School of Humanities and Fine Arts  
Indiana University East  
Master of Arts in English  
Assessment Report: Covering Academic Year 2017-18  

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

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

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 M.A. in English 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 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. Humanities and Social Sciences School
Master of Arts in English Portfolio Checklist

Program Portfolio and Exit Survey Guidelines
2017-18

The final requirement for students completing the Master of Arts in English degree is to submit two items as email attachments to the Director of Graduate Programs in English. First, submit a portfolio of work completed while in the program in a single word document, including your capstone project from W609. 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 anytime.

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 the Director of Graduate Programs in English.

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 as an email attachment with subject line “MA Program Completion Portfolio.”

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 the Director of Graduate Programs in English.
Master of Arts in English
Exit Survey Questions
Adopted Fall 2015

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

Knowledge
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 the Director of Graduate Programs in English)
IV. 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:
V. Targets

Target Outcomes: Average of 4 on a scale of 1 to 5

VI. 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
### VII. Statistical Outcome Summaries, 2017-18

#### A. Portfolio Outcomes (Target Outcomes: Average of 4.0 on a scale of 1 to 5)

<table>
<thead>
<tr>
<th>Portfolio Assessment Outcomes-2017-18 (2016-17 ratings in parenthesis)</th>
<th>Mean on 5 point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1 Demonstrate methods and practices in English Studies</td>
<td>(4.6) 4.9</td>
</tr>
<tr>
<td>2 Construct academic and/or creative writing forms and genres</td>
<td>(4.6) 4.5</td>
</tr>
<tr>
<td>3 Analyze interdisciplinary knowledge in English Studies</td>
<td>(4.3) 4.7</td>
</tr>
<tr>
<td>4 Apply theoretical issues to a wide range of practices</td>
<td>(4.07) 4.8</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>5 Create original research under faculty supervision</td>
<td>(4.3) 4.7</td>
</tr>
<tr>
<td>6 Apply appropriate strategies for pursuing practice</td>
<td>(4.4) 4.7</td>
</tr>
<tr>
<td>7 Develop scholarly written texts in a range of genres</td>
<td>(4.2) 4.3</td>
</tr>
<tr>
<td>8 Apply theory and history that informs and understanding</td>
<td>(4.3) 4.7</td>
</tr>
<tr>
<td>9 Apply theoretical issues in writing and research projects</td>
<td>(4.3) 4.7</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>10 Develop customized course of study and professional demeanor</td>
<td>(4.4) 4.7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Survey Assessment Outcomes-2016-17—f2f MA</th>
<th>Mean on 5 point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1 Ability to demonstrate knowledge of methods and practices</td>
<td>4.2</td>
</tr>
<tr>
<td>2 Ability to construct academic and/or creative writing genres</td>
<td>4.2</td>
</tr>
<tr>
<td>3 Ability to select and to analyze interdisciplinary knowledge</td>
<td>4.2</td>
</tr>
<tr>
<td>4 Ability to apply theoretical issues to wide range of practices</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>5 Ability to create original research</td>
<td>4.3</td>
</tr>
<tr>
<td>6 Applying appropriate strategies for pursuing practice</td>
<td>4.1</td>
</tr>
<tr>
<td>7 Develop scholarly written texts in a range of genres</td>
<td>4.1</td>
</tr>
<tr>
<td>8 Apply theory and history that informs understanding</td>
<td>4.2</td>
</tr>
<tr>
<td>9 Apply theoretical issues related to English Studies</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>10 Develop customized course of study and professional demeanor</td>
<td>4.9</td>
</tr>
</tbody>
</table>
C. 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><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1 Ability to demonstrate knowledge of methods and practices</td>
<td>(5) 5</td>
</tr>
<tr>
<td>2 Ability to construct academic and/or creative writing genres</td>
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</tr>
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<td>5 Ability to create original research</td>
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</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td></td>
</tr>
</tbody>
</table>

D. Reviewer Comments: Portfolios

**Themes among Strengths:**
- research method application
- creative approach to topic, practical
- passion for topic
- overall strength of portfolio across projects

**Themes among Suggestions:**
- continue including W609 work
- continue excluding certificate work from MA portfolios for certificate to MA students

**Disaggregation**
- gender of respondents corresponded with balance of gender in graduates
- no statistical differences picked up based on gender
- outcomes stronger among those from certificate to MA program

E. Student Comments: Portfolios

**Selected Comments on Strengths—f2f MA:**
- connect with faculty
- attend conferences
the applications of critical theories and the close analysis of literature
• growth as a writer
• MFA program acceptance
• varied methods learned for teaching writing, literature, and creative writing
• improved fiction and poetry writing
• support in sending out creative work for review and potential publication
• learning theory (i.e. disability theory)

Selected Comments on Strengths—Comp Studies Certificate to MA:
• ability to implement what was learned about teaching in their own classroom
• online discussion with peers
• freedom to research projects related to current full-time teaching position
• loss of fear in producing longer, 40-page projects
• expansion of love of teaching and writing
• thoughtfulness of the program
• courses changed and informed teaching
• flexibility to select research focuses that are useful and pragmatic
• renewed passion to support student learning
• ability to continue teaching full time while pursuing a rigorous and challenging degree
• encouragement by professors to make personal connection to their own teaching
• personalized learning experiences
• growth as a critical thinker
• exploring, learning from varying voices on teaching across the country
• analyzing texts from multiple critical and theoretical perspectives
• online format
• courses assisted in meeting credential requirements and personal learning goals
• becoming a better teacher
• ability to take learning right into the classroom and implement (i.e. W501)
• seeing immediate impact of learning on teaching and course design (i.e. W682 and L682)
• wonderful and encouraging faculty

Selected Comments on Suggestions:
• one bad course experience with a professor who did not grade or give feedback, but led to better teaching decisions for the student

Selected Portfolio Letter Excerpts on Program:
• I must first of all express an enormous “THANK YOU” to all of the wonderful, encouraging faculty and students that pushed me along the way throughout the entire Graduate Certificate and M.A. program! I felt that each of my courses were incredibly engaging and applicable to my current teaching assignment. Most of my work throughout the program fueled me to expand and develop my own teaching curriculum to make my content more relevant and engaging to my students without sacrificing rigor. I teach a wide range of high school students -
from on-level sophomore English to AP Language and Composition - and I have been able to apply my learning to the entire range of my students' achievement. I feel a greater confidence in my abilities as an educator, a writer, and a student as a result of my experience with the program.

- Each course has informed and changed my teaching. I have revised my instructional methods, created new assignments, and become better prepared to teach outside the high school classroom. I have been able to choose topics that I find useful that have allowed me to be very pragmatic. I feel I have done little reading or writing that has not been useful. Additionally, I now understand my ACP curriculum so much better. I understand the choices that Christine Farris, John Schilb, and Cynthia Smith have made for these courses. They are sound, data-driven decisions that I can now sell to my student, their parents, and my administrators.

- I cannot be more pleased with the growth that I've experienced. Despite often having to juggle my multiple responsibilities – mother, wife, teacher, chauffeur, cheerleader, chef – the time I religiously set aside for reading, research, and writing has empowered my teaching and writing skills. I approach the teaching of writing much differently than I did prior to my program work.

- With every class I took, I immediately was able to implement what I learned into the classes I was teaching that semester. These classes have also made me realize that I love learning and I think I will be taking classes for years to come. What I particularly enjoyed was the discussions I had with my fellow students. I was able to compile book titles, class assignments and ideas every week. It was a very supportive environment. I also loved the freedom I was given by my professors to work on projects that were meaningful to me and my community college.

- Over the last two years, I have had the opportunity to either work with most of you as a student, as a Course Assistant, or through professional development. By working with so many of you, I developed a vast understanding of the various methods of teaching composition, literature courses, and creative writing. I feel that this understanding that I have developed will afford me many opportunities that will further my career as a professor and as a writer.

VIII. Application of Program Assessment Results Program Improvement

A select list is below:
- Pursuing disaggregated outcomes of certificate to MA versus f2f MA survey outcome variances (i.e. significantly stronger outcomes within certificate to MA population)
- Expansion of f2f recruiting and support mechanisms
- Redefining program director role in light of IU Online collaborative programming (i.e. fielding inquiries, scheduling)
- Continued expansion of program director advising and mentoring role for f2f MA graduate student population
- Composition and rhetoric faculty line added to English department to replace vacancy
- New course development (i.e. graduate literature courses)
- Track evolved programming alignment to IU system programming completed in 2015-18