IU School of Liberal Arts PUL Assessment Plan (30 October 2009)

In response to the mandate by the IUPUI administration—as part of its preparation for the North Central Accreditation in 2012—the IU School of Liberal Arts (SLA) prepared its PUL Assessment Plan. It is outlined, below (in large font size) with some additional explanatory comments (in small font size)

SLA developed one PUL Assessment Plan rather than submitting separate plans for each of its 11 departments and 16 undergraduate programs. The SLA chairs and program directors contributed to and approve of the PUL Assessment Plan.

- For Spring 2010, all 100 and 200-level courses taught by full-time faculty will assess student learning of course goals as they are aligned with the PULs (with major, moderate, and minor emphasis)[*]

    o Each course offered as part of the SLA curriculum carries, in addition to its name, number, and description, a designation of those Principles of Undergraduate Learning (PULs) that align best with the goals of the course. (For example, HIST-H105, American History I, [description from *Bulletin*] PUL5) In addition to characterizing the particular PUL(s) that provide the foundation for the course, the relative strength of their focus is indicated (major, moderate, minor).

    o A list of the SLA courses with their PUL designations can be found on the SLA website.

    o It is the responsibility of the full-time faculty to determine which assignment(s) are best suited to assess student learning according to the PUL(s) identified as major, moderate, and minor for the class(es) they are teaching.

    o UITS is tasked with providing an Oncourse gradebook-like assessment tool for assessing student learning according to the PULs identified for the course. The grade of the assignment[s] can serve to record the level of effectiveness with which learning according to the PUL(s) was achieved. It is necessary to translate the grading scale for each class into the "PUL effectiveness scale"—very effective, effective, somewhat effective, not effective.

    o The IUPUI administration has received IRB approval (more correctly, it has received the necessary exemption) for collecting campus-wide data about "PUL effectiveness."

    o The IUPUI administration has assured the faculty that its campus-wide "PUL effectiveness" data collection is in the aggregate only and will be without section or faculty-identifying information.

    o The IUPUI administration has also suggested that particular units make use of the "PUL effectiveness" data to improve the curriculum and teaching. SLA awaits the results from the first round of data collection before the appropriate Faculty Assembly committees discuss how else the data can or should be used in the school.

- For Fall 2010 all 300-level courses taught by full-time faculty will assess student learning of course goals as they are aligned with the PULs (with major, moderate, and minor emphasis)

- For Spring 2011 all 400-level courses taught by full-time faculty will assess student learning of course goals as they are aligned with the PULs (with major, moderate, and minor emphasis)

- In Fall 2011 analyses of the data from the previous three semesters will determine how best to accomplish PUL assessment in courses taught by associate faculty

- In Spring 2012 the cycle for PUL assessment outlined above starts anew.

[*]This is assuming that OnCourse can provide the requisite assessment tool for the designated courses at the same time as final grades are submitted.

In addition to the SLA PUL Assessment Plan the following actions are in place or are planned:

- On the 13 November 2009 Faculty Assembly agenda is a report about the various initiatives in relation to the PULs, especially the PUL Assessment Plan

    o This document is in effect the basis of the report of the Faculty Affairs Committee to the Faculty Assembly.

- The syllabi of all courses address the PULs, how they provide the foundation for learning, and how they are aligned with specific course assignments

    o Chairs and Program Directors have assumed responsibility to discuss with their respective faculty how best to demonstrate that the PULs form the foundation of the program's courses and how assessment of student learning outcomes in each course can best be aligned with the PULs.

    o Under the PUL section on the SLA website examples of syllabi (and best practices in relation to PULs) is under construction (this section should be live in Spring 2010 before the first round of "PUL effectiveness" data collection).

    o An Oncourse PUL project site is available for those faculty who want to participate actively in the discussion about the PULs in the school and on campus.

- The SLA Undergraduate Curriculum and Standards Committee reviews all degree and course proposals and sees to it that the PULs are the foundation for learning and that appropriate assessment for student learning is in place

    o The committee notes whether proposals for new courses and degrees address student learning according to the PULs but relies on the Chairs and Program Directors to see to the discipline and level-specific implementation.

- The Checklist for a BA in Liberal Arts includes the distribution of the PULs across the curriculum

    o The checklist for a BA in Liberal Arts as well as those for the majors in SLA will be posted on the SLA website

- All degree plans (four-year completion with and without course work in the summer) include the distribution of the PULs across the particular degree

    o The degree plans will be posted on the SLA website.

- The SLA students' intent-to-graduate survey includes questions that measure student learning according to the PULs

    o Dean Ward will report on the results from those surveys as they are completed and analyzed by the Survey Research Center (the pilot online survey is being completed in Fall 2009).

- The SLA website will augment its tab of the PULs to include examples and best practices in courses from each of the degrees.

- The appropriate SLA committees (Undergraduate Curriculum and Standards; Teaching and Advising; Academic Affairs) will address questions and issues concerning the analyses of data from the PUL assessment and develop recommendations for changes and improvement

    - Please direct questions and suggestions to Dean Wokeck (mwokeck@iupui.edu; 274.5820); other faculty who are representing SLA in discussions about the PULs are Missy Dehn Kubitschek, who serves on the campus's 2012 Committee, and Mel Wininger, who is coordinating efforts to make the PUL section on the SLA website as informative as possible—to all visitors to the site but especially any who are searching it in connection to the 2012 North Central Accreditation.