Student Outcomes Assessment and Success Report AY2017-18   *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

Unit/Program Name: Department of English—English (Liberal Arts)

Contact Name(s) and Email(s) Robert Perrin (robert.perrin@indstate.edu)

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the assessment website.

Part 1a: Summary of Assessment Activities

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?
1.Rhetorical Stance (role, audience, and purpose) 2.Writing Ability (expression of ideas in prose) 3. Organization (logical arrangement from paragraph to paper/project) 4. Disciplinary Understanding (awareness of literature and language) 5. Synthesis of Ideas (use of multiple sources and perspectives) 6. Documentation (use of citation of others' work) 7. Technical Skills (grammar, usage, and mechanics)	1 and 2. We use the final paper in English 484 (Interrelationships of Literature). English 484 is the "capstone" course for English (Liberal Arts) majors; consequently, we expect to see evidence that all of the principles listed in Column 1a are in use. [English 484 is not only our capstone, but it is also an approved UDIE course for Foundational Studies. We, therefore, base our review on only English (Liberal Arts) majors—excluding UDIE students.	The seven principles noted in Column 1a provide a full range of assessment—from global to particular. We expect majors to incorporate this full range to thinking and writing skills; however, we're also realistic and know that few students will excel in all assessment categories. Nonetheless, we assume that our majors in good standing will, on average, "meet expectations" across categories, and we hope that most students will "exceed expectations" in some (if not most) categories.	I have attached the Fall 2017 summary of class results. *Stance:* 73% "Exceeds"; 27% "Meets" *Writing:* 64% "Exceeds"; 36% "Meets" *Organization:* 55% "Exceeds"; 45% "Meets" *Disciplinary:* 64% "Exceeds"; 36% "Meets" *Synthesis:* 55% "Exceeds"; 45% "Meets" *Documentation:* 55% "Exceeds"; 37% "Meets"; 8% "Does Not Meet" *Technical:* 37% "Exceeds"; 55% "Meets"; 8% "Does Not Meet"	As we would expect, English (Liberal Arts) majors are generally effective communicators in writing. They have, generally, a good sense of stance (1); they write effectively (2); they organize well (3); they understand their discipline (4); they deal with ideas successfully (5); and they know how to document work from other sources. However, they continue to struggle with some technical elements of writing (7)—although they skills are still strong by most standards.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Notes
   a. Use your outcomes library as a reference.
   b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
   c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
   d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

Part 1b: Continuous Quality Improvement
In no more than one page, summarize (1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); (2) what your assessment plan will focus on in the coming year; and (3) how will this information be shared with other stakeholders?

1B. ASSESSMENT SUMMARY: ENGLISH—LIBERAL ARTS

Assessment in English has always been a tricky business because we've resisted the urge to use "quantifiable measures" to judge something that's more amorphous: the ability to read, interpret, analyze, and communicate in writing (primarily) and speaking (secondarily).

As our means to assess the work of our English Liberal Arts majors, we identified the final project in the capstone course: English 484 (Interrelations of Literature). Our specific assessment has involved evaluating the students' work based on seven primary traits: rhetorical stance, writing ability, organization, disciplinary understanding, synthesis of ideas, documentation, and technical skills.

1. *DISCOVERIES.* Although we have continual discussions about the quality of our students as they progress through our program—often observing that *this group* seems stronger than *that group*—our assessments show us that by the time they reach the end of our program, students are fairly uniformly prepared.

2. *CHANGES AND IMPROVEMENTS.* We have decided to expand our assessments: (a) we have begun the process of selecting an "early" paper or project to use as a "baseline" for our later, summative assessment of the final paper in English 484.

   Having reviewed the papers from multiple 200-level courses, we have selected the course/project that will best serve our needs: English 250 (British Literature I)/final paper (beginning this fall). All English (Liberal Arts) majors take this required course during their first few semesters, so this seems to be an obvious choice.

We will need to discuss our rubric in the next month or so and decide whether the seven-trait review will work for both levels (and courses) and whether it is sufficiently clear and helpful.

3. *SHARING.* At regular times during the year, the chairpersons of Department committees report on their groups' activities. As a result, the chairperson of the Assessment Committee will report our progress (for example, the last report on assessment was made at the October 1, 2018, meeting).

   Further, this year the Department will complete a full-scale self-study (required by the College of Arts and Sciences). As part of that report, we will share with a large audience the results of the Assessment Committee's work.

Part 2a: Summary of Student Success Activities
Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1.English 230 (Literary Analysis)—Shifting focus and instruction	All English majors enroll in English 230 either during their first or second semester. To improve students' connections to the Department, the course has been reassigned to the Director of Undergraduate Studies and the Department Advisor.	In interviews with students who were changing from the major, we discovered that they often felt unconnected (especially since their first-year advising occurs in University College).	This fall, we have begun this shift in teaching assignments so that our first-year students will have initial class contact with one of the two faculty who will be their advisors in the major.	This transition will occur during this academic year. We will assess the course at the end of the year and decide what adjustments need to be made next year.
2.English 329 (Contemporary Literature)—rotating genres	English 329 has been an upper-division elective for years, but it was a multi-genre course. We have now redesigned the course so that it will rotate in genre focus (poetry, nonfiction, fiction). That way students	This shift originated in an attempt to meet the changing licensure requirements for teaching majors; however, once the process began, we realized that the change would benefit all of our majors.	We are offering this newly revised course for the first time this fall.	We are looking forward to surveying students to gauge their reactions to the course (and review comments on electronic evaluations).

	will be able to study their preferred genres.			
3.English 308 (Literary Analysis)—professionalizing the course	English 308 (Critical Analysis) is the required junior-composition course for English (Liberal Arts) majors. We hope to include more professionally focused writing.	English 307 (Writing for Teachers)—the parallel requirement for English Teaching majors—has always included professionally focused writing. Discussions of Career Readiness prompted us to think about ways to enhance the experiences of our English (Liberal Arts) majors.	We are offering this reconceived course for the first time in Spring 2019.	We are initiating this activity for the first time and will, no doubt, continue our revisions.

Notes

a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).

c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See Blue Reports database (access from Linda Ferguson in Institutional Research) or the Office of Institutional Research for ideas.

Part 2b: Continuous Quality Improvement
In no more than one page, summarize (1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and (2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

2B. Student Success Summary: English—Liberal Arts

"Student Success" is an odd initiative because it implies that "success" is an experience that can be defined, captured, and recorded. Is it as simple as passing classes and staying on track to graduate? Or is it as complex and impossible to define as loving what we study and applying principles we discover in college throughout our lives? Is it landing a first job after graduation, or is it acquiring skills that will allow us to develop as professionals when our lives move in yet-to-be-seen directions.

We assume, of course, that reporting on "student success" can only focus on the short-term, check-the-box approaches that will take students through our programs with efficiency. We value these strategies; after all, if students cannot succeed in the short-term, then that limits their chances to succeed in the long-term.

These, then, are our discoveries and attempts to help students succeed.

1. ***DISCOVERIES.*** We know that students change majors with some regularity; that's a fact of college life. We also know that just because they initially declare an English (Liberal Arts) major, they do not "belong" to us. Rather, we must make their experiences good enough that they want to continue to study in our discipline.

   Our areas of concern have been starting our program and ending our program—presuming that the "middle" experience is less stressful or problematic.

2. ***CHANGES AND (WE HOPE) IMPROVEMENTS.***

   Added Sections of Entry-Level Courses. To ensure that all freshmen enroll in at least one of the required literature courses, we now alternate having two sections of either English 240 or English 250 in the fall and two sections of English 241 or English 251 in the spring. This helps students move into the program in a timely way and, importantly, gives them a clear Department contact.

   Student Involvement. Now that departments have reclaimed their orientations, we have had the officers of our student organization manage the orientation. Not only does this give the officers experience, but it provides new students with important personal contacts with fellow students in the major.

   A Refocused English 308. This course, which has traditionally focused on writing literary criticism, now provides a component of professional writing (abstracts, article reviews, résumés, cover letters, and course lists). This pattern has worked successfully in the junior writing course for teachers, so we are now incorporating it into the required course for liberal arts majors.

Undergraduate Assessment: Final Projects in English 484 (Fall 2017 Class)
Fall 2018
Brendan Corcoran

Category/Objective	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Rhetorical Stance (role, audience, and purpose)	8	3	
Writing Ability (expression of ideas in prose)	7	4	
Organization (logical arrangement: from paragraph to paper/project)	6	5	
Disciplinary Understanding (awareness of literature and language)	7	4	
Synthesis of Ideas (use of multiple sources and perspectives)	6	5	
Documentation (use and citation of others' work)	6	4	1
Technical Skills (grammar, usage, and mechanics)	4	6	1

Dear Rob,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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 Liberal Arts	
Assessment Practice Overall Rating: Developing (1.625/3.00) **Student Success Practice Overall Rating (notes below in blue):** Developing (1.875/3.00)	
Strengths	**Recommendations**
- Clear information about the assignment used for assessment and why it was selected. Use of a capstone class is a great way to see the culmination of student learning in practice. - Findings of student performance relative to expectations are clearly presented. It's really helpful that the percentage of students attaining each performance level (assuming that these are derived from a rubric) is described. This allows for better analysis of findings that simply reporting the percent of students who met the expectation. - Straightforward analysis of student performance relative to expectations. - Good information provided about sharing results and involving faculty in considering results alongside program review. - Useful information is provided about the addition of a baseline assessment in the same course to provide insights into learning over the span of the course. **Excellent description of the findings/feedback that led to the student success goals listed.** **Strong planning to address student success goals.**	- As written, the learning outcomes are only loosely outcomes. Being specific as to what students will display to show mastery at an expected level will not only result in more traditional "outcomes" but will also make them more measurable. For instance, it isn't expected that students will just have "writing ability." They will gain some level of writing ability that they will demonstrate in a specific way. - From your description of student performance expectations and the reported data I'm assuming that a rubric was used. Attach that rubric or give a little more description in the future so I can understand and provide feedback on instrumentation and use to help ensure good data quality. - Analysis revealed an opportunity to work with students to improve their technical skill. Consider using these findings to address and improve this outcome. **Note which faculty will be responsible for carrying out the plans listed.** **Think about how you will use and share the data you collect from this first cycle of implementing action plans. The plan is really good – the "developing" rating mostly reflects that the plan is so new and data has not yet been collected for these goals.**

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).
Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	**□ Exemplary**	**□ Mature**	**x Developing**	**□ Undeveloped**

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)**Unit/Program:**
Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/ challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	☐ **Undeveloped**	☐ **Developing**	☐ **Mature**	☐ **Exemplary**