Indiana University-Purdue University Columbus
Program Review and Assessment Report of English

2017-2018 Program Year   Submitted October 2018
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1. Introduction

This is the first report submitted by the IUPUC English program on the triennial schedule. The previous report was submitted to IUPUI Program Review and Assessment Committee (PRAC) in May 2014. The IUPUC English program follows many of the same key drivers and curricula as the IUPUI English program. IUPUC enrolls approximately 1500 students. Of these students, the English program prepares approximately 20 English majors in Creative Writing and Literature, and three minors: Creative Writing, Literature, and Digital and Professional Writing. The program also prepares IUPUC students in academic writing across disciplines through portfolio-based lower-division writing courses ENG-W 131, ENG-W 231, and ENG-W 270.

The English BA meets the requirements of Indiana University, which are approved by the Indiana Commission of Higher Education (ICHE). The course curricula follow the guidelines suggested by the National Council of Teachers of English (NCTE), the Modern Language Association, and the Writing Program Administrators organization (WPA). Key opportunities for demonstration of student learning and technical proficiency occur in direct and indirect formats: coursework, senior capstone, internships, research projects, creative projects, service learning, academic travel, civic engagement, faculty evaluations, RISE initiatives, SoTL, and other learning activities. The IUPUC English program employs four fulltime English faculty and eight adjuncts. Two associate professors went up for promotion to full professors during this triennial term. One lecturer went up for senior lecturer. There were no faculty hiring needs during this reporting period. In order to improve student learning, English faculty in collaboration with the program director implement intentional and appropriate improvements and interventions to pedagogy based on data-driven indicators.

The IUPUC English Program continues to incorporate the assessment of Student Learning Outcomes (SLOs) as they pertain to student coursework (see Appendix A). 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 evaluate data. Upon receiving feedback from OIR, we have implemented pedagogical adjustments, as described below. The English director supervised the assessment and adjustment process and oversees the program assessment with advisory input as needed from a committee comprising English faculty and the Division Head. The program is reviewed in the IUPUC campus strategic plan, which is hosted in a campus-wide management tool for curricular

assessment via data gathering, analysis, and reporting. The management database provides a sustainable assessment and accreditation system that facilitates continuous improvement.

2. Assessment Measures and Findings

The IUPUC English program has grown, showing a steady increase in students seeking the locally-conferred IUPUC English BA degree. Following national, regional, and IUPUI English Department trends in enrollment, IUPUC English majors are continuing to select degrees in the Creative Writing and Literature concentrations, as well as professional writing courses. As noted by the Modern Language Association, students seeking English majors have been shifting towards writing and creative writing. Total enrollment in the two English concentrations has been steady near 20 majors: currently 16 in Creative Writing, and 4 in Literature (see Appendix B). English program enrollment compares favorably with other Indiana University campuses, which routinely list English program enrollment near 1-1.5% of total campus enrollment. IUPUC English majors often take longer than four years to complete their degrees because they are non-residential students who often hold fulltime jobs.

The IUPUC English program's self-assessment process has utilized, since 2010, the IUPUC English student learning outcomes (SLOs), which themselves link to the IUPUI Principles of Undergraduate Learning (PULS, see Appendix C). Our course assessments have followed a five-year staged rotation (see Appendix D). Using appropriate direct and indirect tools, the IUPUC English program continues to assess the PULs and SLOs as they pertain to student learning across the K-16 spectrum (see Appendix E). Faculty evaluate student learning by assessing signature assignments, by direct assessment, and cumulatively via the Capstone process. With the assistance of OIR, we have selected and created campus–wide digital tools to collect and analyze data. Using OIR data, we are then able to make pedagogical, curricular, or other adjustments

Findings

Overall, our SLO results trend along with IUPUI and national findings, as well as with our previous PRAC report. Areas that need improvement continue to involve applying and understanding citation and source protocols: synthesizing ideas; selection of appropriate, academic, and authentic sources; applying citation styles; and achieving accurate language usage. The IUPUC English program has participated in two interventions for faculty: Universal Design for Learning (UDL) workshops, and Gardner Institute activities. Supplemental Instruction (SI) has recently been implemented of our ENG W131 gateway writing sections.

Finding	What SLO	Direct/Indirect	Intervention/ Action	Result
Students have difficulty synthesizing ideas & evidence into text	Read analyze, synthesize, evaluate, & interpret language and texts critically	Assess in eportfolio, essays	UDL, Gardner, SI, Provide * PD for faculty	See Fig 3
Students are unfamiliar with application or	Construct & write a reasoned argument	Assess in eportfolio, essays	Change to APA style from MLA to serve cross-	

importance of citation protocols	integrating public/expert & personal voices		disciplinary goals	
Students have difficulty selecting appropriate sources, distinguishing authenticity	Construct &write a reasoned argument integrating public/expert & personal voices	Assess in eportfolio, essays	Require citation in multiple texts Provide *PD for faculty	See Section 3: Program and course improvements
Students need to demonstrate better accurate language usage for diverse genres, audiences, & purposes	Analyze & evaluate the impact of culture, diversity, and time on texts & ideas as well as language use & structure	Assess in eportfolio, essays	Increase weight of discussion in class Provide *PD for faculty	See Section 3: Program and course improvements

Figure 1. SLO Action Map   *PD = Professional development

3. Responses to Findings: Lower-level Writing Courses

The three lower-division non-major writing courses W 131 Reading, Writing and Inquiry, W231 Professional Writing, and W270 Argumentative Writing utilize the portfolio method for authentic, evidence-based documentation of student learning. Both full-time and part-time faculty have participated in professional development related to retention initiatives within the English program during the 2015/2018 period. All faculty have been provided opportunities to add activities and attend professional development that could enhance student learning. Here we will report on assessment and improvement of pedagogical practices that sustain student learning, either directly or in directly related to SLOs. (See IUPUC Overall Campus SLOs in IU BOX for Written Communication Report https://iu.app.box.com/file/293403544734 and https://iu.app.box.com/file/272569171509).

In the lower-level writing courses, students are expected to prepare, draft, revise, peer-review, and edit their writing for specific purposes and audiences. Students critically read, discuss, analyze, and reflect on texts. Writing faculty follow Blooms taxonomy by moving students through progressively more complex skills. Faculty require students to submit (e)portfolios in which students compile essays both as drafted and as revised to completion; reflect on their writing process in Writer's Statements; and give evidence of their collaboration in groups and teams, of their comprehension of course texts and discussions of assigned topics, and of their progress towards meeting English SLOs. The English program has promoted numerous activities to improve student learning, as well as student recruitment, retention, persistence, and graduation. In Retention, Persistence, and Writing Programs, co-editor Todd Rucker has observed: "We need to consider ways to use data as well as our experiences to spur conversations that matter to conversations about retention, persistence, and student learning," (Rucker et al, 15). Students favorably evaluate their W131 experiences (see Fig. 2).

Student Satisfaction

	Fa15 (n=215) 373		Sp16 (n=120) 252		Fa16 (n=198) 346		Sp17 (n=112) 246		Fa17 (n=184) 340		Sp18 (n=99) 201	
	IUPUC/ENG		IUPUC/ENG		IUPUC/ENG		IUPUC/ENG		IUPUC/ENG		IUPUC/ENG	
Overall	4.2	4.2	4.3	4.5	4.2	4.4	4.3	4.4	4.3	4.4	4.3	4.6
Assignments	4.2	4.2	4.5	4.5	4.2	4.4	4.3	4.2	4.3	4.4	4.3	4.6
Assessment	4.3	4.3	4.2	4.5	4.3	4.5	4.5	4.3	4.4	4.5	4.4	4.6
Challenging	4.3	4.3	4.3	4.5	4.3	4.4	4.3	4.3	4.3	4.5	4.3	4.6
Difficulty	4.2	4.1	4.3	4.4	4.2	4.4	4.2	4.4	4.2	4.4	4.2	4.5
Instructor	4.4	4.4	4.5	4.6	4.4	4.6	4.4	4.6	4.6	4.5	4.5	4.7

Fig. 2. W131 Student Evaluations for Course Global Scores Compared to Campus

The W131 course goals and outcomes were reviewed periodically by one faculty member who regularly attended the IUPUI Writing Coordinating Committee (WCC), as well as by the IUPUC Program director. The IUPUC program aligns its SLOs closely with the IUPUI ENG-W W131 SLOs (see Appendix E), thus assuring that curricula and adjunct preparation reflect current standards in composition, writing studies, and rhetoric. Both full-time and part-time English faculty have expressed satisfaction with their teaching positions. Over the last three years, only three adjuncts have left IUPUC, one taking a fulltime position at Ivy Tech Community College, another preferring to teach ESL at IU Bloomington. The third retired from teaching altogether.

4. **Responses to Findings: Synthesis Interventions across all Courses, including Lower-level Writing, Creative Writing, and Literature**

Our assessment of learning in our writing courses (2015-18) flagged 'synthesis' as the area most in need of improvement a finding that agreed with those of our larger parent institution, IUPUI. Since synthesis in writing entails bringing together materials from a range of written or oral sources to support a writer's own claim to or further the exploration of a question, it also entails, for the student, an ability to properly cite and list sources, and to properly use quotation, paraphrase, and summary. Accordingly, we've stressed our lower-level writing courses—W131, W231, and W270—on mastery of APA source citation and listing. More broadly speaking, in our courses designed to develop the abilities needed for English majors and minors, we've instituted learning tasks that emphasize synthesis—a core competency of any college graduate.

For example, in literature courses we have instituted essay topics that require learners to synthesize their understanding of more than one course text. Some of these courses are ENG L213-214 (Literary Masterpieces I and II), ENG L351-352 (American Literature I and II), and ENG L302 (British Literature since 1800). The exam question format requires test-takers to contextualize several short quotations in terms of the texts they're drawn from, of specified relevant course materials, of specified other texts read for the course, and finally of the test-takers' thoughts, feelings, and life experiences (local and general). Moreover, the literature major as a whole fosters synthesis through its implementation of general goals similar to the IUPUI undergraduate learning objectives. Students are expected to master "argumentation, critical

thinking, intertextuality, cultural diversity, documentation, literary terms, extra-literary context, and appreciation" (Self-Study IUPUI, 2013). The literature courses directing students towards these goals span from 100-level through capstone. Instructors determine direct assessment methods that demonstrate progress though Bloom's taxonomy of thinking skills, with major courses being writing-intensive.

And our creative writing courses typically ask learners to develop their writing talents not only by writing their own stories, poems, dramas, or screenplays; but also by reading, discussing, and writing about texts in those genres with a view to incorporating into their own creative work insights drawn from the study of others' achievements. In all these examples, students practice and develop the local synthesis skills of quotation, paraphrase, and summary, and, in the out-of-class tasks, of proper citation and source listing.

5. Specific Initiatives for Program Improvement

Universal Design for Learning (UDL). The director encouraged faculty participation in a week-long Universal Design for Learning workshop for IUPUC full-time and part-time faculty in English and Math (July, 2015). Both full-time English faculty and part-time faculty who teach W131 English Gateway courses participated. The Keynote speaker was the national educator Dr. Tracey Hall; her topic was "Using Assessment to Inform Instruction" in gateway courses. The following week-long series of workshops sought to improve retention and graduation, as well as student learning. Workshop attendees also included Bartholomew County K-16 educators and Ivy Tech faculty interested in improved teacher methods and student learning. Participating IUPUC English faculty subsequently added activities in their ENGW 131 sections to improve student learning. The Program director reviewed faculty syllabi and student evaluations for areas of improvement and delivery of program SLOs.

Gardner Institute. Along with Education faculty Drs. Cathy Brown and Deb Winikates, English faculty participated in the Gardner Institute to improve teaching methods increase student learning outcomes (See Appendix F; March 2016: Atlanta, GA). The workshop was supported by a Lumina grant and IUPUC funds in collaboration with two Ivy Tech Gateway course instructors. The director subsequently distributed teaching materials to English faculty who have shown ongoing interest in student learning and/or currently teach Gateway and lower-division writing courses. Professional UDL development workshops are ongoing in collaborative Ivy Tech/IUPUC seminars.

Supplemental Instruction. In 2012 we instituted a supplemental instruction program for the four ENG-W 131 (Reading, Writing, & Inquiry) sections designated for the roughly 25% of new writing students that arrive in need of remediation. Over four years these remedial / supplemental-instruction sections typically achieved DWF rates superior to those of our non-remedial sections.* For fall 2017 we obtained additional support that enabled our Supplemental Instruction Leaders to schedule weekly group meetings with students and to meet weekly, via the Zoom online-meeting app, with their coordinator. For fall 2018, we've further expanded Supplemental Instruction to seven sections, all including both remedial and non-remedial students. (Of the students who did not take advantage of SI, 43% received a grade of DWF, according to Dr. Deb Winikates, director of IUPUC UCOL).

*In Figure 3 below the last listed year (2016) represents the experiment of letting students self-select remedial or non-remedial sections (hence only one, small, SI section). Also, spring sections for students in need of remediation were too small to warrant supplemental instruction.

IUPUC Grade Distribution - English W131 Supplemental Instruction sections*
Fall Semesters 2013 to 2016 - Grades based on approximately four weeks after semester has ended

W131 Semester	Class Number	A +/-	B +/-	C +/C	C-	D +/-	F	W	Other Grades[1]	Grand Total	Total Final Grades[2]	% A +/-	% B +/-	% C+/C	% C-	% D +/-	% F	% W	% DFW	% DF (Exc W grades)
Fall 2013	34909	3	5	0	0	1	3	0	0	12	12	25%	42%	0%	0%	8%	25%	0%	33%	33%
Fall 2013	34910	4	12	0	0	0	0	0	0	16	16	25%	75%	0%	0%	0%	0%	0%	0%	0%
Fall 2013	34911	5	9	1	0	1	1	1	0	18	18	28%	50%	6%	0%	6%	6%	6%	17%	11%
Fall 2013	34912	4	2	4	0	4	2	2	0	18	18	22%	11%	22%	0%	22%	11%	11%	44%	33%
Fall 2014	20846	1	7	1	0	0	1	1	0	11	11	9%	64%	9%	0%	0%	9%	9%	18%	9%
Fall 2014	21135	4	12	0	0	0	1	1	0	18	18	22%	67%	0%	0%	0%	6%	6%	11%	6%
Fall 2014	21136	1	5	3	2	0	5	1	0	17	17	6%	29%	18%	12%	0%	29%	6%	35%	29%
Fall 2014	21137	1	8	4	1	0	2	1	0	17	17	6%	47%	24%	6%	0%	12%	6%	18%	12%
Fall 2015	21456	4	7	2	0	0	2	2	0	17	17	24%	41%	12%	0%	0%	12%	12%	24%	12%
Fall 2015	21680	7	5	0	0	1	4	0	0	17	17	41%	29%	0%	0%	6%	24%	0%	29%	29%
Fall 2015	21681	2	9	1	0	3	1	1	0	17	17	12%	53%	6%	0%	18%	6%	6%	29%	24%
Fall 2015	21682	1	5	1	1	0	2	3	0	13	13	8%	38%	8%	8%	0%	15%	23%	38%	15%
Fall 2016	18214	1	3	0	0	1	3	4	0	12	12	8%	25%	0%	0%	8%	25%	33%	67%	33%

[1] Grades of I, P, NR, S
[2] Total grades excluding "Other Grades". All percentages are based on these figures.

*excludes Purdue Polytechnic students

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Fig. 3. W131 Grade Distribution after SI Interventions

American Association of Colleges and Universities. Because of the English program director's national role in AAC&U national higher education assessment, she was invited to engage in national calibration training on a specific rubric for the teaching of writing to students. In so doing, the director represented IUPUC in the largest national effort to date to assess student learning using students' actual work drawn from assignments constructed by faculty to date. She co-scored some 8,000 student artifacts produced by students in eleven states at nearly 80 two and four year institutions, including IUPUC. She contributed to national reliability estimates for three of the VALUE rubrics in the teaching of writing and communication.

IUPUI Gateway to Graduation Spring Retreat. IUPUC English faculty members attended "Motivating and Engaging Students with Strategies from the Psychology of Learning," then circulated materials on workshop activities and findings to English Gateway instructors and to faculty who showed interest in Gateway initiative.

IUPUC Gateway Course Community of Practice. Two English faculty members are active participants in the Gateway Community of Practice.

6. Program and Course Improvements

Baccalaureate English graduates have received a broad foundation in the creation, analysis, synthesis, reading, revision, and editing of a variety of texts as appropriate to audience and purpose. Graduates of the program are expected to be critical communicators both verbally and in writing, culturally astute, and competent in constructing texts. The IUPUC English program annually assesses for continuous improvement in SLOs; then introduces appropriate pedagogical interventions. Direction for adjustment to pedagogy is guided by direct and indirect measures of student learning including student questionnaires (formerly called evaluations); SLO data from the Office of Institutional Research, Community of Practice; University College, and discussion with faculty, advisors, and community stakeholders. See PUL/SLO Linked Map for IUPUC English 2015-2018 below.

Direct Measures of Assessment
Course signature assignments in creative writing and literature
Capstone course in creative writing and literature
W131 final portfolios

Indirect Measures of Assessment
Surveys administered each semester by faculty of students about how to improve courses
Faculty reports of student curricular or co-curricular activity related to English
Ongoing campus-level revisions of student questionnaires (formerly Evaluations)
Grade comparisons
Alumni survey by English director
Faculty excellence-in-teaching awards
Confer 3 to 5 English BA degrees annually

Faculty professional development
Full-time and part-time English faculty continue to avail themselves of numerous professional improvement and mentoring opportunities. No action steps have been taken.

Five English courses were converted to all-online format to improve student access.
One faculty member received Mosaic Fellow status, incorporated methods in literature courses.
One faculty member received the Chancellor's Award for Excellence in Teaching, IUPUI.
One faculty member incorporated experiential RISE and HPI practices in L 220 Shakespeare.
One lecturer achieved senior lecturer status.
One associate professor achieved rank to full professor.
A second associate professor has put in a bid for full professor.
Two faculty members are Gateway Community of Practice participants.
One faculty member is a Teaching and Learning Faculty Fellow.
Two faculty members sponsored students for international trips.
E 450 English Capstone was revised to include digital literacy web folios format and reflection.
Lower-division writing courses incorporated APA to facilitate disciplinary and academic writing.
Lower-division writing courses have often been linked to themes as requested by campus faculty
        in Business, Medical/Health Arts, and Psychology.
The Office of Communication and Marketing has steadily provided promotional materials

The Academic Resource Center serves writing across the campus.

7. Future Actions to be Taken in Response to Findings

Future efforts to support and advance student learning will entail deliberate and appropriate attention to identifying and utilizing the most relevant assessment methods and appropriate interventions for each SLO, while taking into consideration data results from OIR. Special attention will be given to improving student synthesis of materials through the use of citation, sources. More generally, attention will be paid to curricular and student support services. Program materials, websites, rubrics, and faculty syllabi will continue to reflect updated SLOs. Faculty will be encouraged to avail themselves of professional development and SoTL opportunities. The use of Supplemental Instruction will continue to be central to lower-division writing courses, in particular to the ENG W 131 Gateway. Faculty and student research and creative activity will continue to be central to upper-division major courses. In 2018-2019, full-time English faculty will complete the English Curricular Map (see Appendix G) by expanding and adapting course signature assignments. The IUPUC ENG W 131 SLOs will be reviewed to check alignment with the IUPUI SLOs. We are awaiting to see the status of the PULS (see Figure 4 below). English faculty will create General Education Course Assessment Portfolios beginning in 2019. As noted above, initiatives to improve student learning initiatives will focus on authentic, evidence-based assessment of student learning for the 2021 English program review, the Higher Learning Commission accreditation visit, and beyond.

PUL/SLO Linked Map for IUPUC English 2015-2018   Assessment Measures incorporated PULs in outcomes and linked to SLOs

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence demonstrates what students know and can do?	What are the assessment findings?	What changes to curriculum and teaching have been made based on assessment findings?	What are the results of improvements made?
PUL 1: Core communication and Quantitative Skills – the ability of students to write, read, speak, listen, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed.						
IUPUC English BA Degree Program See Appendix A	Graduates will produce effective written and oral communication skills that are audience appropriate.	English courses require students to read, write, and discuss texts; most courses require use of APA or other citation style.	Proficiency of skills are assessed in each course through the major using direct and indirect tools: • written texts • classroom discussion • presentations in class • exams • digital literacy • reflections • evaluation of all PUL 1 skills in E450 Capstone course Indirect • employment • interviews	Moat students' skills improve with time in the program as their knowledge grows and they develop academic maturity. Citation use and assessment of sources needs to be reinforced Improve information literacy Reading comprehension needs to be improved	In general, expectations for level of mastery are raised as students advance through the curriculum. To improve writing, students revise papers after comments are provided. To improve quantitative skills, students do more hands on analyses and are expected to clearly describe quantitative relationships. Skills in information technology are improved through increased requirements for use of technology in information gathering and presentation.	Majors at the upper division show improvement in awareness an application of skills.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 2: Critical Thinking- The ability of students to analyze carefully and logically information and ideas from multiple perspectives.						
IUPUC English BA Degree Program See Appendix A	Students should be able to critically evaluate information they hear, read, or access on-line.	Instructors model and share diverse methods creation of texts: students learn by revision, interpretation, support, and innovation, among other practices	We assess critical thinking by evaluating student texts, discussion, exams, documentation, argument, evidence, and products of coursework.	Students learn how to interrogate, analyze, and synthesize data though the upper-division courses. Yet, students may remain reluctant take risks.	Faculty teach students to apply diverse frames, both theoretical and practical to solve problems or create original texts. Faculty continues to upgrade skills.	Students begin to recognize that there are multiple perspectives when constructing texts. Student become aware of ambiguity in their writing.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 3: Integration and Application of Knowledge- the ability of students to use information and concepts from studies in multiple disciplines in the intellectual, professional and community lives.						
IUPUC English BA Degree Program

See Appendix A | Students will be able to select, integrate and use information effectively across appropriate genres for specific purposes. | Students will learn PUL3 skills through course-work, RISE, and life experiences. English is cross-disciplinary, thus touching on all aspects of human interactions. | Students' discussions, original texts, presentations, exams, and provide avenues for students to showcase their intertextual skills. Numerous majors have minors in other disciplines.

. | Upper division English majors succeed in life and academic positions that require integration and application of language and literature knowledge.

. | The program offers courses and co-curricular events that help students persist in their learning. | The English program has grown in number of students, as well as minors offered.

English majors publish their original writing, and have won statewide contests. |

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 4: Intellectual Depth, breadth and Adaptiveness – the ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.						
IUPUC English BA Degree Program See Appendix A	Students will be able to describe the interdisciplinary context (ways of knowing) of English as a field of study and its connection to other disciplines.	Many English majors participate in RISE or co-curricular events.	An English major is by definition multidisciplinary so learn multiple ways of knowing (the scientific method), critiques, creative writing) are assessed. In the capstone, students are required to create an eportfolio website with reflection, original writing, and revision.	Within the major, students develop practical knowledge of the language and literature usage. They learn to critique forms of writing in the upper division.	Students in lower division courses utilize RISE and curricular projects. They have research/ creative publications and presentations. They apply their knowledge and writing skills.	Students have excelled in securing language-related jobs, getting into graduate programs, showing persistence in English. In direct improvements, they seem more comfortable with asking questions pertaining to writing, communication, and revising.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 5: Understanding Society and Culture – the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.						
IUPUC English BA Degree Program See Appendix A	Students will be able to comprehend and discuss a wide variety of literature that explores cultural differences.	Instructors will provide students with methods for the ongoing study of new and extant cultures through historical and diverse perspectives	Knowledge of cultural perspectives is assessed through writing, exams, presentations, group work, and RISE projects.	As students move through the major, they express curiosity in different cultures. English students participate in study abroad experiences.	English majors receive more foundational historical-cultural background that seems to be lacking in their education.	Students seem to be prepared to take the GRE and English specialization test so that they can apply to graduate school. Student have applied and been accepted to graduate programs: MA English, MFA Creative Writing, MS Journalism.

What outcomes do we seek? SLOs?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics.						
IUPUC English BA Degree Program See Appendix A	Students will be able to discuss and analyze diverse human values and ethics. Students might improve their decision-making in their lives so that they can be more successful.	English studies explores human choice and its consequences human subjects.	Student choices made appropriately to audience and purpose show an understanding of values and ethics.	Students express appreciation for having options regarding their understanding of life choices.	Discussions and creations of value and ethics centered texts continue to be key components of assignments in the major.	Students express satisfaction with the diversity of views they have been exposed to in the major.

Fig. 4.   PUL/SLO Map

Appendix A

IUPUC Undergraduate Programs

Student Learning Outcomes

Bachelor of Arts in English

The English degree program will prepare graduates to demonstrate the following outcomes:

1. Demonstrate the importance and power of reading/thinking critically and writing with clarity and purpose.

2. Define basic concepts, terms and theories in at least two areas of English studies (creative, literature, writing and literacy).

3. Read analyze, synthesize, evaluate, and interpret language and texts critically.

4. Construct and write a reasoned argument integrating public/expert and personal voices.

5. Recognize the importance of diverse perspectives and specializations in English studies.

6. Analyze and evaluate the impact of culture, diversity, and time on texts and ideas as well as language use and structure.

7. Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.

8. Explain how language influences intellectual and emotional responses.

Appendix B

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	24	18	6
2017	26	20	6
2018	-	-	-

Appendix C
Alignment of SLOs to PULs/IN STGEC is similar to IUPUC alignment of W131 SLOS/PULs/ISW Outcomes

ENGLISH-W131 Reading, Writing, and Inquiry
Department of English
Prepared by David Sabol, Scott Weeden, Steve Fox

ENGLISH-W131 Fundamental and Powerful Course Concepts

1. *Reading* – reading different genres for different purposes
2. *Writing* – writing in different genres for various audiences and purposes
3. *Inquiry* – tapping into your curiosity to develop meaningful questions
4. *Self-Reflection* – exploring your own processes for reading, thinking, and writing

ENGLISH-W131 also asks students regularly to engage in PUL 2 Critical Thinking and PUL 6 Values and Ethics when reading, drafting, documenting, revising, editing, and publishing written work in a course portfolio.

ENGLISH-W131 fulfills the IUPUI General Education Core—Foundational Intellectual Skills: Indiana Written Communication Competency. At the conclusion of completing W131 successfully, students will be able to:

1. Identify how writers use purpose, audience and genre to make writing effective
2. Produce writing that employs suitable choices about purpose, audience, and genre
3. Utilize analysis and synthesis to develop content
4. Contribute and use feedback to reshape and revise texts
5. Document references and citations to others' words and ideas
6. Produce writing that employs suitable choices in language and editing
7. Develop meaningful and effective questions to interrogate reading and writing in order to move beyond familiar thinking
8. Use writing to effect change
9. Generate written reflections that use course concepts to assess your own reading, writing, and inquiry processes.

Appendix D
IUPUC's Five Year 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
  - English program submitted for approval
- **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
  - Submitted PRAC Report
- **Year 5 (2014-2015)**
  - Reassess elective courses, support services, faculty needs, and student needs
  - Interpret data
  - Identify and begin changes
  -- Submitted PRAC Report.

  - **Year 6 (2015-2016)**
  - 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 7 (2016-2017)**
  - 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, develop timeline changes
  - Identify curriculum and support services changes.
- **Year 8 (2017-2018)**
  - Collect and interpret data
  - Evaluate curriculum and support services changes using indirect data
  - Evaluate student and program changes using SLO direct and indirect data
  - Reassess courses, research, capstone learning community, student needs, and faculty needs
  - Adjust and make additional changes as needed
  - Submit triennial PRAC report
- **Year 9 (2018-2019)**
  - Begin cycle with re-evaluating SLOs, measures, and assessment processes
  - Continue to reassess and adjust courses, research, capstone learning community, student needs, and faculty needs
  - Identify changes and begin implementation
- **Year 10 (2019-2020)**
  - Reassess elective courses, support services, faculty needs, and student needs
  - Interpret data
  - Identify and begin changes.

Appendix E

IUPUI: How do the Indiana statewide written communication learning outcomes and IUPUI PULs align with the ENGLISH-W131 student learning outcomes, and what mechanism will be used to assess learning in W131?

ENGLISH-W131 Student Learning Outcomes	IUPUI PULs	Indiana Statewide Learning Outcomes	Mechanism for Assessing Student Learning
Identify how writers use purpose, audience and genre to make writing effective	1.B	1.3 1.7	At the end of the ENGLISH-W131 course, students submit a portfolio of two chosen essays, with related materials that include initial conceptualization work, original draft and revision work, and reader feedback to show how the essays developed over time. Also included in the portfolio is a retrospective essay that introduces the work in the portfolio and provides demonstrated evidence of having achieved the course learning outcomes. Portfolios are evaluated according to a programmatic grading guide.
Produce writing that employs suitable choices about purpose, audience, and genre	1.A 1.C	1.6	
Utilize analysis and synthesis to develop content	1.B 1.E	1.3 1.4 1.5	
Contribute and use feedback to reshape and revise texts	1.A 1.B 1.C	1.2	
Document references and citations to others' words and ideas	1.A 1.C 1.E	1.1	
Produce writing that employs suitable choices in language and editing	1.A 1.C 1.E	1.1	
Develop meaningful and effective questions to interrogate reading and writing in order to move beyond familiar thinking	1.B	1.3 1.5 1.7	
Use writing to effect change	1.A 1.C	1.3 1.5	
Generate written reflections that use course concepts to assess your own reading, writing, and inquiry processes	1.A 1.B 1.C 1.E	1.1 1.2 1.5 1.6	

Appendix F

IUPUC Gateway Community of Practice in Retention: Reflective Narrative 2017
Due 5/30/2-17 Atlanta Cohort

The improvement strategy I selected to add to my summer 2016 online writing gateway was the addition of optional student-determined online office hours (ENG-W131 Reading, Writing, and Inquiry). I offered several options for virtual meetings: SKYPE, phone, synchronous texting in Canvas by appointment. I provided student-driven opportunities to participate in student/instructor office hours based on best practices from the URLs below and other SoTL research. The implementation program was easy to put into place, yet students in 2016 cohort rarely requested hours. I didn't mandate virtual meeting times. The activity of student-determined online office hours did not work as well as I had hoped. The students did not voluntarily avail themselves of office hours. In the first year of 2015 to 2016, the data showed a slight rise in DWP rates and was counter-indicative. In 2015, DWF rate was 17% and in 2016, the DWF rate was 20%. Also, the participant totals for the years (n) were too small.

2015   6 total students   A-3   B-1   C   D   F   W-1 Purdue-1
2016   8 total students   A-4   B-2   C   D   F-1   W-1
2015 17% DWF rate. I of 6 in DWF (1W).
2016 20% DWF rate. 2 of 8 in DWF (1F, 1W).

I have at least two improvement strategies for follow-up. First, I could make the virtual hours required and/or gradable. Second, I could use a different platform for virtual hours such as Adobe Connect.

Sources
Univ of Cincinnati   Univ of Ill-Champaign   Best Practices Boettcher   Online Univ Practices

Appendix G

Curriculum Map with Signature Assignments (to be complete in 2018-2019)

Course Number & Name (Course Mapped to Program Learning Outcomes)	SLO 1: Creative Thinking	SLO 2: Critical Thinking	SLO 3: Information Literacy	SLO 4: Inquiry and Analysis	SLO 5: Integrative Learning	SLO 6: Intercultural Knowledge and Competence	SLO 7: Critical Reading	SLO 8: Written Communication
W131 Reading, Writing, and Inquiry Gateway Writing Course		2 Final Portfolio						1 Final Portfolio
W231 Professional Writing		2 Final Portfolio						1 Final Portfolio
W270 Writing Argument		2 Final Portfolio						1 Final Portfolio
E450 Capstone Seminar	7 Webfolio	3 Webfolio	1 Webfolio	4 SARs	1 Webfolio	6 Webfolio	5 Webfolio	2 Webfolio
L202 Literary Interpretation								

ENG L207 Women and Literature								
L213 Literary Masterpieces I								
L214 Literary Masterpieces II								
L301 Critical and Historical survey of English Lit								
L302 Critical and Historical Survey of English Lit II								
ENG L 351 Critical and Historical Survey of American Lit								
ENG L 352 Critical and Historical Survey of American Lit II								
ENG L 354 Critical and Historical Survey of American Lit III								
ENG L220 Introduction to Shakespeare								

ENG L378 Studies in Women and Literature							
ENG L379 American Ethnic and Minority Literature							
W206 Intro to Creative Writing: Three Genres	2 original genre works	4 Final				3 Class workshops	1 original genre portfolio
W207 Intro to Fiction Writing							
W208 Intro to Poetry Writing	2 original poetry drafts					3 Class workshops	1 original poetry portfolio
W301 Intro to Fiction Writing	2 original fiction drafts					3 Class workshops	1 original fiction
W401 Advanced Fiction Writing	2 original fiction drafts					3 Class workshops	1 original fiction portfolio
W303 Intro to Poetry Writing	2 original poetry drafts					3 Class workshops	1 original poetry portfolio
W403 Advanced Poetry Writing	2 original poetry drafts					3 Class workshops	1 original poetry portfolio
W 302 Screenwriting	original screenplay				Original screenplay reflections		original screenplay
W305 Writing Creative Non-fiction	1 original nonfiction				3 Original nonfiction		3 Original nonfiction

W365 Theory and Practice of Editing								
W411 Directed Writing								Portfolio-TBD
Z204 Rhetorical Issues in Grammar and Usage								
ENG Z205 Intro to the English Language								

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, Prezi, PechaKucha speeches, conferencing)

QZ: Quizzes

CL: In class contributions (group or individual activity)

WB: Webfolio, websites

OT: Other

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