School of Humanities and Fine Arts
Indiana University East

Graduate Certificate in Composition Studies
Assessment Report 2016-17

I. Student Learning Outcomes

IU East Program Level Student Learning Objectives Knowledge
1. Summarize, compare and contrast theoretical critical approaches to composition studies in reading and writing within complex cultural, historical, and social contexts.

2. Define characteristics and trends within composition studies scholarship.

3. Define a range of rhetorical genres from among composition studies to stylistics and teaching scholarship.

4. Analyze historically and culturally situated key rhetorical and linguistic concepts with knowledge to perceive those concepts to reading and writing in academic, work, and everyday contexts.

Skills
5. Compose, self-assess, and revise essays and ability to review and to critique the work of others and to present written and oral products to others using skills from among stylistics, proofreading, editing, and usability to solve rhetorical and stylistic issues in your own work across genres.

6. Apply concepts to complete critical and analytical reading and research skills of comprehension, summarization, close interpretation, and analysis within composition studies.

7. Create original claims about scholarly texts within composition studies and to support those claims with relevant research support from data, research, textual analysis, and personal experience.

8. Apply techniques of academic prose in the production and significant research and revision of scholarly writing.

9. Apply primary and secondary composition studies research using skills to locate, evaluate, and synthesize research and the ability to integrate other voices into students’ prose with appropriate documentation styles with attention to visual formatting details.

10. Develop a customized course of study and research projects that incorporates professional demeanor in approaches to primary and/or secondary
research in Composition Studies as well as submission of work in professional manner leading to suitable application within the context of professional or academic work.

**Campus Level Learning Objectives**

Graduate Principles:
1. Demonstrate mastery of the knowledge and skills expected for the program and for professionalism and success in English studies.

2. Think critically and creatively to evaluate literature, solve problems, and improve practice in English studies, applying sound judgment in professional and personal situations.

3. Communicate effectively high level information from English studies to their peers, their clientele, and the general public.

4. Understand and abide by the ethical standards established for English studies and the profession.

5. Demonstrate the ability to conduct original research, scholarly project, or creative activity appropriate to the discipline.

**II. Assessment Procedures Details**

It is important to the Certificate faculty that students achieve their greatest potential for success as they complete the program. In order to ensure success, progress toward the completion of the certificate will be monitored in a number of ways:

A. Students must obtain a "B" or better in all courses applied to the certificate.

B. Student papers will be evaluated for the performance-based composition knowledge and skills.

C. Students will compile a program assessment portfolio of 3 projects of different focuses completed for courses and write a reflective essay of introduction. The portfolio will be reviewed by at least two English faculty members. The composition studies graduate director will coordinate the portfolio review process.
1. Procedures for program evaluation and assessment
a. Overview: The English Department will oversee the performance, progress, and timely completion of requirements by students and actively oversee student transition to further graduate education or to a professional career. Students will have a faculty advisor as well as certificate coordinator who will monitor the program. The IU Graduate School monitors all of its programs and periodically holds extensive program reviews in cooperation with the Office of Planning and Institutional Improvement.

b. Procedures: i) Individual students in the Graduate Certificate in Composition Studies Program will have at least two meetings with the Certificate Coordinator each semester and be available during the summer. Student planning for coursework, selection of electives, and progress to date in the program will be addressed formally in meetings as well as informally on an ongoing basis. Students will have a program file where documentation of progress will be maintained. Results will both assist in assessing and improving courses along with overall program delivery and assist with the assessment of individual student progress. ii) Completion of course evaluation forms for each course will be tabulated and reviewed by the Certificate Director. Results will assist in improving courses and overall program delivery. iii) Students complete an exit survey and interview as they complete the program to assess individual courses and overall program delivery. Results will assist with the improvement of the courses and the program delivery.

c. Assessment Outcomes: Outcomes will be assessed largely through seminar papers, homework activities, and projects in the student's courses. Individual courses have specific evaluation and criteria in a syllabus that has been reviewed and approved by the Graduate School. Five major overarching learning competencies will be assessed in a program portfolio. The attached table outlines the general outcomes, objective findings, methods for imparting and measuring the outcomes, assessment expectations, and potential improvements based upon the assessment findings.

The assessment goal is to offer a mentoring system of assessment as well as a programmatic one. Particularly with this program being delivered online, intervention and individual assessment will greater ensure programmatic quality and integrity.

The program assessment focus on both student level and program level offers a two-tier system of ensuring that students succeed to the best of their ability. By having not only a program focused assessment, but also individual focused assessment throughout tenure in the program, faculty are able to intervene with greater effect on student success.
## III. Graduate Certificate in Composition Studies Curriculum Map

**Graduate Certificate in Composition Studies – Assessment Plan for Three Overarching Outcomes**

<table>
<thead>
<tr>
<th>General Outcome</th>
<th>Objective Findings (i.e., what the student will know or be able to do)</th>
<th>Method for Imparting the Skill or Knowledge</th>
<th>Method for Measuring the Skill or Knowledge</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Theory and History of Composition Studies</strong></td>
<td>Research, Evaluate, and Select Appropriate Strategies for Development and Practice of Teaching Composition within Historical Context</td>
<td>1. In-class: Issues in Teaching Writing, Intro to English Language, and Stylistics (W500, G660)</td>
<td>1. Homework, projects, seminar papers (W500, G660)</td>
<td>1. 100% Score 90% or higher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Out-of-class: Research and writing; projects</td>
<td>2. Score on coursework and program portfolio</td>
<td>2. 85% or higher in coursework.</td>
</tr>
<tr>
<td><strong>Familiarity and Experience with Research Paired With Practical Application of</strong></td>
<td>Prepare Materials for Teaching—Assignments, Course Outlines, Lesson Plans—for Defined Courses Informed by Composition Studies Research.</td>
<td>1. In-class: Issues in Teaching Writing (W500), Teaching Writing (W501), Argumentative Writing (W620).</td>
<td>1. Homework, projects, seminar papers (W500, W501, W620)</td>
<td>1. 100% Score 90% or higher.</td>
</tr>
<tr>
<td><strong>Composition as Multidisciplinary Field through Applying Research to Teaching,</strong></td>
<td>2. Out-of-class: Working with Adviser/Mentor</td>
<td>3. Program Portfolio Preparation</td>
<td>2. Score on coursework and program portfolio</td>
<td>2. 85% or higher in coursework.</td>
</tr>
<tr>
<td><strong>Work, Everyday Life</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equip Students in Knowledge Needed to Support Literacy Learning, to Implement</strong></td>
<td>Demonstrate Ability to Develop Research Project within Composition Studies</td>
<td>1. In-class: Completion of Major Research Project</td>
<td>1. Course Projects and Self-Developed Research Project (W682: Special Topics in Rhetoric and Composition).</td>
<td>At least 90% of participants complete the program with 90% or higher on Program Portfolio.</td>
</tr>
<tr>
<td><strong>Teaching Strategies, and/or to Begin Graduate Degree Program in Composition</strong></td>
<td></td>
<td>2. Out-of-class: Program Portfolio Completion</td>
<td>2. Score in Evaluation of Program Portfolio.</td>
<td></td>
</tr>
</tbody>
</table>
The final requirement for students completing the Graduate Certificate program in Composition Studies detailed within our program advising form is to submit two items as email attachments to edhelton@iue.edu. First, submit a portfolio of work completed while in the program in a single word document. Second, complete and return an exit survey as email attachment (scroll down for survey included below). These items assist in gaining feedback from students to assist in improving the program. Due dates and details explaining these two requirements are below. Check in with your program adviser and director, Edwina Helton, anytime with questions. She is there to support you and to assist you.

A. Exit Survey
Purpose: Your feedback on our program assists us in our efforts to continually improve our program delivery.

Submission: Complete the exit survey on the next pages and email as an attachment with subject line “GCP exit survey” to edhelton@iue.edu.

Due Date: November 15 for December graduation; May 1 for spring graduation; July 15 for summer graduation

B. Program Portfolio
Purpose: Your program portfolio assists us in assessing student outcomes for our program and enhances our ability to continually improve program content.

Form: A single word document

Submission: Submit to Director of Graduate Programs in English, Edwina Helton as an email attachment with subject line “GCP Program Completion Portfolio” to edhelton@iue.edu.

Contents:
A) Letter of introduction: In two pages, offer an informal letter addressed to the program faculty addressing reflections on your experiences in the graduate certificate program. Your reflections might address, but are not limited to the following:

- What about the program worked well for you?
- What might have enhanced your learning experiences?
- Do you feel greater confidence in your abilities to teach?
- How have you grown as a writer?
- How have you grown as a reader of theory and scholarship in composition studies?
- What do the three projects you selected for your portfolio show about your growth as a student in the program?

B) Three seminar final projects completed while in the program. Projects should be from three different courses completed while in the graduate certificate program.

Due Date: November 15 for December graduation; May 1 for spring graduation; July 15 for summer graduation

Questions: Contact Edwina Helton at edhelton@iue.edu
Graduate Certificate in Composition Studies
Exit Survey Questions
Adopted Fall 2010

Date: ____________  Graduation: Fall 20___ Spring ___ or Summer 20___

Knowledge
1. Rate how well the program helped you gain knowledge to define, to compare and to contrast theoretical critical approaches to composition studies in reading and writing within cultural, historical, and social contexts.
   (circle one)  excellent  above average  average  below average  poor
   Comments:

2. Rate how well the program helped you gain knowledge to define characteristics and trends within composition studies.
   (circle one)  excellent  above average  average  below average  poor
   Comments:

3. Rate how well the program helped you gain knowledge in defining a range of rhetorical genres from among composition studies to stylistics and teaching scholarship.
   (circle one)  excellent  above average  average  below average  poor
   Comments:

4. Rate how well the program helped you gain knowledge in defining historically and culturally situated key rhetorical and linguistic concepts with knowledge to perceive those concepts to reading and writing in academic, work, and everyday contexts.
   (circle one)  excellent  above average  average  below average  poor
   Comments:

Skills
5. Rate how well the program helped you gain abilities to compose, to self-assess, and to revise essays and ability to review and to critique the work of others and to present written and oral products to others using skills from among stylistics, proofreading, editing, and usability to solve rhetorical and stylistic issues is your own work across genres.
   (circle one)  excellent  above average  average  below average  poor
   Comments:

6. Rate how well the program helped you gain abilities to complete critical and analytical reading and research skills of comprehension, summarization, close interpretation, and analysis within composition studies.
   (circle one)  excellent  above average  average  below average  poor
   Comments:
7. Rate how well the program helped you gain abilities to develop original claims about scholarly
texts within composition studies and to support those claims with relevant research support from
data, research, textual analysis, and personal experience.

(circle one)   excellent  above average  average  below average  poor
Comments:

8. Rate how well the program helped you gain abilities to employ techniques of academic prose
in the production and significant revision of one or more genres of academic writing.

(circle one)   excellent  above average  average  below average  poor
Comments:

9. Rate how well the program helped you gain abilities to conduct primary and secondary
composition studies research using skills to locate, evaluate, and synthesize research and the
ability to integrate other voices into students’ prose with appropriate documentation styles with
attention to visual formatting details.

(circle one)   excellent  above average  average  below average  poor
Comments:

Attitudes
10. Rate how well the program helped you develop a customized course of study that
incorporates professional demeanor in approaches to primary and/or secondary research in
Composition Studies as well as submission of work in professional manner leading to suitable
application within the context of professional work or a higher academic degree (M.A., M.F.A., or
Ph.D.)

(circle one)   excellent  above average  average  below average  poor
Comments:
V. Program Completion Portfolio Guide and Assessment Rubric

English Department Program Assessment
Indiana University East

Graduate Studies in Composition and Rhetoric
Program Completion Portfolio Assessment Rubric

Overall Rating: ___________

Semester: Fall ___ Spring ___ Year 20 ___ Date: _________________

Rater Name: ________________

Descriptors of Numeric Ratings:
5: Exemplary, Outstanding Progress; Substantial Evidence
4: Consistent, Strong Progress; Good to Substantial Evidence
3: Adequate, Consistent Progress; Adequate Evidence
2: Some Progress; Some Evidence
1: Little to Inadequate Progress; Little or No Evidence

Knowledge
1. Summarize, compare and contrast theoretical critical approaches to composition studies in reading and writing within complex cultural, historical, and social contexts.

   ____

2. Define characteristics and trends within composition studies scholarship.

   ____

3. Define a range of rhetorical genres from among composition studies to stylistics and teaching scholarship

   ____

4. Analyze historically and culturally situated key rhetorical and linguistic concepts with knowledge to perceive those concepts to reading and writing in academic, work, and everyday contexts.

   ____

Skills:

5. Compose, self-assess, and revise essays and ability to review and to critique the work of others and to present written and oral products to others using skills from among stylistics, proofreading, editing, and usability to solve rhetorical and stylistic issues is your own work across genres.

   ____

6. Apply concepts to complete critical and analytical reading and research skills of comprehension, summarization, close interpretation, and analysis within composition studies.

   ____
7. Create original claims about scholarly texts within composition studies and to support those claims with relevant research support from data, research, textual analysis, and personal experience.

8. Apply techniques of academic prose in the production and significant research and revision of scholarly writing.

9. Apply primary and secondary composition studies research using skills to locate, evaluate, and synthesize research and the ability to integrate other voices into students’ prose with appropriate documentation styles with attention to visual formatting details.

10. Develop a customized course of study and research projects that incorporates professional demeanor in approaches to primary and/or secondary research in Composition Studies as well as submission of work in professional manner leading to suitable application within the context of professional or academic work.

II. Rater Reflections
1. General Comments/Observations on Student Portfolio:

2. Thoughts/Ideas for Curriculum Revision (courses you plan to teach):

3. Thoughts/Ideas for Curriculum Revision generally:
VI. Targets

**Target Outcomes:**
- Portfolios: Average of 4 on a scale of 1 to 5
- Surveys: Average of 4 on a scale of 1 to 5

VII. Distribution of Outcomes

**Sharing of data and results:**
- Data will be compiled in understandable form, with overall comments about what were strong and weak points of the projects;
- Assessors will also make some recommendations about what or how to make improvements in the English programs and courses

**Discussion and implementation of changes to English degree programs focus:**
- After data and comments have been disseminated, an English meeting will be devoted to what reasonable changes we want to make to English programs and to classes
VIII. Statistical Outcome Summaries

Graduate Certificate in Composition Studies—2016-2017
A. Portfolio Outcomes (Target Outcomes: Average of 4.0 on a scale of 1 to 5)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean on 5 point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>1 Summarize theoretical knowledge in complex contexts</td>
<td>(4.4) 4.6</td>
</tr>
<tr>
<td>2 Define characteristics and trends</td>
<td>(4.5) 4.5</td>
</tr>
<tr>
<td>3 Define rhetorical genres within composition studies</td>
<td>(4.35) 4.4</td>
</tr>
<tr>
<td>4 Analyze historically and culturally situated key concepts</td>
<td>(4.5) 4.5</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>5 Compose, self-assess, revise, and critique writing</td>
<td>(4.35) 4.7</td>
</tr>
<tr>
<td>6 Apply concepts to critical and analytical reading and research</td>
<td>(4.65) 4.6</td>
</tr>
<tr>
<td>7 Create original claims on scholarly issues and support with research</td>
<td>(4.4) 4.6</td>
</tr>
<tr>
<td>8 Apply techniques of academic prose production and revision</td>
<td>(4.5) 4.6</td>
</tr>
<tr>
<td>9 Apply primary and secondary research methods in research</td>
<td>(4.4) 4.6</td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>10 Develop customized course of study and professional demeanor</td>
<td>(4.4) 4.6</td>
</tr>
</tbody>
</table>

B. Survey Outcomes (Target Outcomes: Average of 4 on a scale of 1 to 5)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean on 5 point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>1 Summarize theoretical knowledge in complex contexts</td>
<td>(5) 4.9</td>
</tr>
<tr>
<td>2 Define characteristics and trends</td>
<td>(4.8) 4.9</td>
</tr>
<tr>
<td>3 Define rhetorical genres within composition studies</td>
<td>(4.8) 4.7</td>
</tr>
<tr>
<td>4 Analyze historically and culturally situated key concepts</td>
<td>(5) 4.6</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>5 Compose, self-assess, revise, and critique writing</td>
<td>(4.8) 4.4</td>
</tr>
<tr>
<td>6 Apply concepts to critical and analytical reading and research</td>
<td>(5) 5</td>
</tr>
<tr>
<td>7 Create original claims on scholarly issues and support with research</td>
<td>(4.8) 4.8</td>
</tr>
<tr>
<td>8 Apply techniques of academic prose production and revision</td>
<td>(4.8) 4.3</td>
</tr>
<tr>
<td>9 Apply primary and secondary research methods in research</td>
<td>(4.4) 4.4</td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>10 Develop customized course of study and professional demeanor</td>
<td>(5) 4.9</td>
</tr>
</tbody>
</table>
C. Reviewer Comments: Portfolios

**Themes among Strengths:**
- thorough research
- passion for subject
- connections across composition studies
- unified focus
- depth of analysis
- teaching and engaging pedagogy
- innovation of pedagogy development
- creative curriculum design
- primary research methods employed

**Themes among Suggestions:**
- need for stronger focus in composition studies rather than CW
- project genre erroneously shaped to annotated bibliography
- need to include
- need to stay focus; not go off on tangents

IX. Application of Program Assessment Results Program Improvement

A select list is below:

- Continue expansion of web presence and program director role in fielding inquiries
- Ongoing curriculum revision with eye toward assessment outcomes to guide changes (i.e. new textbook choice for W500 in Summer 2017)
- Expansion of program director advising and mentoring role
- Ongoing revision of assessment plan (i.e. addition of alumni and student experience surveys)
- Composition and rhetoric faculty line added to English department to replace vacancy
- Growth in Graduate Certificate Studies program from 8 (2010-11) to 70+ (2015-16) monitored in terms of goals and background
- New course development (i.e. W590 and L646)
• Online MA with option to focus in composition studies began development in fall 2015 (in consortium phase at system-level for potential fall 2018 roll out)