Graduate Program
Alumni Survey Outcomes
Comments-Graduate Certificate
2017-18

Alumni Survey Outcomes (on 1-5 scale; 5 highest)

<table>
<thead>
<tr>
<th>Area</th>
<th>Score</th>
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<tbody>
<tr>
<td>How well program helped you advance in your career path</td>
<td>4.88</td>
</tr>
<tr>
<td>Student overall experience in the program</td>
<td>4.88</td>
</tr>
<tr>
<td>How well faculty supported students in achieving their course educational goals</td>
<td>4.92</td>
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<tr>
<td>How well did the grad director assist with admissions, advising, graduation, etc.</td>
<td>5.00</td>
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<tr>
<td>How well various university offices assisted you (i.e. Bursar's Records &amp; Reg, Bookstore, etc.)</td>
<td>4.32</td>
</tr>
</tbody>
</table>

Disaggregation
- Gender of respondents corresponded with balance of gender in graduates
- No statistical differences picked up based on gender, program, or format, except university offices; outcomes stronger among local vs. online students

Comments Summary

1. Student position prior to/after completing the graduate program with Indiana University East (title, full or part-time):

*Prior: Instructor of Reading & Composition, Interim director of humanities, Jamestown Community College (SUNY)
Current: Assistant Professor of Reading & Composition, Director of humanities, Jamestown Community College (SUNY)—May 16 GCP grad

*Prior: No teaching position prior to enrolling in the graduate program
Current: Adjunct Instructor, English Composition, Trident Technical College, part-time
Adjunct Instructor, English Composition, University of the People, part-time—May 17 GCP grad

*Prior and Current: Lecturer of English, Full Time; applying to doctoral programs—May 17 GCP grad

*Prior and Current: Developmental Reading and Freshman Composition Instructor – Full Time—May 18 GCP Grad
* Prior: English Teacher-Full time *(prior to/during/and after Certificate in Composition Studies)*
After GCP: Instructional Assistant- Part-Time *(after Certificate in Composition Studies)*
Current: Assistant Learning Specialist- Full-time *(after M.A. in English)—May 15 GCP, May 17 MA Grad

* Prior: English and development instructor
Current: Title One teacher—May 16 GCP Grad

* Prior: English teacher, Briar Woods HS
Current: English teacher, Rock Ridge HS—Aug 16 GCP Grad

* Prior: None
Current: Part-time faculty for Indiana Wesleyan—May 14 GCP Grad

* Prior: Part-time
Current: Assistant Professor, English—Dec 15 GCP and MA Grad

* Prior and Current: Tenured faculty at community college; retain position—May18 GCP

* Prior: Secretary
Current: Events Coordinator—May 16 MA

* Prior: Adjunct, Part-time, Reading
Current: Adjunct, Part-time, Reading and Writing, Student Development/Human services—May 17 GCP

* Prior-adjunct, U of NH, composition
Current: Instructor, Arizona State, composition instructor—May 16 GCP; Dec 17 MA

* Prior: Adjunct
Current: Adjunct—May 16 GCP

* Prior: FT professor, Developmental English
Current: FT professor, Integrated Reading and Writing-May 2017-GCP and MA

* Prior: Tenure-track Geography Instructor
Current: Same and Writing tutor, part-time GCP-Courses only 2016 (Also going for an English MA in Writing)

* Prior: Retired Director of Instructional Technology, Community College Level
Current: Instructional Designer, Full Time, University Level and applying for Adjunct Positions—GCP Dec 2017

*Prior: Mom, part-time cook
Current: Part-time English Instructor, Adjunct Instructor—GCP and MA, June 2017

*Prior and Current: Associate Professor of English, FT—August 2017-GCP

*Prior: VAP at TX Southern U, Houston, TX, FT
Current: TT Asst Prof of English, FT—May 2016 GCP; May 2017 MA

*Prior: HS English Teacher (FT)
Current: HS English Teacher/GCC Adjunct Faculty (FT)—Dec 2015-GCP

*Prior: Communications Instructor (FT)
Current: Communications Instructor (FT)-retained position/HLC requirements met—May 18-GCP

*Prior: Mid/HS Teacher and English Adjunct Instructor
Current: Instructor and English Adjunct Instructor for Ivy Tech-May15 GCP, May 17 MA

*Prior and Current: Instructor of English, Presentation College, Aberdeen, SD, FT-achieved credential requirement in order to retain position-May 17-GCP

*Prior and Current: English teacher, FT-Dec 16 GCP

2. List accomplishment details since graduating such as continuing education, awards, program development, course development (M.A., M.F.A., Ph.D., teaching award, new position, professional accomplishments, program or course title):

*Jamestown Community College (SUNY):
  - Tenure and promotion (2016)
  - Elected co-chair of Curriculum Committee
  - Elected co-chair of Academic Placement Committee
  - Elected vice president of Faculty Association
  - Nominee, SUNY Chancellor’s Award for Excellence in Teaching
  - Planning Award, SUNY Developmental English Learning Community
  - New Developmental English Courses Developed: Composition I Workshop; College Reading and Writing

*Trident Techical College
New Position: Adjunct Instructor, English Composition. Undergraduate courses: ENGL 101 (3 Credit Hours) and ENGL 100 (Fall 2017-Continuing). Trident Technical College, North Charleston, SC

Course Title: English Composition I, 3 Credit Hours, Face-to-Face and Hybrid modality courses, 7-week accelerated terms (six contact hours per week).

Course Title: Introduction to Composition, 3 Credit Hours, Face-to-Face modality course, 7-week accelerated terms (six contact hours per week).


*Applying to doctoral programs. Plan to start in May (Higher Ed Leadership for Changing Populations program).

* Allowed to teach both levels of composition courses after completing program.

* I procured a full-time position at West Virginia University in the Student-Athlete Development program. I am interested in possibly pursuing a Ph.D. in education and teaching at the college level.

*None

*Finalist, Loudoun County Teacher of the Year – awarded a grant

*Immediately after graduating with the composition studies graduate certificate, I began sending out my resume to schools. I was hired immediately by Indiana Wesleyan as an adjunct writing instructor.

* I am currently enrolled in my 3rd semester in the Education Leadership EdD program at Frostburg State University.

* I’ve been selected to lead the design and implementation of a faculty training program in my division (Humanities & Soc.Sciences) to prepare faculty to teach hybrid courses.

*60hr certificate in TEFL/TESOL; Plan on doing 150 hr certificate next.

* Once I completed the program, I offered three professional development workshops on incorporating best practices in reading and writing for developmental education students. I also worked with Austin Community College on developing a lower level INRW course to accommodate those students who were not TSI complete.
* Selected Who’s Who in Higher Education. Austin Community College recently profiled me and highlighted my accomplishment of completing two Master’s degrees after earning my PhD.

*None reported

* I have been selected as one of fifteen faculty fellows at Austin Community College, a cohort of colleagues researching and piloting student engagement strategies in our respective disciplines.

In fall 2019, I will be transferring to the English department. I am able to make this move because I now hold an M.A. in English in addition to my M.Ed. in educational psychology. I am transferring because the Texas legislature has reduced support for developmental education, resulting in our offering fewer sections of developmental English. While I will remain an advocate for developmental education, my transfer will allow faculty who can only teach developmental English to make their course loads. I welcome the transfer because I enjoy the challenge of a change.

* This course helped inspire me to go back to school to retrain as an English instructor. I am about to finish an MA in Writing in which I was able to use the one Composition Studies course I completed as a transfer credit to fulfill a core credit.

*I was also inspired by the pedagogical emphasis of this course to focus more on educational pedagogy, and I applied to a PhD program in Learning Sciences and recently completed an interview as part of the application process, which puts me at least in the category of being a finalist even if I don’t ultimately get accepted 😊

* I completed the program in December 2017 and recently received my certificate in late January 2018. I am applying for an adjunct position teaching basic writing at the community college level and I needed to receive the official certificate before applying for teaching positions.

* Four classes into earning a Ph.D., hired with second University as Adjunct English Instructor, second class as course assistant for former IUE professor, and continuing to collect data, with IRB approval, for personal research project to be submitted in academic journal

*Prior to completing the certificate, I taught only developmental reading and writing courses. I now teach English Composition I in addition to those courses. This summer I also developed an online version of our Integrated Reading and Writing I course.

*Upon graduating from both the graduate Certificate in Composition Studies program, as well as the Master of Arts in English program, I have secured a tenure-track Assistant Professor of English position at Texas Southern University in Houston, TX. As a holder of
the Ph.D. in Adult Education (Rhetoric and Composition focus) from Texas State University in San Marcos, TX, completing the Graduate Certificate in Composition Studies program and the M.A. in English (Composition Studies focus) at Indiana University East enabled me to acquire an additional, focused level of expertise in the area of writing pedagogy, and was an excellent supplement to my doctoral research concentration in Rhetoric and Composition. This focused level of study in composition pedagogy has enabled me to more effectively teach writing at both the community college and university level, and has ultimately provided me with a strong, “focused” background in the area of Rhetoric and Composition, which played a major role in me securing a tenure-track position in Rhetoric and Composition at Texas Southern University. Moreover, the Graduate Certificate in Composition Studies, as well as the M.A. in English program has provided me with a more in-depth development of “innovative” composition pedagogical skills, which has enable me to create within my English composition classroom a strong community of writers and a spirit of strategic, critical, and innovative thinking that will continuously facilitate educational, as well as professional growth to a diverse range of college-level writers.

*Since graduating from the IUE program, I began teaching through the Maricopa Community College system, in conjunction w/my HS position.

*None listed

*As of now, I am applying to different schools for a doctoral program in Rhetoric and Composition or an MFA. After graduation, I have continued to build my resume by participating on the curriculum committee as an English adjunct instructor here at IU East, as well as attend Composition Committee meetings. I also started attending Writing Workshops at IU East’s 912 to further develop my written work for publication. The two that I have attended were sitting in with peers, instructors such as Tanya Perkins and Dr. Brian Brodeur, and other people who I did not know, reading work out loud and listening to critique from the instructional leaders during those sessions. I have attended a Brown Bag Lunch for Poetry & Politics and will be attending the Brown Bag lunch about Rhetoric which will be led by Dr. Travis Rountree. I am currently encouraging my W131 students to participate in the Celebration of Student Writing held on April 2, 2018, where I will be assisting in the day’s events.

* Achieved credentialing requirements for my institution.
Editor of student poetry anthology “Sips of Wein” - currently working on volume three.
Presented at faculty orientation, August 2017: “Teaching the Writing Process: Scaffolding for Student Writers.”
Became an advisor.
Developing a new advanced composition course to be offered fall 2018.

*Awards – Herb Kohl Fellowship for Outstanding Teaching
Positions – AP Presenter – I used my knowledge of rhetoric to analyze scientific writing. My presentation is called the Rhetoric of Science.

3. Comments on how program helped students advance in their education and career path:

*Curriculum allowed me to focus on specific areas I needed depth in (argumentation, e.g.). Faculty constantly encouraged me to use coursework as an opportunity to explore something of concern to me in my local context (researching underlying assumptions of my institution’s composition sequence, e.g.).

* The IUE Graduate Certificate directly led to my current position as Adjunct Instructor for English Composition at Trident Technical College. Without this credential, I would not have been considered for any teaching positions in the English department.

*I now have teaching strategies under my belt to better assist students in learning grammar and composition skills.

* Allowed me to retain full-time employment within my department and in my teaching.

* After I moved, it was difficult for me to find a teaching position because of the job market in my new location. I wanted to work at the college level, but did not have the required M.A. This program allowed me to work full-time while pursuing a challenging and fulfilling education. The communication with Dr. Helton was especially helpful, and even though we never met in person, I am confident that if I ever need to reach out to her again, she will be there for me.

*None*

*I teach Dual Enrollment at RRHS, as I did as WHS, because of your courses. I consider myself to be a master teacher, have been teaching for 37 years; but it was IUE that capped off my advanced education with materials and practical applications I could use in the classroom.

*None*

*None*

*I’ve learned extensive theories and best practices that I’ve been able to apply to my instruction and professional responsibilities. I’ve also learned for the excellent examples set by the instructors in this program, specifically in relation to teaching online, with technology. I’ve become a better English instructor and colleague as a result.*
MA was not required in my current position but I would not have changed getting my MA for anything!

My INRW department chairperson recognized that I had more to offer the department once I had completed the certificate program.

Wonderful community of educators from across the country. Recognized program on East coast where I am from.

None.

I was able to explore my own interests within the context of stylistics, which enabled me to prepare for an upcoming position as a graduate assistant writing tutor. I feel like being able to explore tutoring pedagogy in this course was of tremendous benefit when I later started tutoring writing, and in preparing me for the Tutoring Center Pedagogy class that I took as part of my assistantship.

Because I just completed the program, it is still too early to provide more information.

IUE’s grad certificate and MA courses taught me everything I needed to know for successful hiring, continuing into a Ph.D. program, and gaining confidence in the knowledge of my field.

Without the certificate, I could not teach English Composition I at my institution. The certificate allows me to be more flexible in what I am able to teach, which is an asset to my department.

This focused level of study in composition pedagogy has enabled me to more effectively teach writing at both the community college and university level, and has ultimately provided me with a strong, “focused” background in the area of Rhetoric and Composition, which played a major role in me securing a tenure-track position in Rhetoric and Composition at Texas Southern University. Moreover, the Graduate Certificate in Composition Studies, as well as the M.A. in English program has provided me with a more in-depth development of “innovative” composition pedagogical skills, which has enable me to create within my English composition classroom a strong community of writers and a spirit of strategic, critical, and innovative thinking that will continuously facilitate educational, as well as professional growth to a diverse range of college-level writers.

The IUE program provided me with a strong foundation of teaching composition, and provided me with the credentials to pursue teaching writing/English at the higher education level.
My career is unchanged, which is good, as I took the coursework to fulfill new HLC requirements. However, I have found that spending so much time in what I consider to be the best kind of professional development (advanced coursework) has inspired me to rethink and redesign the courses I teach to a much greater degree than I would normally do from year to year.

Both the Graduate Certificate in Composition Studies and the Master of Arts in English have kept me abreast of current trends as well as traditional practices that have worked. Instructors of the programs such as Dr. Margaret Evans, Dr. Edwina Helton, and Dr. Laverne Nishihara have encouraged and inspired me along my educational journey. I also feel that both programs have advanced my chances of pursuing a doctoral in English or an MFA, which is my goal as of now. I am also trying to improve work for publication.

I really enjoyed the ability to engage in peer to peer feedback through our classroom discussion boards. I found it very helpful to read other students’ ideas and written works. Posting drafts to a discussion board is something I have instituted in my own classes, as I think it’s an excellent way to transform the online classroom into a true learning community. I also appreciated the opportunity to read so many original works by composition theorists.

The course work gave me a greater understanding of rhetoric, and it helped me explore interest areas (science) with the support of outstanding professors, texts, and peers. It was the best professional development I have had.

4. Comments on student overall experience in the graduate program:

Expectations were clear, assessment was seamless, faculty and advisor exceeded my expectations, mode of delivery was convenient, peers were strong, and I felt both challenged and supported constantly.

The curricula and coursework were engaging, practical, and generative. For example, Conference proposals were submitted to and accepted by NCTE in 2016 and 2017, and CRLA in 2016 that directly resulted from research and coursework initiated during my participation in the graduate program.

My time in the program was very enjoyable. I enjoyed interacting with my professors (especially Dr. Helton) and my classmates. I loved being able to take classes with people teaching in different parts of the country and learn about their colleges.

Expanded my knowledge of composition studies and engage in research to help improve my teaching.
* I was challenged to use new media and technology. The coursework was not easy, so accomplishments were fulfilling.

*None

*The assignments were relevant, the feedback excellent, the support meaningful and helpful.

*None

*None

* I have greatly enjoyed the peer experience in my courses, learning from the other students as well as the course instructors. I felt connected to those I interacted with.

*Great experience! Best classes: Laverne’s Lit analysis; Steven’s Am Lit; Edwina’s History of English Language

*None

*None

*Thorough and demanding.

*I valued the opportunities to tailor my research to my professional interests/needs.

*It was a great experience, but it also helped me to realize that I am more interested in pedagogies other than writing, namely reading and science education.

*I liked having the opportunity to shape my research and specific discipline study perspectives to the respective course and learning objectives. My focus was on teaching basic writing at the community college level.

*None

*None

*My experience in the graduate program was nothing short of outstanding! My professors were highly knowledgeable of their course subject matter, highly professional at all times, and prioritized student learning and development in the classroom on the highest level. My professors also consistently provided prompt, valuable, and thorough assignment feedback on all assignments and projects, which maximized the learning experience on multifaceted levels. Moreover, the unique relationship and professional bond that I developed with my classmates in the program
was incredible! The unique pedagogical and professional insight that I gained from my peers highly enhanced my own teaching strategies in the classroom on multifaceted levels.

*The IUE program gave me countless opportunities to collaborate and learn from teaching professionals from around the country. I also had the great fortune of meeting two of my professors while they were attending a conference at Arizona State University.

*None

*When I recall my experience, I want to take a breath and pause due to the many memories that my experience created for me, especially surrounding the relationships created throughout the learning experience, especially in the online environment. Ironically, the relationships created through the online experience were supportive throughout the process. The dynamics created by Discussion, Forums, and VoiceThread not only opened introductions but allowed us to continue studying in a secure environment with confidence. The curriculum allowed students to discover, research, and discuss all aspects of the course’s content and encouraged us to explore what interested us. We shared, dissected, and revisited traditional thoughts with open eyes and realized the importance of technology as an agent of change in our own profession. We were open to each other’s opinions, and this environment was created by the instructor’s professional rapport with the students and the respectful atmosphere created by Not only did we receive peer advice on topics and our final projects, but we also received regular feedback from our instructors, as well as extended assistance if needed. My one on-campus course was also an extremely enthusiastic course that allowed the same interaction, respectful environment, and study. My overall graduate experience has been my best educational experience, and while I may move into another cohort of learners, my experience at IU East in the graduate program is one that has been the most exciting in my studies. I not only gained knowledge but methods of instruction that I would love to emulate in course I teach.

*None

*Reading my peers’ work and discussing our thinking assisted in my growth. Their supporting words and thoughtful suggestions assisted me in gaining a better understanding of the course work as well as how to navigate the waters of teaching full time and going to school.

5. Comments on how well the faculty supported students in meeting their course educational goals:
Instruction via Canvas was consistently well-organized and prompted significant learning. Feedback was positive and therefore encouraging. Faculty were creative and flexible.

I received wonderful feedback and mentoring from each professor in all of my classes that helped me construct deeper meanings from the course materials and allowed me to bridge my past knowledge and experiences with new understanding and applications.

Dr. Helton always offered flexibility to students because she knew that some people had to return to work earlier than others. That really helped me.

Encouraging, kind, knowledgeable. Very well prepared and engaged within the online course structure.

Dr. Helton was hands-down my favorite professor. She was always accessible and responded promptly to all of my e-mails. She was my advisor for my final project and under her tutelage, I produced a research product I was proud to share.

All my instructors were clear with their expectations and projects

None

Edwina was ALWAYS available to answer questions relating to the curriculum.

None

Preparation for a doctoral program.

The instructors were extremely supportive and enthusiastic. I particularly appreciated Dr. Helton’s willingness to be flexible as needed on an individual basis and her quick response to emails and in providing grading feedback.

Always very helpful and willing to meet.

None

Instructors Evans, Helton and Brodeur went beyond curriculum expectations to enhance the learning environment.

Well prepared and helpful, motivating and demanding instructor of courses.

The faculty, especially Drs. Evans and Helton provided timely, valuable feedback. Even more importantly, they knew when to step back and allow me to explore independently. I felt respected, and I have great respect for these two professors in particular.
*The flexibility of my class enabled me to focus on my particular interests and needs in the context of the course.

*Dr. Helton allowed me to substitute college composition course readings for readings in the teaching of basic writing. I found her feedback on my reflection papers, assignments, and final seminar project to be extremely valuable in editing my work and shaping my ideas and thoughts.

Dr. Jeremy Cushman challenged me to expand my viewpoints and project ideas beyond my comfort zone. As a result, I really learned a lot about a subject area I would not have explored (literacy in the African American community).

*IUE’s faculty understood I was a single mom, at the beginning of a journey, and juggling a lot personally. Their encouragement and support during this time was invaluable.

*None

*All of my professors were highly enthusiastic and supportive regarding assistance with class assignments, learning goals, and any concerns I expressed regarding assignment clarification. Each of my professors made themselves readily available to answer questions regarding the course, as well as future professional goals that I expressed. *Dr. Helton provided immediate feedback from my initial inquiries of the program to my final capstone graduate experience. Dr. Helton and the other faculty are knowledgeable, accessible, and created a meaningful online learning experience.

*None

*Instructors of the programs such as Dr. Margaret Evans, Dr. Sarah Harris, Assistant Professor Jean Harper, Dr. Edwina Helton, and Dr. Laverne Nishihara have inspired, encouraged, and supported me along my educational journey in both programs. Currently, Dr. Evans, Dr. Helton, and Dr. Nishihara have extended their support by their willingness to submit recommendations toward a higher degree. I have the highest degree of respect for these professors and feel empowered by their teachings. However, during both programs, my greatest mentor throughout both programs was Dr. Helton, who I recently was honored with being able to write a letter of recommendation for an award she was nominated for due to her commitment to these programs and more. I feel privileged to have had such a cohort of excellent instructors who have set the example of professionalism in every course I have taken with them. Their respectful environments set the tone for the classes at the outset, and this has allowed me and others to feel the difference in study at this level, especially the higher expectations. At this point, I want to mention that I have taken courses with Dr. Helton and Dr. Nishihara during my bachelor degree, and I likewise felt the professionalism at that level as well. What I found to be exquisite about my experiences in their classes was their
commitment to excellence and the interactive environments that were created by the curriculum then in the bachelor program and now in the graduate program.

*All faculty were engaged and available to students. They seem passionate about their discipline.

*The professors allowed me to explore the thinking of the texts we read, and because of that, I was able to personalize what interested me. Their consistent feedback in my writing was the highlight of each week, and it gave me a personal goal on how to work with my twelfth graders.

6. Comments on how well the program director assisted students with admissions, advising, and graduation processes:

*From my first contact with IU East to now (almost two years post-completion), Dr. Helton has been an incredible liaison and ambassador. She promptly answers questions and explains policies as needed. The certificate completion process was effortless in terms of paperwork, hoops, etc. Dr. Helton regularly sought course- and program-level feedback from learners.

* Dr. Helton left nothing to chance and made sure each process was administratively smooth and effortless. Everything was logically organized and proactively managed. These efficiencies made it easier for me to focus on learning.

*The program director is the reason I entered and completed the program. Dr. Helton’s encouragement let me know that IU East was the place for me to earn my graduate certificate.

* Dr. Helton sent me reminders and also guidance in filling out information required. She also did wonderful follow up with me on my questions.

* Due to unforeseen personal problems, I had to briefly drop out of the M.A. program. Dr. Helton was understanding, kind, and encouraging. With her help, I was able to reapply and finish my M.A. She was always professional and responded quickly. As mentioned previously, I have never had the pleasure of meeting Dr. Helton in person, but I cannot speak highly enough about her professionalism and teaching. She is an excellent representation of IU’s online program.

*None

* Edwina gave us direction and encouragement every step of the way. I went to Wesleyan (CT) for undergrad and Harvard for grad school and loved both...BUT never met anyone at either place with the passion for teaching Edwina has.
*All questions were answered clearly and in a very timely manner.

*Always kept me updated.

*Attended to questions and concerns in a professional and prompt way.

*Required an amazing amount of reflection and writing.

*Dr. Helton was in constant contact with me, making it possible for me to complete the program in a timely manner.

*Professor Helton was always very responsive to any questions I had throughout the admissions process and in terms of advising. She was also very supportive of my educational goals even though I was in the program for courses only and helped me to get into a program that was more closely aligned with my particular interests.

*Dr. Helton provided detailed information on the entire program from the beginning and throughout each course start and completion. She e-mailed alerts on next steps each term.

*IUE’s program director was informative each step of the way and provided information needed to proceed throughout the program.

*My program director was Dr. Edwina Helton. She assisted me with the admissions process for both the Graduate Certificate Program, as well as the M.A. in English program. Dr. Helton provided very thorough and accurate information regarding admissions procedures, specific requirements for the program, as well as deadlines that I needed to meet throughout the admissions process. Her interaction with me was very warm, friendly, professional, and she consistently made herself available to answer questions.

*Dr. Helton’s professionalism and obvious knowledge was a welcome change from other universities I was considering at the time. She answered all of my questions in a timely manner and continued to do so, even after I graduated.
*The program director is very responsive to any questions or difficulties concerning advising or anything at all to do with the program.

*The program director, Dr. Helton, has been with me every step of the way. I have never felt alone, and when there have been administrative issues, Dr. Helton would clear up the matters. I wish to mention here that I have always felt that if Dr. Helton assisted me in admissions, advising, and graduation processes, the rest is my responsibility, which is to apply myself to studying my heart out in order to reach graduation. I am including the letter I wrote on Dr. Helton’s behalf due to the fact that what is mentioned here about the program director is what I wrote in a letter concerning Dr. Helton. It expresses my deepest gratitude for all of Dr. Helton’s assistance throughout my educational journey. It will also be included at the end of this survey.

*Always available and responsive.

*The program was conducted efficiently, so I just needed to follow the course work and fill in the documents that were required. This made the entire process easy. I did not have questions or worries about what I needed to do and when.,

7. Comments on how well the various university offices such as financial aid, bursar’s office, records and registration, library, and bookstore assisted students when needs arose:

*I had few interactions with most ancillary offices, but the bookstore site was intuitive and responsive, and a support staff initiated contact on several occasions.

* Everything was seamless. I experienced not a single negative interaction during my experience as a graduate student at IUE. I can’t think of higher praise for these large service entities, as in my experience, the larger the entity, the more likely it is to experience some negative interaction along the way.

*Except for records and registration, the other offices were always available to assist me when I needed assistance. When I made a mistake and applied to the undergraduate program and sent $35, RR did not apply the $35 to my graduate application fee and let me pay the $5 balance.

*None

* Very rarely reached out to these offices because all services were online.

*None
Whatever I asked for/needed, I got...immediately!

The One.IU portal was pretty easy to navigate. As an online, out-of-state student that was pretty much my only mode of interaction with the university offices.

Matt in the library helped with locating articles. Bursar always took my money, everyone was great!

Aside from the faculty, the library and the writing center were the most beneficial resources for me in completing my work.

Mandy was helpful and responded quickly to email correspondence.

To be honest, I didn’t really interact with many people in these departments, but that speaks to the efficiency with which these offices are run.

When I had questions about my loan or my lapsed admission status, they responded very quickly and thoroughly and were able to handle changes to my status quickly and remotely.

I received e-mail alerts, confirmation, and follow-ups from each area that I used (bursar’s office, records and registration, and library).

IUE is definitely a school focused on excellence from every member I encountered for all my needs for each part of my journey – beginning, middle, and ending.

Each office that I interacted with was highly professional, prompt with their assistance, and made sure that my needs as a student were met as efficiently as possible.

As an online student, I did not have the occasion to visit the campus; however, the campus was always response to my needs. The digital library was extensive and help was given when needed, the bookstore was efficient when handling my textbooks needs, and the records and registration made the entire IUE educational process smooth.

Marcus Bingham (not sure what department) helped me enormously in dealing with barriers to registration because one of my degrees is from a non US University.
*They recognized my face and knew me by name, which shocked me. I know I teach there, but I really did not visit there unless I had an issue, which they always took care of in all of the offices. Angela Locke and Amanda Hoadley always assisted me in every discrepancy I had with acceptance and registration. Though I dealt more with Shannon Dice, both Dice and Shelley Dodson were always helpful and discreet in explaining payment for courses. Finally, but far from the least, Frances Yates and KT Lowe have always been great resources for research and helpful in other regards that have assisted me not only with my own research but with the courses I teach at the University as an adjunct. From time to time, I have also spoken with Matt Dillworth for assistance and very helpful. As far as the bookstore, I have always had an excellence experience with everyone due to their helpful manners. Since we paid out of pocket for both programs, the last time I dealt with financial aid was in my bachelor program, which they were very helpful then.

*I found the university offices hard to access. I called several times and were forwarded on to other offices, who then didn’t seem to be able to answer my questions. The student center on the website looks very outdated.

*I had little interaction with the above groups. I called the bursar’s office once, and the person working was helpful. Indiana East’s online program is very efficient and easy to use.


8. Advice for future students:

*Develop personal learning goals for yourself going into the program, as most courses leave room for learners to focus on their own instructional/educational needs. Developing these goals and constantly connecting them to the work you’re doing will ensure your learning is deep and significant.

* If possible, follow the suggested course sequencing for the optimal experience. The curriculum sequence is designed for every course to build on the foundations of the previous course and culminate in a capstone experience.

*Enjoy your time in the program. You will be finished before you realize it. Participate in discussions and print out or save useful teaching strategies shared by professors and peers.

* Look at the course offerings and when they are available. I got stuck having to take a class in fall because it was not offered in summer. Fall and winter are very hard semesters because of my work schedule.
* Time management is crucial. This program is challenging; do not let the online fool you into thinking it is “easier”. Read everything professors assign and do not cheat yourself out of an enriching experience.

* None

* Give 110% of yourself to whatever courses and programs you enroll in.

* The program can be difficult at times due to work schedule, life, etc. But keep at it. You will glad you did!

* None

* You can get as much or as little out of this program depending on the time and attention you’re willing to invest in the courses. If you have other pressing work/life responsibilities, I recommend taking one class at a time and really focusing your energies on getting the most out of each class individually.

* Do it!

* Be confident that you will be successful in achieving your goals.

* Students will enjoy the journey if they practice time management and are dedicated to expanding their knowledge base through reading, sharing and writing.

* Over a year later, I am still delighted that I took the program and worked through it.

* None

* Take this program! It is flexible and the content is incredibly valuable for both new and future teachers. The readings are engaging and practical, and you will find you learn a ton from your classmates as well.

* Identify a specific area or aspect of writing composition you would like to learn more about and seize every opportunity in project assignments to advance your knowledge in that area.

* You can have confidence in your education at IUE. Absorb everything you can in each course and ask your professors to help you understand anything that is difficult for you to grasp.

* None
*If you are a student searching diligently for a focused, flexible, and professional M.A. of Graduate Certificate in Composition Studies Program that will not only compliment your current educational background, but will also enable you to focus and develop your primary research interests in the area of writing pedagogy, Indiana University East is definitely the place to pursue your professional and pedagogical goals. The faculty is highly skilled in their areas of specialization and will make your educational development as a skilled writing teacher a priority. In addition, the relationship that you will develop with your peers in each class makes the learning experience highly transformative, creative, and will certainly aid in shaping your own teaching philosophy and techniques in the classroom.

*I highly recommend IUE to future students. The Certificate in Composition Studies perfectly complemented my Masters in Education and completing the certificate program has opened doors for me and I know it will continue to do so. Each class was specifically targeted to my professional needs and each learning environment was highly engaging and meaningful.

*The coursework is quite intensive and requires significant time commitment. I know that I would not have been able to do any more than one course per semester while teaching full-time.

*Time management is key to the successful completion of a graduate degree, along with timely submission of assignments and understanding that revision is an ongoing process, not an end to the product. Reaching out to others for assistance as you progress through the program is also important in smoothing out any confusion that may arise along the way, whether it is in registering for a course or seeking out assistance with materials needed for research. I did not succeed because I learned in an enclosed environment; I succeeded because I allowed others into my educational world. Additionally, opening up to others and their ideas in the course allows us to grow as students and create relationships that might not otherwise have been created.

*If you are looking for a thought-provoking and thorough overview of composition theory and pedagogy, this is the program for you. You will engage in a lively online community of learners from all across the country who are passionate about their discipline, and you will be able to develop your own skills and knowledge-base in many different areas.

* Enjoy the program. Your professors are brilliant, and they have you interact with texts. I still reference Ong, Toulmin, and Weaver in my classes.

9. What about the program worked well for students:
*The online platform worked well, and my peers’ robust educational and professional backgrounds were impressive. I appreciate that I was able to complete the certificate in a relatively short period of time, thanks to summer course availability.

* The structure and sequencing of the coursework fit me like a tailored suit. The amount of work was challenging, but not impossible or unreasonable. The online learning environment and interactions with classmates and instructors were enjoyable, enhanced my learning opportunities, and met my needs for a collegial learning community experience.

*I loved that the program was online. I did not have to worry about taking a class at night when I tend to be tired. I also enjoyed having access to my assignments anytime during the day.

* The flexibility and online aspect of homework completion. Forums and discussions built into the course were also helpful

* Professors had CLEAR expectations and timeframes set in their syllabi. I was working full-time while going through this program, so it helped me manage my time appropriately between teaching, grading, and completing my own coursework. In my current position, I deal with professors who have very unclear expectations and due dates, so I am especially grateful for my structured graduate school experience.

*None

* The feedback from course mates and instructors.

*The online platform.

* Being online; experienced and engaged faculty; having a program planned out i.e. what courses to take when

* I appreciated its online nature, its flexibility, the awesome responsiveness of Dr. Helton, the course subjects, the use of Canvas, ... so much!

*Having the faculty right there . . . I would rather have in person classes, but being local helped a lot!

*I grew in confidence as a student and writer. I also feel that I learned much about online facilitating which I have now been able to add to my resume.

*The assignment expectations provided flexible time for students to complete them.
* Learned so much about education nationwide, about philosophy and methods of future, incorporating internet, and about myself.

*You might notice a common theme here, but I appreciated the autonomy the program provided me and the professional respect I received.

*The format was flexible, and I like online classes. I really appreciated the sense of community that developed in my class, and I think this would have been an invaluable aspect of the program had I continued through it. I still think back to discussion board conversations that we had, and it’s been two years.

*Receiving prompt feedback detailing areas in my writing that worked and pointing out aspects of my thinking that I needed to consider really guided and assisted me improving project ideas.

*Both the online format and face-to-face courses worked well for me – each with its own advantages. The online format allowed me to work as I had time in my schedule and post as I completed assignments. Face-to-face courses allowed a connection with professors and classmates that gave a sense of professionalism not felt as much during my online courses.

*I appreciated that the courses were all online. This allowed me to continue to work full-time and have my evenings with my family.

*I completed both the Graduate Certificate Program, as well as the M.A. in English fully online, which was highly convenient for me as an English professor situated in Houston, TX. Moreover, the textbooks that were used for each of my courses in both programs were very pedagogically innovative and aligned well with modern day teaching and learning trends in the English composition classroom.

*I was most impressed with the rigor and academic exchanges that occurred in the online forums between me, my classmates, and my professors. I also appreciated the hands-on approach that each professor took, with a few including video as part of their method of teaching delivery. As a busy professional, living in another state, the online platform worked well for me. I was pleased to find IUE when I did, because other programs I found in-state were not closely matched to my professional needs. The program cost was also manageable, and has been paying for itself, with increased income due to my certificate completion.

*The online format was absolutely critical in allowing me to participate in the program. I also found the opportunity to upgrade my existing teaching materials applying latest scholarship very valuable.
The fact that most of my courses were online was most helpful due to me being a non-traditional student. Plus, I do not mind beating this dead horse but I have to say this again, the instructors here at IU East are exemplary, caring, and encouraging. Their manner of professionalism always established an open and interactive environment.

* Readings
Discussion boards
Drafting
Portfolios
Opportunity to match our research projects with our interests and teaching practice.

I never participated in an on-line program, and this program is structured incredible well. From the course work to the use of Canvas and the previous learning management program, I have nothing but high praises for the time, energy, and money I spent on the certificate.

10. What might have enhanced students program experience, making it even stronger:

*I do wish I’d had the opportunity to carry out more primary research. I also wish the M.A. could still be completed online! When I started the certificate, that was a possibility, and I was sad to see it was no longer the case by the time I completed.

*I have not been able to come up with anything for this response. My personal experience was outstanding, and I cannot think of anything I would wish to do differently.

*None

* The only suggestion I can make is that offering classes more often instead of limiting them to specific semesters.

*NA

*None

* Nothing – it was PERFECT!

*It was a great program overall. I had a great experience.

* Nothing at this time.

* I appreciated when we were given some choice when it came to selected readings—in some classes the opportunity to select some of the readings based on
personal/professional interest wasn’t as much of an option. I think making it more of a common approach in all of the program’s courses, whoever the instructor may be, would be a good idea because each of us as students are coming to the program with specific educational goals in mind and allowing us to select some of our own readings (off an approved list) allows us to personalize our learning experiences a bit more. It also leads to more diverse discussions at times, so we’re exposed to even more ideas even if we haven’t read all of the books on the course list.

*On campus classes, traditional style, but then again, I’m a people person.*

*I would like to see some additional workshops offered – timely topics, perhaps – as a form of continuing education.*

*Continue to enhance the program using technology. I enjoyed the videos, YouTube clips and instructor videos. During the sixteen-week classes, provide several class video lectures. A number of colleges are integrating this format into online classes. Culminate the program with a comprehensive exam that forces students to focus on pertinent learning strands from the program. Texas A&M requires a comprehensive exam for every Master’s degree.*

*None*

*I’ve expressed this frustration in the end-of-course evaluations, but during discussions, I found some of my peers in the program were late in posting, preventing me from managing my busy schedule with regard to peer response.*

*I think if there was a parallel or related program in Reading pedagogies, or Science Education pedagogies, I would have been all over it.*

*I need feedback and guidance to improve my work and point out items and aspects I need to consider. Without feedback, I am left to my own devices, for better or worse. There was a course in the program that I did not receive feedback on assignments or project direction and guidance. One of the course instructors completely disappeared during the course and did not return until the day before grades were due in the registrar’s office. While the concept of the course was good, the execution and delivery of the course was lacking and short changed all of the students enrolled in the course. Students enrolled in the course could have benefited from an instructor who was actively engaged in the course and interacted with the students.*

The other point I would like to make is that online courses should be developed prior to students entering into the course to begin course work. There were two courses where instructors were developing the course on the fly as students entered into the course to work on course materials and assignments. When an online course is already developed prior to students beginning course work inside the course, it creates a sense that the
instructor spent time thinking through course content decisions, readings, and assignments/discussions. When an instructor creates an online course on the fly, it gives the sense that they are throwing things together and they do not care. It comes across as hypocritical when the same instructor requires students to take care in investing and spending time on task to give thought in completing assignments and projects. Students spend a lot of money on tuition and deserve the respect of instructors to take care in not throwing things together on the fly.

*For me, I did not come from any prior English courses, much less training that taught me how to conduct English instruction within the college classroom, so I could have benefited from more practical application for teaching – such as sample lessons or course design. I did have some of this, but, perhaps, IUE could require a specific course for those students who intend to teach that goes over the basics of putting together a course, knowing what the HLC requirements are for teaching college-level coursework, and helping understand what is important when giving writing assignments to students.*

*I thought the program was wonderful as is - I have already recommended it to a colleague of mine.*

*At this time, I have no criticism of the either program that I completed at Indiana University East. The educational experience was highly transformative educationally, as well as professionally.*

*Continuing to employ online learning technologies and requiring the students to do the same with further strengthen the program.*

*None*

*My experience was strongest experience I have had, and while I know someone might say that surely there is something, I have to retaliate with a firm no. My experience was perfect with all the personal ups and downs I experienced in my studies and trying to improve habits. I am sorry, but my experience I would not change for the world. I have been given a gift due to the high expectations of my professors and their encouraging words, which in turn pushed me to study that much harder. So, instead, thank you.*

*The only trouble I had was difficulty accessing other university offices. I didn’t really feel like I was a part of IUE. I felt very engaged in each course, with each of my classmates, but I found it confusing to register and find my university-wide emails.*

*If you are offering an on-line master’s in rhetoric and composition, I would love to finish the course work. I checked last year, and I did not see it being offered on-line. The commute from Wisconsin to Indiana would be a long one. But once again, I cannot say enough about how wonderful the program is. Thank you!*