

Student Outcomes Assessment and Success Report AY2020-21

Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: English

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Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.
1. SEE ATTACHED REPORT	SEE ATTACHED REPORT	SEE ATTACHED REPORT	SEE ATTACHED REPORT	SEE ATTACHED REPORT
2.				
3.				

Part 1b: Review of Student Success Data & Activities

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %
College of Arts & Sciences	828	63.89%	871	64.52%	809	68.11%	851	62.04%	816	67.16%	641	70.05%	653	60.80%
English	17	88.24%	24	58.33%	28	67.86%	25	68.00%	31	80.65%	26	80.77%	23	69.57%
English (1021)	4	100.00%	10	50.00%	9	55.56%	10	80.00%	14	85.71%	6	100.00%	4	75.00%
English Teaching (1022)	13	84.62%	14	64.29%	19	73.68%	15	60.00%	17	76.47%	20	75.00%	19	68.42%

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
College of Arts & Sciences	808	36.01%	780	39.36%	824	37.86%	839	36.47%	828	36.84%	871	40.87%
English	32	28.13%	24	50.00%	17	47.06%	30	53.33%	17	41.18%	24	37.50%
English (1021)	14	21.43%	15	53.33%	7	57.14%	13	53.85%	4	50.00%	10	30.00%
English Teaching (1022)	18	33.33%	9	44.44%	10	40.00%	17	52.94%	13	38.46%	14	42.86%

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Time to Completion (awarded in AY)	2.6 years	2.1 years	2.3 years	1.9 years
M.A. Cohort	9	10	14	12

What worked well in supporting student success this year?

- **Wider use of technology.** Academic advising and quality of instruction continue to be strengths, and the pandemic conditions necessitated a greater use of technology to stay in touch and engaged. While the situation was difficult, students and faculty did utilize Zoom and other tools to maintain contact. This also carried with it the benefit of more flexibility for both students and faculty.
- **Implementation of a concentration-based major.** This year, the English major introduced a concentration in Literary Studies and a concentration in Creative Writing. Literary Studies continues the more traditional English major, while Creative Writing provides students a more in-depth engagement with Creative Writing and publishing. Students have responded positively to this, and given the strength of our Creative Writing program, we anticipate further growth in this concentration.

What are the most significant opportunities for improvement upon which to focus in the coming year?

- **The clear answer here is retention,** and to that end we are discussing strategies for building and strengthening student identification with the Department, including a more active student organization and increased student participation in department events.
- **We also are looking at integrating the assessment process** more holistically into our curricular review, with an eye to utilizing the data generated by assessment to inform our curricular decision-making.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) what your assessment plan will focus on in the coming year**
- 4) how this information will be shared with other stakeholders**

THE INFORMATION FOR PARTS 1A AND 2 ARE IN THE ATTACHED REPORT

Assessment Committee Report: 2020-2021 Student Outcomes Assessment

The Assessment Committee did not meet during the 2020-2021 academic year due to the previous year's COVID restrictions and the continued impact on curriculum delivery, as well as the anxiety experienced by many of our faculty members and students. However, early in the fall 2021 semester the committee met to discuss the English Department's assessment process. Our department has experienced significant administrative changes and several retirements and, though this posed some challenges, we saw this as an opportunity to re-think our assessment process.

As for the assessment process itself, we focused primarily on three areas of concern. First, the artifacts that the past iterations of the committee had assessed were from Foundational Studies courses. Since no one on the current committee had been involved in that process, we were unsure why this was the case. However, we decided that it would be much more beneficial for us to look at artifacts from our major. We decided to maintain the previous assessment structure and assess a lower-level course and two capstone courses. This way we could see student learning over time. We chose ENG 230 "Literary Analysis," ENG 447 "Modern American Literature," and ENG 455 "Twentieth-Century Literature in English." The committee was able to collect artifacts from faculty in a timely manner and complete the assessment early in the fall semester.

The second concern that the assessment committee addressed was the rubric itself. The rubric the committee inherited had seven categories, including at least one category that had little to do with learning outcomes in our major, as well as two categories that were redundant. We removed the "Rhetorical Stance" category and changed the name of the "Writing Ability" category to "Argumentation," as we felt this best captured what these two categories were intended to measure.

The previous rubric also had only three scoring categories, "Exceeds Expectations," "Meets Expectations," and "Does Not Meet Expectations." During our norming session, we found that there were many artifacts that did not necessarily meet expectations, but also did not entirely fail to meet expectations. Rather than gravitate towards the middle category or risk incredibly low and inaccurate scores, we created a fourth category and renamed all four, taking the AAC&U "Written Communication" rubric as a model. Our final rubric scoring categories became "Exceeds," "Meets," "Developing," and "Does not meet." This allowed us to more accurately score artifacts. However, we will revisit the rubric later this year and discuss further changes.

The third concern that we discussed was the use of assessment data. In the past, the assessment report was composed solely by our department chair, submitted, and that was the end of the process. Over the course of the next two semesters, and with the support of our new department chair, we will discuss how this committee might "close the loop" and use the data generated in our assessment to open up conversations with faculty teaching in the major. While some of these conversations might have to do with the types of artifacts faculty submit and their fitness for programmatic assessment—that is, what constitutes a robust writing construct—some of the findings point to things that we might work on in all of our major courses, including things like documentation and synthesis, for example (see below). We believe it is essential that our assessment initiative is led by faculty, and these conversations will be the first step.

Finally, the assessment committee also discussed the timeline for reporting. Since the SOAS report is due in October, we determined that we could develop a process that would work well for all involved

and that could more fully include faculty in the process. If we have faculty buy-in, this will be the plan going forward: at the end of the spring semester, there will be a grade norming session for all faculty who teach in the major. Subsequently, all faculty will be assigned a reasonable number of artifacts to score before the end of their annual contract.

This will allow the English Department Chair and the Assessment Committee Chair time to collate the data and compose the report before the October deadline. Most importantly, this will engage faculty in the assessment of the English major and create opportunities for the department to discuss student learning in a data-driven way.

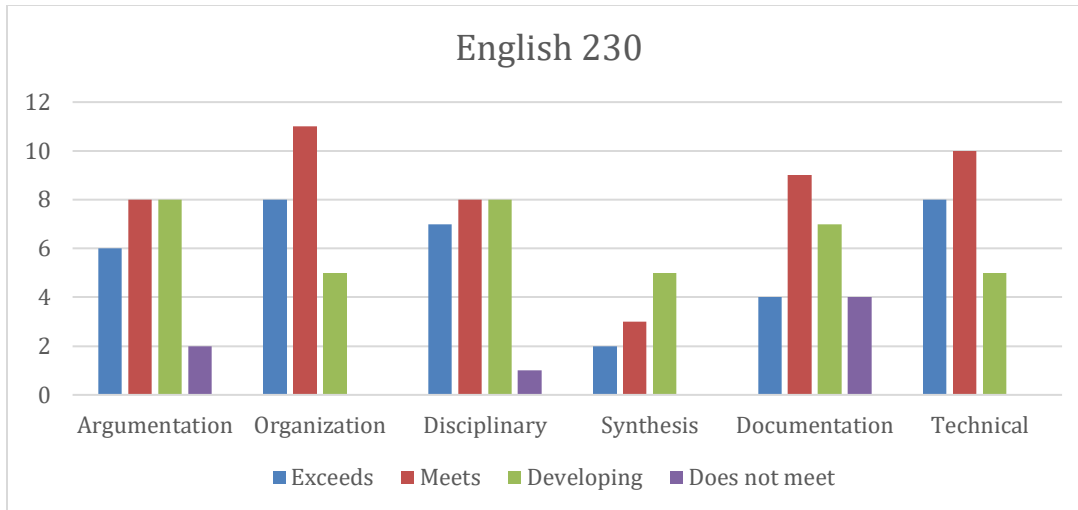
Assessment Results

Overall, the results of the assessment were encouraging. The committee assessed 55 artifacts, providing us with a good deal of confidence that the results were representative of students in our major. We initially collected 70 artifacts. However, while some of these were great assignments for student learning, they did not necessarily make for robust assessment artifacts. We also used several papers for norming. However, this was a strong, valid sample size of roughly 50% of our majors.

Across all three sections, students exceeded expectations in “Technical and Mechanical Skills,” which is to be expected for English majors. We assume that they enter our major with above average writing skills. Another area students excelled in is “Disciplinary Knowledge,” and this reflects our faculty’s experience, expertise, and dedication to teaching.

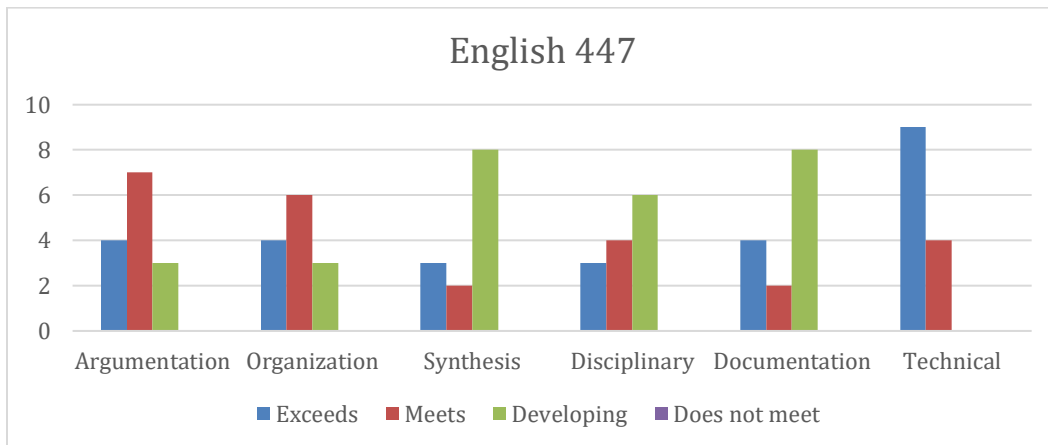
English 230

We did also identify areas for improvement. In English 230, students scored about evenly across the top three scoring categories, which we expected. The “Synthesis of Ideas” category was often scored as N/A simply due to the fact that this is not something we ask students to do at this stage. Instead students are introduced to theoretical lenses and close reading skills. Also, synthesis is a complex skill that requires explicit instruction and that takes time to develop. Since students take this course early in the major, we did not expect them to exceed expectations, but we did see that the majority at least met expectations in the other categories. That students are still “developing” at this stage is also to be expected. The logic behind assessing artifacts from 230 is to get a sense of where our students are when they enter the program.



English 447

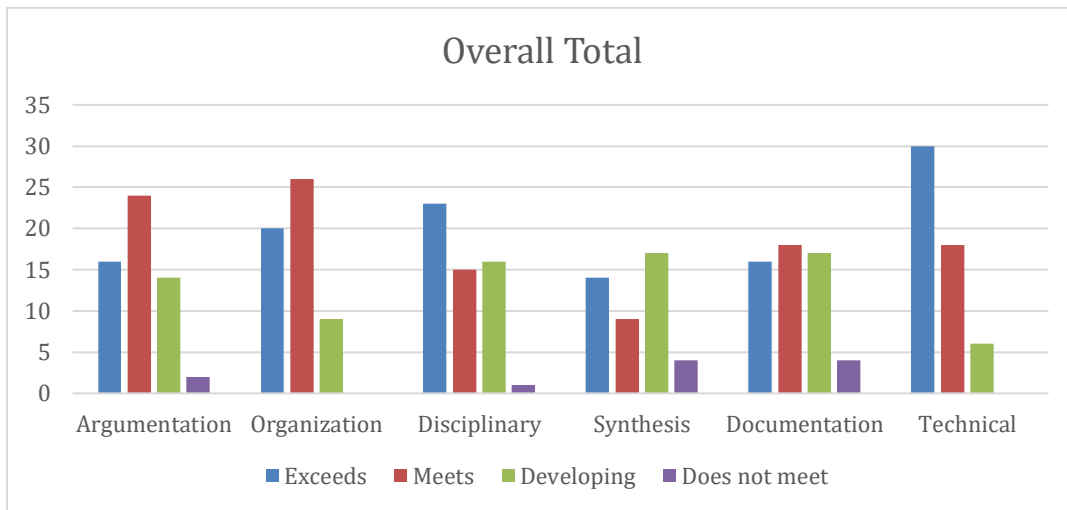
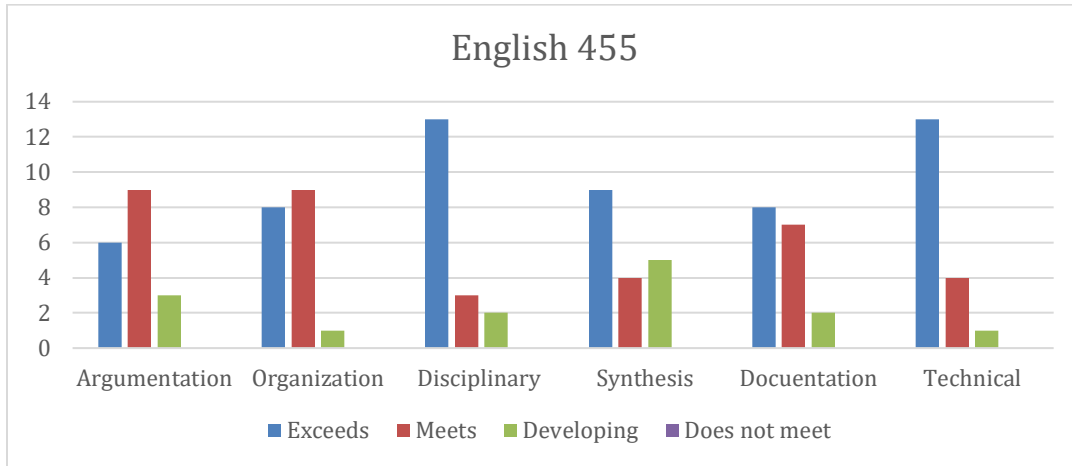
In 447, the majority of our students met expectations. Students met expectations in “Argumentation” and “Organization,” and most students exceeded expectations in “Technical and Mechanical Skills,” showing great improvement from 230. However, more students scored as “developing” in “Disciplinary Understanding,” “Synthesis of Ideas,” and “Documentation.” One reason for these lower scores in these categories is that the artifacts assessed do not necessarily ask students to integrate sources. However, citation and source integration were a concern across the board in both this assessment and our writing program assessment. Therefore, we will use this information to open conversations among, and develop workshops for, our faculty.



English 455

In 455, students exceeded expectations in four out of five categories, and met expectations in the remaining two. The scores in “Disciplinary Knowledge” and “Technical and Mechanical Skills” were outstanding, and this is something we will celebrate with our faculty and strive to maintain. However, several students were scored as “developing” in the “Synthesis of Ideas” category even though the

majority exceeded expectations. This, along with the above concerns noted in 447, will be discussed with faculty who teach these courses and in the major.



Conclusions

Overall, students are meeting our expectations, and we have much to celebrate. Students excel in “Technical and Mechanical Skills” and “Disciplinary Knowledge,” and there is clear improvement in these areas as students progress through the major. This speaks to our faculty’s experience, expertise, and dedication to teaching. Our primary focus going forward will be on source integration, synthesis, and documentation. We not only plan to use these data to open conversations with faculty who teach these courses, but also to get them involved in the assessment process. This will allow us to “close the loop,” something we have not done with assessment data in the past.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: English B.A.	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, specific, and measurable. • Thoughtful discussion is provided about how language of outcomes and design of evaluative tools (rubrics in this case) were updated to better reflect current disciplinary practice. • Multiple measures from different courses were used to give insights into student learning. • Expectations and actual data are presented clearly, with thoughtful, detailed discussion of findings, areas of strength, strategies for improvement, and the ways faculty are involved in assessment and continue to be supporting in their teaching and assessment development. • Clear information is provided about how assessment is shared. It is evident from this report that the faculty are truly invested in quality assessment practices as a way to better inform teaching for the improvement of student learning. 	<ul style="list-style-type: none"> • As this is a new assessment approach, consider in what ways you might want to compare student performance in future reports to past performance to discuss trends.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p>Overall Rating</p>	<p><input checked="" type="checkbox"/> Exemplary</p>	<p><input type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>