDE, Mary Jo REBEIN, Robert ROZYCKI, William SABOL, David SAUER, Mary SCHULTZ, Jane SHEPHERD, Susan SMITH, Frank SPECTOR, Judith STAMPER, Susan STENZOSKI, J.J. THORINGTON-SPRINGER, Jennifer TOUPONCE, William TURNER, Richard UPTON, Thomas WEEDEN, Scott WHITE-STANLEY, Debra WILLIAMS, Anne WILLS, Kathryn WININGER, Mel WOLCOTT, Steven
Anthropology	English	Geography
BRANAM, Kelly BRISH, Scott DICKERSON-PUTMAN, Jeanette GIBAU, Gina GLIDDEN, Chris HYATT, Susan KRYDER-REID, Elizabeth MULLINS, Paul WARD, Richard WILLIAMS, Peg ZIMMERMAN, Larry	BECK, Cathy BECK, David BELZ, Julie BENNETT-EDELMAN, Gail BINGHAM, Dennis BOURUS, Terri CAMBRIDGE, Barbara CARDWELL, David CLODFELDER, Katri CONNOR, Ulla DAVIS, Kenneth DIBBLE, Terry DICAMILLA, Frederick DOUGLAS, Mitchell DUERKSEN, Aye-Nu DUFFY, Kate ELLER, Jonathan FOX, Steve FREEMAN, Julie HAAS, Hannah HAMILTON, Sharon HARRINGTON, Susanmarie HENRY, Rhonda HOEGBERG, David HORNBACK, Sally	BANERJEE, Rudy BECK, Robert BEIN, Frederick BROTHERS, Timothy DWYER, Owen FEDOR, Thomas WILSON, Jeffrey
Communication Studies		
ATKINS, Alphonso BELL, Linda BOWERS, Vanessa COCKRANE, Jennifer DE WESTER, Jan DOBRIS, Catherine DONLE, Harold EAST, James EDMOND, Donna ELMORE, Garland GOERING, Elizabeth JOGI, Sumana KARNICK, Kristine PARRISH-SPROWL, John PETRONIO, Sandra POLITES, Mike POTTS, Trevor REYES, Charles SANDWINA, Ron SHEELER, Ian SHEELER, Kristina THEDWALL, Kate TURNER, Regina WALDRON, Robin WHITCHURCH, Gail WHITE-MILLS, Kim		

Senior Survey - Faculty List

History	Philosophy	Sociology
ASHENDEL, Anita BARROWS, Robert BINGMANN, Melissa BUELOW, Paul CLASBY, Dan COLEMAN, Annie CRAMER, Kevin DICHTL, John GANTZ, Richard GONDOLA, Didier KELLEY, Jason KOSTROUN, Danna LABODE, Modupe LIBBY, Justin LINDSETH, Erik LITTLE, Monroe MARES, Nicole MASON, Thomas MAXWELL, Donald MONROE, Elizabeth OSBORN, Elizabeth ROBBINS, Kevin ROBERTSON, Nancy SAAK, Eric SCARPINO, Philip SCHNEIDER, William SNODGRASS, Michael VANDERSTEL, David WOKECK, Marianne ZHANG, Xin	KRAATZ, Christian LYONS, Timothy MESLIN, Eric MILLS, Terry MORTON, Luise NIKLAS, Ursula PFEIFFER, David ROGERS, Victoria RUBEN, Michelle TILLEY, John	APONTE, Robert BAO, Wan-Ning BELL, David FOOTE-ARDAH, Carrie FORD, David GARDNER, Carol GRONFEIN, William HAAS, Ain HAAS, Linda HOWARD, Jay LITTLEFIELD, Marci PIKE, Lynn Blinn RAINEY, Michelle SEYBOLD, Peter STEINMETZ, Suzanne STRONG, David WILLIAMS, Colin WITTBERG, Patricia
	Political Science	
	ANDERSEN, Ellen BANDELE, Ramla BLOMQUIST, William ERICKSON, Susan FERGUSON, Margaret GOLDFINGER, Johnny HOUSE-SOREMEKUN, Bessie McCORMICK, John MUSTILLO, Thomas PEGG, Scott REED, Bryan SUMNER, Jasper VARGUS, Brian WEIDEN, David	
	Religious Studies	
Philosophy	CRAIG, David CURTIS, Edward DAVIS, Thomas FLYNN, Johnny GOFF, Philip HAYES, Kelly JACKSON, William MULLEN, Ted SPEAR, Sonja THUESEN, Peter WHEELER, Rachel	World Languages & Cultures ANTON, Marta ARDEMAGNI, Enrica BERSIER, Gabrielle BERTRAND, Didier BRANT, Herbert BRENNAN, Ellen DALINGHAUS, Martina GERTZ, Audrey GROSSMAN, Claudia HOYT, Giles SCHUVAKS-KATZ, Daniela MIR, Jacobo MURDAY, Kimmaree NEWTON, Nancy NNAEMEKA, Obioma OUKADA, Larbi SUTTON, Robert TEZANOS-PINTO, Rosa VERMETTE, Rosalie YONOGI, Reiko

Individual Mentoring Faculty Survey

Please type the name of the faculty member who has had a positive and remarkable impact on you.

Name: _____ Department: _____

~~1.~~ Please check all items that apply to your interaction with this professor.

- ☐ I was a student in this person's class.
- ☐ I often talked to this person for advising
- ☐ I worked with this person on a research project.
- ☐ I helped this person as a teaching assistant.
- ☐ Other _____

~~1.2.~~ Describe the positive effect(s) this instructor had on you. As a result of my interaction with this individual I improved my ability to (check all that apply)

~~2.~~ Describe what the instructor did that had positive effect(s) on you?

3. This instructor changed my abilities, views, values by through (check all that apply)

This professor...

- | | |
|---|--|
| 0 _____ teaching ought me a skill. | 0 _____ gave me feedback on my <u>performance</u> . |
| <input type="checkbox"/> taught me how to study. | <input type="checkbox"/> answered my questions. |
| <input type="checkbox"/> was readily available. | <input type="checkbox"/> gave me sound advice. |
| <input type="checkbox"/> encouraged me. | <input type="checkbox"/> encouraged me to continue school. |
| <input type="checkbox"/> cared about other students and me. | <input type="checkbox"/> was interested in my future. |
| <input type="checkbox"/> expressed strong, positive values. | <input type="checkbox"/> valued different points of view. |
| <input type="checkbox"/> challenged me. | <input type="checkbox"/> was a role model. |
| <input type="checkbox"/> displayed high ethical standards. | |
| <input type="checkbox"/> other: _____ | |

~~4.~~ How would you rate the impact of this instructor on you? Although the professor you mentioned above had a remarkable effect on you, this person may have had an extraordinary impact. Check the box below if the following statement applies.

Strong influence (valuable) extraordinary influence (very valuable) life-changing influence (invaluable)
This professor influenced the whole course of my life and this person's effect on me is invaluable.

~~0~~ Yes, the above statement applies to the professor named on this page.

Comment [MSW14]: There is opportunity for two "repeats" of this part.

Comment [MSW15]: This section will be reformatted online-survey appropriately.

Comment [MSW16]: This question is followed by a text box.

Comment [MSW17]: This question is followed by a textbox.

Comment [MSW18]: Rearrange this question in online-survey appropriate form, including a final textbox for "other."

Rephrase all the sentence endings.

School of Liberal Arts

Academic Advisor Survey (Faculty and Staff)

Name _____ Major _____
Advisor's Name _____ Department _____

Comment [REW19]: Format for online survey and

*If you need a list of faculty/advisor names, please see the faculty list included in this package. You can also identify a **staff** member if you want to recognize their role in advising. If you want to recognize more than one advisor, please make copies of this form.*

I. When did you first meet with your advisor? _____ How frequently have you met with your advisor since then? _____

II. Please rank the quality of your interaction with your advisor in terms of the following:

	Excellent	Very Good	Good	Poor	N.A.
1. Provides me with helpful and accurate information about my major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provides accurate information about the School's academic requirements and rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is knowledgeable about career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Refers me to appropriate individuals or resources when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Treats me with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Helps me set goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Encourages me to make informed decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Is creative in providing options when I encounter problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Has motivated me to do my best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Is knowledgeable about extra-curricular/co-curricular opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Is readily available and prompt in responding to inquiries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Of those qualities you selected above, please rank the 3 that have been **most important** to you in your interaction with your advisor.

1st _____ 2nd _____ 3rd _____

IV. Additional comments (please continue on the reverse of this page if you need more space):

SENIOR REFLECTION COMPLETION FORM

As a senior, you are in a unique position to look back on your undergraduate career and to see growth that has occurred bringing you to the milestone of achieving your degree. Please take a few moments to reflect on the value of your Liberal Arts education and then write a brief summary (two or three paragraphs) in the text box below. The reflection process is anticipated to be of significant benefit to both you and the School. You may want to use this reflection piece as a springboard for job interviews, to request references for graduate or professional school, or as part of an application process.

Your **Senior Reflection** will be sent to a school committee to help assess our academic programs. Unless you give your permission to use your name, the Reflection will be forwarded without your name or information that might identify you. However, you may select to have your name associated with your Senior Reflection or to allow your comments to be quoted without use of your name by the School, your Department, or University in their publications.

I DO ____ DO NOT ____ WANT MY NAME FORWARDED WITH MY SENIOR REFLECTION TO MY SCHOOL ASSESSMENT COMMITTEE.

I DO ____ DO NOT ____ GIVE PERMISSION FOR PORTIONS OF MY SENIOR REFLECTION TO BE QUOTED FOR EXTERNAL PUBLICATIONS. IF QUOTED, MY NAME MAY ____ MAY NOT ____ BE ASSOCIATED WITH THE QUOTE.

Printed Name _____

Signature _____

Major (s) _____

Graduation: May ____ Aug. ____ Dec. ____ Year ____

Date: _____

