School of Humanities and Fine Arts  
Indiana University East  

Master of Arts in English  
Assessment Report: Covering Academic Year 2015-16  

I. Student Learning Outcomes  

Degree Program Learning Outcomes  

Program learning outcomes are listed below:  
1. Demonstrate knowledge of the methods and practices of English Studies.  
2. Construct academic and/or creative writing forms and genres within English Studies.  
3. Analyze a growing body of interdisciplinary knowledge within English Studies.  
4. Apply theoretical issues to a wide range of practices related to English Studies.  
5. Create original research for future publication under the supervision of graduate faculty.  

Performance goals for students on the completion of their degree are below:  
6. Apply appropriate strategies for pursuing practice in English Studies.  
7. Develop scholarly written texts in a range of genres.  
8. Apply theory and history that informs an understanding of English Studies.  
9. Apply theoretical issues related to English Studies in writing and research projects.  
10. Develop a customized course of study that incorporates professional demeanor in approaches to primary and/or secondary research in English 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 (Ph.D.)  

Campus Learning Outcomes  

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

II. Assessment Procedures Details
Adopted Fall 2013

The Director of Graduate Programs in English supervises the assessment process. The overall goals for the M.A. in English program, course goals and objectives are assessed in accordance with the English Department Assessment Plan. A full program review is completed every five years.

It is important to the 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:

To graduate from the program, progress toward degree completion is monitored in a number of ways:

1. Students must maintain a minimum grade point average of 3.0 (B)

2. Student papers are evaluated for the performance-based knowledge and skills

3. Students take a capstone course and complete a substantial capstone project on a topic in literature, creative writing, or rhetoric and composition under the guidance of an English faculty member.

4. In the semester prior to taking the capstone course, students complete a program portfolio that is evaluated by at least two full-time faculty members in English.

Evaluation Benchmarks for Student Success.
1. Stage one: Course Related Assessment
These strategies include writing projects, written activities, and practical demonstrations as appropriate to the specific course. Individual course faculty develop and implement these assessment procedures, which focus on outcomes of student learning.

2. Stage two: Program Portfolio
In the semester prior to beginning the capstone course, students begin preparation of a portfolio consisting of three sample projects from courses taken with an introductory memo for program assessment. The portfolio is
reviewed by a committee of at least two faculty members, ideally with one member planned to be the student’s capstone course instructor. The portfolio is evaluated using the English Department rubric for program portfolio evaluation.

3. Stage three: Course Embedded Capstone Project

All students are required to complete a capstone project. The project is a culmination of the students’ program and demonstrate achievement of learning outcomes. The M.A. in English capstone project may involve academic research, creative work, or an article for potential future publication:

a. Traditional Academic Research Project. Original research or analysis including a literature review of relevant scholarship. The project must be written in scholarly format, with appropriate citation style and appropriate references. The literature review developed for the proposed project should serve as the initial component of the project. Typical project length: 50 to 100 pages.

b. Creative Project. Students may complete a creative project. The creative work must be accompanied by an explanatory essay encompassing material from a range of research consistent with the project itself. The explanatory essay must be in scholarly format, with appropriate citation style and appropriate references as appropriate for the project. The literature review developed for the project may serve as the basis for the explanatory essay. Typical length of explanatory essay: 20-35 pages.

c. Potential Publication. Students may direct their culminating project toward a potential peer-reviewed publication project intended to appear in a professional forum. Examples include articles in a scholarly journal, investigative creative nonfiction published in a major press, or a book draft prepared for publication. The work must be accompanied by an explanatory essay encompassing material from scholarly research. The explanatory essay must be in scholarly format, with appropriate citation style and references as appropriate for the project. The literature review developed for the project may serve as the basis for the explanatory essay. Typical length: 20-35 pages.

The capstone project is evaluated by a committee of three with the faculty capstone project instructor as a one of the members. Capstone course projects are evaluated using the English Department rubric.

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. Master of Arts Curriculum Map

**MA Degree – 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>Knowledge of Theory and History of English Studies</td>
<td>Research, Evaluate, and Select Appropriate Strategies for Research in English Studies within Historic and Theoretical Contexts</td>
<td>1. In-class: Intro to Methods and Criticism of Research (L506)</td>
<td>1. Homework, projects, seminar papers (L506)</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>Familiarity and Experience with Research Paired With Practical Application of English Studies as Multidisciplinary Field through Applying Research</td>
<td>Prepare Research Projects within Electives—for Defined Courses Informed by English Studies Research.</td>
<td>1. In-class: Electives</td>
<td>1. Homework, projects, seminar papers (Electives)</td>
<td>1. 100% Score 90% or higher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Out-of-class: Working with Adviser/Mentor</td>
<td>2. Score on coursework and program portfolio</td>
<td>2. 85% or higher in coursework.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Program Portfolio Preparation</td>
<td></td>
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</tr>
<tr>
<td>Equip Students in Knowledge Needed to Support Literacy Learning, to Implement Effective Teaching Strategies, and/or to Succeed in Graduate Studies and Professional Positions in English Studies</td>
<td>Demonstrate Ability to Develop Research Project within English Studies</td>
<td>1. In-class: Completion of Major Research Project</td>
<td>1. Course Projects and Self-Developed Research Project (W609: Independent Writing Project).</td>
<td>At least 90% of participants complete the program with 90% higher on Program Portfolio.</td>
</tr>
</tbody>
</table>
IV. Humanities and Social Sciences School
Master of Arts in English Portfolio Checklist

Program Portfolio and Exit Survey Guidelines
2016-17

The final requirement for students completing the Master of Arts in English degree 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 “MA 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 “MA 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 Master’s Degree in English 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?
- How have you grown as a writer?
- How have you grown as a reader of theory and scholarship in English 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 Master of Arts in English degree 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
Master of Arts in English
Exit Survey Questions
Adopted Fall 2015

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

1. Rate how well the program helped you gain ability to demonstrate knowledge of the methods and practices of English Studies.
   (circle one) excellent  above average  average  below average  poor
   Comments:

2. Rate how well the program helped you gain ability to construct academic and/or creative writing forms and genres within English Studies.
   (circle one) excellent  above average  average  below average  poor
   Comments:

3. Rate how well the program helped you gain ability to select and to analyze a growing body of interdisciplinary knowledge within English Studies.
   (circle one) excellent  above average  average  below average  poor
   Comments:

4. Rate how well the program helped you gain ability to apply theoretical issues to a wide range of practices related to English Studies.
   (circle one) excellent  above average  average  below average  poor
   Comments:

Skills
5. Rate how well the program helped you gain abilities to create original research for future publication under the supervision of graduate faculty.
   (circle one) excellent  above average  average  below average  poor
   Comments:

6. Rate how well the program helped you gain experience applying appropriate strategies for pursuing practice in English Studies.
   (circle one) excellent  above average  average  below average  poor
   Comments:

7. Rate how well the program helped you develop scholarly written texts in a range of genres.
   (circle one) excellent  above average  average  below average  poor
   Comments:
8. Rate how well the program helped you apply theory and history that informs an understanding of English Studies.

(circle one) 

excellent  above average  average  below average  poor

Comments:

9. Rate how well the program helped you develop ability to apply theoretical issues related to English Studies.

(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 English 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 (Ph.D.)

(circle one) 

excellent  above average  average  below average  poor

Comments:

(Send completed survey as an email attachment with subject line “MA Exit Survey” to edhelton@iue.edu)
V. Master of Arts in English Program Completion
Portfolio Guide and Assessment Rubric and Rating Sheet

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

Program learning outcomes are listed below:
1. Demonstrate knowledge of the methods and practices of English Studies. ___
2. Construct academic and/or creative writing forms and genres within English Studies. ___
3. Analyze a growing body of interdisciplinary knowledge within English Studies. ___
4. Apply theoretical issues to a wide range of practices related to English Studies. ___
5. Create original research for future publication under the supervision of faculty. ___

Performance goals for students on the completion of their degree are below:
6. Apply appropriate strategies for pursuing practice in English Studies. ___
7. Develop scholarly written texts in a range of genres. ___
8. Apply theory and history that informs an understanding of English Studies. ___
9. Apply theoretical issues related to English Studies in writing and research projects. ___
10. Developed a customized course of study that incorporates professional demeanor in approaches to primary and/or secondary research in English 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 (Ph.D.) ___

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: Average of 4 on a scale of 1 to 5

VII. 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

### 2015-2016 (Target Outcomes: Average of 4 on a scale of 1 to 5)

<table>
<thead>
<tr>
<th>Portfolio Assessment Outcomes-2015-16</th>
<th>Mean</th>
</tr>
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<tbody>
<tr>
<td><strong>Category</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of methods/practices of English Studies</td>
<td>5</td>
</tr>
<tr>
<td>2. Construct academic and/or creative writing within English Studies</td>
<td>4.8</td>
</tr>
<tr>
<td>3. Select/analyze interdisciplinary knowledge within English Studies</td>
<td>5</td>
</tr>
<tr>
<td>4. Apply theoretical issues to wide range of English Studies practices</td>
<td>5</td>
</tr>
<tr>
<td>5. Write for future publication under supervision of graduate faculty</td>
<td>5</td>
</tr>
<tr>
<td><strong>Performance Goals</strong></td>
<td></td>
</tr>
<tr>
<td>6. Selection/use of appropriate practice strategies in English Studies</td>
<td>5</td>
</tr>
<tr>
<td>7. Practice preparation of texts in a range of genres</td>
<td>4.8</td>
</tr>
<tr>
<td>8. Demonstrate knowledge of theory/history informing English Studies</td>
<td>5</td>
</tr>
<tr>
<td>9. Apply theoretical issues to wide range of English Studies practices</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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<tr>
<th>Survey Assessment Outcomes-2015-16</th>
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<tr>
<td><strong>Category</strong></td>
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<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of methods/practices of English Studies</td>
<td>4.1</td>
</tr>
<tr>
<td>2. Construct academic and/or creative writing within English Studies</td>
<td>4.7</td>
</tr>
<tr>
<td>3. Select/analyze interdisciplinary knowledge within English Studies</td>
<td>4.8</td>
</tr>
<tr>
<td>4. Apply theoretical issues to wide range of English Studies practices</td>
<td>4.5</td>
</tr>
<tr>
<td>5. Write for future publication under supervision of graduate faculty</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Performance Goals</strong></td>
<td></td>
</tr>
<tr>
<td>6. Selection/use of appropriate practice strategies in English Studies</td>
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<td>7. Practice preparation of texts in a range of genres</td>
<td>4.8</td>
</tr>
<tr>
<td>8. Demonstrate knowledge of theory/history informing English Studies</td>
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</tr>
<tr>
<td>9. Apply theoretical issues to wide range of English Studies practices</td>
<td>4.5</td>
</tr>
</tbody>
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IX. Application of Program Assessment Results Program Improvement

A select list is below:

- Expansion of web presence and program director role in fielding inquiries
- Ongoing curriculum revision with eye toward assessment outcomes to guide changes
- Expansion of program director advising and mentoring role
- Composition and rhetoric faculty line added to English department to replace vacancy
- New course development with focus on history of the English language (D600), multimodality (W682), and Teaching Literature (W682/W503)
- MA in English rolled out in fall 2014 with option to focus in composition studies
- Online MA with option to focus in composition studies developed in fall 2015