IUPUC Annual English Program Assessment Report
Indiana University-Purdue University Columbus
2014-2015 Program Year
Submitted to: IUPUI Program Review and Assessment Committee
August 2015
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Program Assessment Committee

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Introduction 2015

Program Assessment
The English BA meets and will continue to meet the requirements of Indiana University, which is accredited by the Indiana Commission of Higher Education (ICHE). The curriculum follows the guidelines suggested by the National Council of Teachers of English (NCTE) and Writing Program Administrators organization (WPA). Assessment tracks the program's learning outcomes. Key opportunities for demonstration of student learning and technical proficiency will occur in coursework, senior capstone, internships, practica, research projects, creative projects, service learning, academic travel, civic engagement, faculty teaching/research/service, and other learning activities.

IUPUC English Program will continue to incorporate the assessment of Student Learning Outcomes (SLOs) as they pertain to student coursework. Faculty evaluate student products in individual English courses. With the assistance of the IUPUC Office of Institutional Research (OIR), we have selected and created campus–wide digital tools to collect and measure data. Upon receiving feedback from the survey, we already made some initial curricular adjustments. As we proceed through Stages 4 and 5, we will use the additional data collected as a guide to further possible curricular changes.

Five-Stage Assessment for IUPUC English Program Assessment

Stage 1	Identify the program's student learning outcomes (SLOs)
Stage 2	Link these SLOs to specific components in the program's curriculum
Stage 3	Identify or create methods to measure these SLOs
Stage 4	Collect data to determine success of SLOs
Stage 5	Use the data collected in Stage 4 to make curricular changes and
Stage 6	Repeat Stage 4 to determine if the curricular changes were effective.

The IUPUC English Program goals are as follows:
1. Communicate effectively in written and oral venues, adapting to varied audiences;
2. Read and understand a wide variety of literature and apply those ideas to our contemporary world;
3. Analyze a wide range of texts using current criticism styles: digital, literary, others;
4. Gain a background in the study of the arts, humanities, and sciences;
5. Appreciate diverse cultures and perspectives;
6. Demonstrate creativity in critical thinking and written work.

Listed below are the clearly defined student learning outcomes that students completing this program are expected to master and how the outcomes relate to the program goals:
1. Define, compare, and contrast theoretical critical approaches to varied texts (*e.g*.,) literary, multi-modal, rhetorical, workplace)-(Program Goal 3);

2. Demonstrate and analyze critical thinking in a variety of texts. (Program Goals 3, 6);
3. Investigate, synthesize, and integrate primary and secondary research with appropriate documentation styles. (Program Goals 1, 3, 4, 6);
4. Select and effectively apply appropriate genres for specific purposes. (Program Goals 1, 3, 4);
5. Read and interpret a wide variety of literature about our contemporary world and historical contexts. (Program Goals 2, 3, 4);
6. Read, analyze, synthesize, and (self) evaluate language and texts critically and creatively (e.g. literature, professional, multi-modal). (Program Goals 2, 3, 4);
7. Describe the interdisciplinary context (ways of knowing) of English as a field of study and its connection to other disciplines. (Program Goals 1, 2);
8. Define basic concepts and terms within English specializations (e.g. creative writing, digital literacy, film, literature, linguistics, rhetoric, writing and literacy). (Program Goals 1, 2, 3, 4, 6);
9. Discuss diverse cultures and perspectives through reading and writing (Program Goals 1, 5); and
10. Make data-informed decisions with respect to aesthetics, ethics, diverse perspectives, and civility. (Program Goals 2, 3 5, 6).
(See IUPUC SLO and PUL alignment. SLO/PUL Table)

We have identified and applied appropriate assessment methods for each SLO. We use the findings for continuous improvement to curriculum and student support services related to English (see Appendix B).

The English Director supervised the assessment and adjustment process and oversees the program assessment with advisory input from a committee of English faculty and Division Head, as needed. The program is reviewed annually as part of the IUPUC campus strategic plan, which is hosted in the IUPUC WEAVE Data Management System and *Chalk and Wire*, a management tool for curriculum, assessment, data gathering, analysis, and reporting. The management database provides a sustainable assessment and accreditation system that facilitates continuous improvement. A full program review will be conducted every five years to determine how well the program is meeting programmatic goals (due in 2019).

Continuous Advising

Students are now assigned to a dedicated professional liberal arts advisor, Ms. Natalie Edwards, who guides students through the IUPUC English BA program requirements. Students can expect to meet with her twice a year and have access to advising during the summer. The advisor maintains an advising file for each major. A financial analysis of the program will be conducted annually with the Division Head.

Student Tracking

The English director surveyed English graduates' experience as they moved into professional life through the administration of an *English Graduate Survey.* The survey was conducted by phone to a sample of graduates. Survey questions were designed to evaluate indirectly student self-reported satisfaction with their career and life/work trajectories.

The IUPUC program had intended to create both English Graduate Exit Survey and English Alumni Survey; however, IUPUC English along with OIR determined that multiple surveys from diverse offices would create too much duplication of survey material. OIR will handle English Graduate Exit Survey and English Alumni Surveys.

General Education Student Learning Outcomes (SLOs, direct and indirect) Data

Key Findings about Student Learning Outcomes.

In terms of student learning, the preliminary results trend along IUPUI and national findings. Areas that need improvement are synthesis of ideas, resources and rhetorical conventions. The results are encouraging in that we have no anomalous trending in the SLOs. Last year we reported SLO data gathered during year four of the IUPUC English Program Five Year Cycle (see Appendix A). We took action at the course/instructor level to improve these findings:
- o Improve student s*ynthesize of diverse sources and viewpoints.*
- o Improve *student use of appropriate rhetorical conventions*.

In terms of programmatic growth, the English program has shown a steady increase in students seeking the locally-conferred IUPUC English BA degree (see Appendix C). Following national, regional, and IUPUI English Department trends in enrollment, English majors are continuing to select degrees in the Creative Writing concentration, as well as professional writing courses. As noted by the Modern Language Association, there has been a national decrease in English majors seeking to concentrations in Linguistics or Literature. IUPUC only offers two concentrations: Creative Writing and Literature. In 2014/15, recruitment and retention efforts were organized to increase student enrollment from the IUPUC service area to IUPUC English:
- o Wills wrote and secured approval of the Creative Writing minor.
- o An English brochure was created for recruitment.
- o Wills is drafting Digital and Professional Writing minor.
- o Wills partnered with Columbus East High School for the Ecology Arts and Creative Writing Creative Writing contest.
- o IUPUC creative writing students invited to be guest judge at Columbus east High School.

- Plans are under way to create a local high school creative writing contest modeled on the [Purdue Lafayette Creative Writing Contest](#).
- Plans are underway to hire IUPUC Student Ambassadors from English for community recruitment and retention.
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Actions Taken: Changes to course content, assignments, assessments, teaching methods, delivery format.

SREB (gateway, recruitment, retention, community collaboration, articulation, see Appendix D for Wills)

AP (gateway, recruitment, retention, community collaboration, articulation). Ongoing norming and mentoring of K-16 gateway course and Gen Ed courses.

UDL (gateway, recruitment, retention, community collaboration, articulation). Participation by interested IUPUC English faculty of Universal Design Learning (UDL) Summer Institute with Ivy Tech to improve course and content delivery ([Link1](#), see participants in Appendix E).

AACU (national higher education assessment). Wills is national participant as selected by IUPUI.

Ivy Tech collaboration with Goodpseed-Chadwick and Wills on IUPUC liaisons to Ivy Tech.

Based on the results stated above, there are some interventions with the course curriculum that were implemented or will be implemented in 2015/16 for sections of ENG W131
Interventions:
- Wills regularly communicated with English faculty, Division Head, and English advisor regarding program goals and outcomes;
- Wills and Dibble communicated with W131 faculty about the SLO results and requested that W131 teachers incorporate additional exercises that focus on synthesizing sources;
- Wills and Dibble communicated with W131 faculty about the SLO results requesting that W131 teachers incorporate additional exercises that focus on MLA format and other citation styles;
- Fifty-percent of adjuncts were peer-reviewed (6). W131 adjunct faculty and made adjustments to improve course delivery (e.g. hiring new faculty);
- Wills reviewed all adjunct faculty syllabi;
- Wills reviewed all student evaluations of adjunct faculty;
- E450 English Capstone was redesigned to include digital ePortfolio format.

Looking forward, Program Director Wills continues discussions with English faculty, Division Head Towers, strategic planners, and English advisor to consider a common syllabus, some

common assignments, and coordinated timeline for W131, as well as review of upper-division instruction and assessment.

Changes Recommended for SLO: Feedback to General Education Board

The SLO was well-written and provided a sound basis for a common rubric. No changes recommended.

Changes Recommended for SLO Common Rubric: Feedback to General Education Board

The SLO was well-written and provided a sound basis for a common rubric. No changes recommended.

Future Efforts Summary and Conclusion
- o continue in staged program assessment;
- o continue peer reviews and faculty improvement as needed to improve SLOs;
- o add a Digital and Professional Writing Minor;
- o plan to hire FTE in creative writing, composition lecturer, and part-time professional writing adjuncts;
- o continue to offer professional development UDL for all faculty;
- o enhance student advising through DLA/English Advisor;
- o review options for student self-placement into W131 and;
- o collaborate with Ivy Tech and IUPUI for smooth student articulation.

Appendix A

IUPUC's Five Year Program Assessment Plan

- **Year 1 (2010-2011)**
  - Develop measures for SLOs for introductory, core courses, learning community, and certificate programs
  - Collect and analyze data
  - Identify curriculum changes
  - Develop a timeline for changes
  - Identify student needs
  - Identify faculty needs
- **Year 2 (2011-2012)**
  - Develop measures for SLOs related to elective courses, certificate programs, support services(advising, mentoring, tutoring, Research facilities), faculty needs and student needs
  - Collect and analyze data
  - Identify curriculum and support services changes
  - Develop timeline for changes
- **Year 3 (2012-2013)**
  - Evaluate curriculum and support services changes
  - Evaluate student and program changes
  - Adjust and make additional changes as needed
- **Year 4 (2013-2014)**
  - Begin cycle with re-evaluating SLOs, measures, and assessment processes
  - Reassess courses, research, capstone, learning community, student needs, and faculty needs
  - Collect and interpret data
  - Identify changes and begin implementation
- **Year 5 (2014-2015)**
  - Reassess elective courses, support services, faculty needs, and student needs
  - Interpret data
  - Identify needs and begin changes (e.g. SREB, AACU, UDL, Faculty peer review)

Appendix B

Assessment

The overall goals for the BA in English program will be stated as student learning outcomes and will be assessed in accordance with the Assessment Plan described below. Information gathered through the assessment process will be used to help determine the effectiveness of the program in meeting the student learning outcomes and to point to any adjustments that are determined to be needed for continuous programmatic improvement.

The English program director will supervise the assessment and adjustment process. The program director will oversee the program assessment by convening a committee of English faculty. The program assessment report will be due end of May each year. The program will be reviewed annually as part of the IUPUC campus program assessment process, which is hosted in the IUPUC WEAVE Data Management System and *Chalk and Wire*. *Chalk and Wire* is an assessment tool for curriculum mapping, assessment of student learning, data analysis, and reporting. Together these two tools provide a sustainable assessment and accreditation system for continuous improvement.

  i. **Program Assessment**

Following the guidelines of the Indiana Commission for Higher Education, our program review will focus on quality, personal and social utility, student demand, student access, and flexibility of instruction. There are numerous ways to measure the success of the program. One way will be determined by the ratio of the number of students enrolled in the program to the number of students who complete the degree. Once students complete the degree, we can seek information on employment and placement rates and the graduates' satisfaction with their degree relative to their career paths. Exit, alumni, and employer surveys can measure program satisfaction, as well as alumni donations to IUPUC English-related projects. We will store data in the *WEAVE* data

management system hosted by the IUPUC Office of Institutional Research.

Students will be assigned an advisor who will guide student transitions into and out of the IUPUC English BA program. Students can expect to meet with their advisors twice a year and have access to advisors during summer. Advisors will maintain an advising file for each major. Course evaluations of faculty will be reviewed by the English program director resulting in suggestions or improvement in program delivery to faculty. A financial analysis of the program will be conducted annually. Unless otherwise noted, results available to English faculty, Office of Institutional Review, and the Vice Chancellor's and Dean's Office.

ii. **Assessment of Student Outcomes**

Student learning outcomes will be assessed primarily though course activities, English capstone, homework assignments, and other pedagogical strategies as stated in the syllabi and approved by the English program director in collaboration with the English faculty in collaboration with IUPUI English department. See the Sample Assessment of Student Learning Outcomes below to view how and where assessment may take place and what indicators will be used.

Student learning outcomes are a subcomponent of overall program assessment. The program assessment managers are accountable for seeing that student learning outcomes are being measured, and that a feedback loop is in place to adjust measures as needed for success. Programmatic effectiveness can be gauged by assessment and adjustment towards student learning outcomes as measured in meeting competencies.

Sample Assessment of Student Learning Outcomes in Selected Courses

English Student Learning Outcomes (SLOs)**	Course	Class where will students learn the outcome?	PUL(s)* Addressed	Evidence or how will student outcome be assessed***	Feedback Mechanisms (PULs, faculty evaluations, grades, Exit Surveys, etc.)
1, 8, 9	C292	Intro to Film	2	EX, IW	Undergraduate Committee
2, 3	L202	Literary Interpretation	2	FW, QZ	Undergraduate Committee
5, 10	L207	Women and Literature	5	FW, QZ	Undergraduate Committee

3, 5, 9	L315	Major Plays of Shakespeare	5	EX, FW	Undergraduate Committee
3, 5	L352	American Literature Survey II	2	EX, QZ	Undergraduate Committee
4, 6, 9	W206	Intro to Creative Writing	1A	PO, JO	Undergraduate Committee
6, 8	W305	Creative Nonfiction	3	FW, PO	Undergraduate Committee
7, 8, 9	Z205	Intro to English Language	2	FW, IW	Undergraduate Committee
1, 3, 5, 7, 10	E450	Capstone	3	PO, DF, FW,CL, OT	Undergraduate Committee
2,3,4,6,10	W131	Reading, Writing and Inquiry	1	PO, IW, CL,OT	Undergraduate Committee
2,3,4,6,10	W270	Argumentation	1	PO, IW, CL,OT	Undergraduate Committee
1,2,3,4,6,9, 10	W231	Professional Writing	1	FW, PO, IW, CL,OT, DF	Undergraduate Committee

** SLOs. Current information based on IUPUC Liberal Arts WEAVE Online database.

*** See the following *Legend for Categories of Evidence*.

Legend for Categories of Evidence

FW: Formal writing (reports, essays, articles, poetry, case studies, letters)

IW: Informal writing (free writing, emails, letters)

EX: Exams

DF: Digital formats (Online forums, chats, eportfolios, blogs, wikis, and similar electronic postings)

JO: Journaling

PO: Portfolios or projects

PR: Presentations to class (PowerPoint, speeches, conferencing) QZ: Quizzes

CL: In class contributions (group or individual activity)

OT: Other

Evaluation Benchmarks for Student Success

Student success can be documented by several evaluation benchmarks across numerous courses. For example, the creation of a coherent, revised writing portfolio in lower-division composition will serve one benchmark (English Composition I and II).

Utilizing accurate citation formatting will be assessed in research methods courses (W231 Professional Writing).

Stylistic innovation will be assessed in creative writing courses, and so on, as appropriate (W206 Introduction to Creative Writing). The English Capstone course will highlight cumulative and integrative use of knowledge. Professional and technical writing sources will include productive teamwork and effective presentations. All benchmarks demonstrate achievement of learning outcomes and can be evaluated in multiple courses.

The Capstone will require that each student submit a culminating project specific to his/her concentration. For example, a both literature and creative writing majors will conduct original research, create an ePortfolio, and reflect on academic and future accomplishments.

Placement of Graduates

The English BA at IUPUC will prepare students to qualify for entry-level communication and writing positions. In addition, students with some additional Education courses will be prepared for employment as teachers. The principle occupations and industries in which the majority of graduates have found employment: teaching, public relations, advertising, business management, law, sales, web design, editing, publishing, writing, and government.

The program will also prepare students who wish to pursue graduate or professional study in English, Education, Law, technology, and other fields. With the program in place, IUPUC can capitalize on existing success of students who have already obtained graduate degrees and career positions.
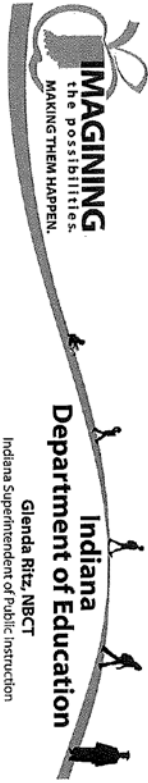
Appendix C

IUPUC English Enrollment Trends

YEAR	TOTAL ENG MAJORS	Creative Writing	Literature
2006	**4**	NA	4
2007	**13**	6	7
2008	**12**	4	8
2009	**10**	4	6
2010	**15**	5	10
2011	**13**	6	7
2012	**19**	12	7
2013	**17**	10	7
2014	**19**	15	4
2015	**26**	20	6
2016			

Appendix D

SREB Literacy k-16 Readiness

Appendix E

UDL Participants for Gateway courses in Language and Mathematics

Smith	Kay	ITCC	College Algebra or equivalent mathematics
Glasgow	Kathy	ITCC	College Algebra or equivalent mathematics
King	Fred	ITCC	College Algebra or equivalent mathematics
Gillett	Andrea	IUPUC	College Algebra or equivalent mathematics
Britt	Leigh	IUPUC	College Algebra or equivalent mathematics
Lynch	Rodney	IUPUC	College Algebra or equivalent mathematics
Yager	Jerry	IUPUC	College Algebra or equivalent mathematics
Guthrie	Carolyn	IUPUC	College Algebra or equivalent mathematics
Bhatnagar	Vidhu	IUPUC	College Algebra or equivalent mathematics
Heathcote	Trisha	IUPUC	College Algebra or equivalent mathematics
Sinnott	Carolyn	Ivy Tech	College Algebra or equivalent mathematics
Eusebio	Michael	Ivy Tech	College Algebra or equivalent mathematics
Lehman	Erin	ITCC	Introductory Writing course or equivalent
Beth	Koeller	ITCC	Introductory Writing course or equivalent
Norrell	Shannan	ITCC	Introductory Writing course or equivalent
Wills	Howard	ITCC	Introductory Writing course or equivalent
Siefker-Bailey	Lisa	IUPUC	Introductory Writing course or equivalent, upper-level literature
Ansari	Mohammed	IUPUC	Introductory Writing course or equivalent
Cox	Susan	IUPUC, ITCC	Introductory Writing course or equivalent
Sciano	Amy	Ivy Tech	Introductory Writing course or equivalent
Baba	Wan	IUPUC, BCSC	Introductory Writing course or equivalent, ESL
Knight	Candy	ITCC	Introductory Writing course or equivalent, Intro Rdng & Co-req Courses
Dibble	Lewis	IUPUC	Introductory Writing course or equivalent, second-year writing, upper-level literature, etc.