

# COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

## DECISION ITEM A-3: New Degree Program on Which Staff Propose Expedited Action

### Staff Recommendation

That the Commission for Higher Education approve the Master of Arts (M.A.) in English to be offered by Indiana University East at Richmond, in accordance with the background discussion in this agenda item and the *Program Description*.

### Background

The Academic Affairs and Quality Committee discussed this program on December 12, 2012. Both the Committee and staff feel the program could be handled through expedited action.

**Similar Programs in Indiana.** According to the Independent Colleges of Indiana (ICI) web site, there are four English programs at the master's level in the **independent** or private not-for-profit sector (Butler University, University of Indianapolis, University of Notre Dame, and Valparaiso University).

The Board for Proprietary Education (BPE) data base indicates there are no master's-level English programs in the **proprietary** or private for-profit sector.

Within the **public** sector, eight English master's programs graduated a total of 131 students in FY2011:

<u>Campus</u>	FY 2011 Master's <u>Graduates</u>
Ball State	11
ISU	6
IU Bloomington	15
IPFW	12
IUPUI	21
IU South Bend	7
Purdue Calumet	11
Purdue West Lafayette	24
Total	131

**Related Programs at IU East.** Since Fall 2010, IU East has offered a twenty semester hour graduate Certificate program in Composition Studies, which has had four graduates and will

have an additional four to six graduates by Summer 2013. IU East also has a B.A. in English, which graduated 13 students in FY2011.

**IWIS Analysis.** Wage data were extracted from IWIS on Indiana residents who graduated in FY2011 from master's English programs and who were employed in Indiana in industries included in IWIS. The average annual earnings one year after graduation for these graduates was \$41,289. Graduates at the low end of earnings averaged \$36,591 while those at the high end averaged \$43,779.

**Concluding Points.** Finally, while approving selected master's degree programs at IU and Purdue regional campuses is consistent with the Commission's strategic vision for these campuses, it is unclear how this particular program fits into the Commission's challenge to the IU and Purdue University regional campuses to provide greater access to programs through collaboration and common curricula. However, discussions with Indiana University continue regarding a comprehensive, strategic vision for the regional campuses regarding both new and existing degree programs.

## **Supporting Documents**

*Program Description* – February 1, 2013

## Program Description

### **M.A. English To Be Offered by Indiana University East at Richmond**

#### **1. Characteristics of the Program**

- a. Campus Offering Program: Indiana University East
- b. Scope of Delivery (Specific Sites or Statewide): Richmond, IN
- c. Mode of Delivery (Classroom, Blended, or Online): Classroom, Blended
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Practica
- e. Academic Unit(s) Offering Program: Department of English

#### **2. Rationale for the Program**

##### **a. Institutional Rationale (Alignment with Institutional Mission and Strengths)**

The degree program is compatible with the current Mission, Vision and Initiatives of Indiana University East, as endorsed by the Faculty Senate in November 2009. Indiana University East has the mission of offering bachelor's degrees and selected master's degrees. The mission statement of Indiana University East is as follows: "Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options."

Providing opportunities for advancing graduate level work in English is crucial to the Indiana University East mission. The benefits extend to area institutions like Ivy Tech Community College, which will find quality faculty for their English program in Indiana University East graduates, as well as to area secondary education institutions. An English graduate program in the region offers a practical means for ongoing professional development for area secondary teachers in English and an impetus for increasing aspirations for professional degree work in professional writing.

##### **b. State Rationale**

A primary strength is Indiana University East's location. An Indiana University East M.A. in English Degree will provide an affordable public university option to pursue a graduate degree, an option that would not have otherwise been possible for the Indiana University East region. Without an Indiana University East M.A. in English, students are deprived of a regionally accessible educational community that is engaged in research and practical learning and that has resources to support educational excellence. With an M.A. in English at Indiana University East, regional citizenry will have the option of a strong public university master's program in English where they reside.

##### **c. Evidence of Labor Market Need**

###### **i. National, State, or Regional Need**

In the Indiana University East region, there has been a shortage of M.A.-qualified English teachers who can offer introductory level courses in the post-secondary sector. Meanwhile, the growth in enrollments at Ivy Tech Community College and Indiana University East has increased the demand for full-time and part-time teachers of English who have the minimum credential of an M.A. in English. There is also a demand in the regional high schools for

teachers prepared with master’s level coursework to offer dual credit courses.

Though it has always been difficult to find enough M.A.-qualified English teachers in Richmond and surrounding areas to staff required writing courses, the increase in enrollments has created an extremely serious shortage of qualified teachers. In his letter of support, Ronald Sloan, Vice Chancellor for Academic Affairs at Ivy Tech Community College, East Central Region, states as follows: “It is unfortunate when we are forced to turn students away because of our inability to find faculty who meet our strict credentialing standards.” The proposed M.A. in English will provide graduates with the credentials that have, to date, been scarce in the region. The following table shows the increase in headcounts at Indiana University East and Ivy Tech Community College-Richmond from 2007-08 through 2011-12. Projected future increases in enrollments indicate that the shortage will continue:

Headcount	IU East		Ivy Tech-Richmond	
	Fall	Spring	Fall	Spring
2007-08	2266	2172	2295	2241
2008-09	2447	2382	2793	3007
2009-10	2924	2769	3785	4310
2010-11	3365	2975	3914	4370
2011-12	3725	3348	3875	4243
With an estimated 5.2% Projection Increase	3920	3697		

The following tables show enrollments in required Indiana University East writing courses from 2007-08 through 2011-12. Enrollments in these courses have increased the demand for full-time and part-time teachers of English who have the minimum credential of an M.A. in English:

2007-08	Fall	Spring	
W130	134	41	
W131	374	206	
W132	133	164	
W231	51	49	
W270	13	0	
Totals	705	460	1165

2008-09	Fall	Spring	
W130	150	41	
W131	410	204	
W132	120	164	
W231	27	42	
W270	19	20	
Totals	726	471	1197

2009-10		Fall	Spring	
	W130	163	45	
	W131	456	282	
	W132	124	192	
	W231	45	89	
	W270	23	24	
Totals		811	632	1443

2010-11		Fall	Spring	
	W130	152	24	
	W131	555	217	
	W132	156	208	
	W231	69	73	
	W270	25	26	
Totals		957	548	1505

2011-12		Fall	Spring	
	W130	126	21	
	W131	573	198	
	W132	159	253	
	W231	96	62	
	W270	30	28	
Totals		984	562	1546

The increase in required writing course enrollments from a total of 1165 in 2007-08 to a total of 1546 in 2011-12 coincides with a continuing shortage of M.A.-qualified teachers of English in Richmond and surrounding areas. In the Southeast Indiana service region alone, approximately 40 holders of the M.A. per year are needed to cover Ivy Tech Community College courses in composition, literature and communication, and ITCC's offerings for the secondary sector. The demand for teachers with the minimum credential of an M.A. in English is projected to continue in the foreseeable future.

The demand for Advanced College Placement (ACP) instructors, who must have the M.A. or master's level coursework, also continues to increase. ACP courses in composition and literature for Indiana University East increased as follows: in 2009, 11 courses; in 2010, 16 courses; in 2011, 20 courses; and in 2012, 21 courses.

### ii. Preparation for Graduate Programs or Other Benefits

Graduates with the M.A. in English from Indiana University East will be prepared to meet such goals as achieving employment as full-time or part-time instructors of English, maintaining credentials for public school teaching in English, and achieving professional status for advancement in current full-time employment. The M.A. in English will also provide a basic credential for applicants to graduate and professional programs requiring or favoring a master's degree. Students seeking further graduate education will be carefully advised about requirements, admissions standards, and necessary preparation for the programs. Because an M.A. in English provides such flexibility for employment and further graduate education, the program is a logical one for the Indiana University East campus.

### iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

According to the United States Department of Labor Bureau of Labor Statistics, the rate of growth for employment in postsecondary teaching is 17% with nearly two million positions currently and upwards of 300,000 additional openings anticipated in the next decade. The need for a qualified workforce that is professionally prepared with graduate school training is also on

the rise nationally. The ability to communicate well and write professionally continues to be among top criteria for potential employees.

#### **iv. National, State, or Regional Studies**

Nationwide for the period 2008-2018, positions for those holding the M.A. in English were projected to increase as follows: teaching positions in community colleges were projected to increase by 15%; teaching positions in secondary schools by 13%; positions for editors by 8%; positions for writers in companies and organizations by 8%; and positions for technical writers by up to 18% according to the U.S. Bureau of Labor Statistics.<sup>1</sup>

Nationwide, for those holding the M.A. in English in September 2012, the salary range for high school teachers holding the M.A. in English was \$28,383-\$72,002; for postsecondary school teachers in English Language/Literature, \$23,672-\$78,053; for managing editors, \$36,730-\$95,000; and for technical writers \$38,346-\$85,275.<sup>2</sup>

#### **v. Surveys of Employers or Students and Analyses of Job Postings**

The demand for the M.A. in English at Indiana University East is supported by the results of a needs assessment survey. Two hundred forty-nine respondents from among English and Humanities students, alumni, and regional public school faculty responded to the survey, administered in 2010 (see Appendix One of Full Proposal). Respondents expressed strong interest in graduate-level literary studies (44%) and creative writing (44%) as well as interest in composition and rhetoric and linguistics (12%). Respondents detailed strong preferences for a graduate program offered in close proximity to them with program flexibility to meet a variety of career development options (32%). Also expressed was the need to develop knowledge (31%) and preference for professional development in teaching (21%). Data indicates that a terminal M.A. in English is appropriate for our region.

Regional job postings include year-round advertisements for full-time and part-time positions in the teaching of English at three institutions locally, and at four institutions in surrounding Ohio counties, including Montgomery. Recent IU East searches for full-time English teachers expanded beyond local candidates due to limited availability of qualified applicants within local proximity.

#### **vi. Letters of Support: Local and Institutional**

Letters of Support in Appendix Two of the Full Proposal—Local Employers: Ronald Sloan, Vice Chancellor for Academic Affairs, Ivy Tech Community College (ITCC)-East Central Region; Joe Moore, Vice Chancellor for Academic Affairs, ITCC-Southeast Region; Cathy Carolus, Full-Time English Faculty Member, ITCC-Lawrenceburg; Craig Kinyon, President/CEO, Reid Hospital; Tim Rogers, Former President/CEO, Economic Development Corporation of Wayne County; Marilyn Watkins, Dean of the School of Education, Indiana University East; Rae Woolpy, Principal, Richmond High School; Dennis Metzger, Principal, Northeastern High School; Angie Dickman, Chair of the Board of Advisors, Indiana University East; Mary Walker, Chair of Corporate and Community Outreach Committee, Board of Advisors, Indiana University East; Joanne Passet, Former Dean of Humanities and Social Sciences, Indiana University East

Letters of Support in Appendix Three of the Full Proposal—Institutions: Hardin Asand, Chair of

the English Department, Indiana University-Purdue University Fort Wayne (IPFW); Frederick DiCamilla, Associate Professor of English, Indiana University-Purdue University Indianapolis (IUPUI); Lewis Roberts, Director of Graduate Studies, English, IPFW; Deborah Finkel, Director of Graduate Liberal Studies, Indiana University Southeast; Nancy Peterson, Head of the English Department, Purdue University; Thomas Upton, Chair of the English Department, IUPUI

### **3. Cost of and Support for the Program**

#### **a. Costs**

##### **i. Faculty and Staff**

No additional faculty or staff are required to launch the program in Fall 2014. After launching, the increase in faculty and staff needs will be covered by increases in revenues associated with new student enrollment..

The English faculty will need to increase by 1.3 FTE in the second year. If it is feasible to hire 2.0-4.0 FTEs in the fourth and fifth year, specialty areas will be determined by need. The maintenance of all current tenure lines is required.

##### **ii. Facilities**

No additional facilities required.

##### **iii. Other Capital Costs (e.g. Equipment)**

The library contains the journals, references, databases and interlibrary loan resources required by the program. In order to place current textbooks and any requested additional resources in the library, \$3000 will be dedicated to library purchases annually.

#### **b. Support**

##### **i. Special Fees above Baseline Tuition**

No special fees required above Baseline Tuition.

### **4. Similar and Related Programs**

#### **a. List of Programs and Degrees Conferred**

Indiana University East is the only public comprehensive university in its service region. Currently, there are no graduate level options available to students seeking advanced degrees in English at a public institution in the geographic area. Most students at Indiana University East live within commuting distance of the university and depend upon the comparatively low cost and convenient location of the Indiana University East campus. IUPUI and Ball State University offer the closest existing public university in-state programs, but require minimally an hour commute, one way.

Indiana University East currently offers a Graduate Certificate in Composition Studies. An increasing number of Ivy Tech Community College faculty and others pursuing the Graduate Certificate in Composition Studies will be better served with an actual advanced degree option. The program is in its third year with about forty students enrolled.

#### **b. List of Similar Programs Outside Indiana**

The nearest out-of-state programs include Miami University, the University of Dayton and Wright State University. These institutions offer programs that would be significantly more expensive and require extensive travel time. Some students turn to low residency programs. However, through our needs assessment and interaction with potential students, we find that low residency programs are not a viable alternative for all. Our goal is to provide a viable option for graduate study to our regional students who have no other current option, graduates whose employability becomes limited as a result.

#### **c. Articulation of Associate/Baccalaureate Programs**

The students in this program will have a baccalaureate degree in English or a related field such as education, communication, or humanities. They will pursue graduate education in English Studies for career enhancement as well as intellectual and occupational advancement.

#### **d. Collaboration with Similar or Related Programs on Other Campuses**

One rationale for an M.A. in English at Indiana University East is that there is no comparable program at a state university, including other Indiana University campuses, within reasonable driving distance. Students will be taking classes at the Richmond campus. Students will be able to transfer credits according to Indiana University policies. A course taken at another institution would be transferable within the parameters of IU East's M.A. in English program.

### **5. Quality and Other Aspects of the Program**

#### **a. Credit Hours Required/Time To Completion**

36 credit hours required. Two-year completion plan.

#### **Basic Requirements**

- i. Required Foundational Course: ENG L506 Introduction to Methods of Criticism and Research (4 cr.)
- ii. Elective Courses (28 credit hours)  
Under the careful guidance of their advisor, students select seven courses for a total of 24 credit hours. Students develop a schedule plan upon their admission to the program in consultation with an English faculty member advisor.
- iii. Capstone course (4 credit hours)  
ENG W609 Independent Writing Project

More details about the program requirements are in the Full Proposal.

#### **b. Exceeding the Standard Expectation of Credit Hours**

At 36 credit hours, the M.A. in English at Indiana University East does not exceed standard credit hours.

#### **c. Program Competencies or Learning Outcomes**



- i. Ability to demonstrate knowledge of the methods and practices of English Studies.
- ii. Ability to construct academic and/or creative writing forms and genres within English Studies.
- iii. Ability to select and to analyze a growing body of interdisciplinary knowledge within English Studies.
- iv. Ability to apply theoretical issues to a wide range of practices related to English Studies.
- v. Ability to write for future publication under the supervision of graduate faculty.

**d. Assessment**

The Chair of the Department of English will oversee program assessment under the supervision of the Indiana University East Dean of Humanities and Social Sciences and the Dean of Graduate Studies. The Indiana University Graduate School monitors all of its programs and periodically holds extensive program reviews in cooperation with the Office of Planning and Institutional Improvement.

Student feedback will be included in assessment as explained in the Full Proposal.

Initial quantitative measures to evaluate the success of the program will be the number of students enrolled in the M.A. in English program and the number who complete the degree. The overall goals for the M.A. in English program, course goals and objectives will be in place and will be assessed in accordance with the English Department Assessment Plan. A full program review will be completed every five years.

Assessment of Student Success: Brief Explanation

- i. Stage one: Course Related Assessment (Strategies will include writing projects, written activities, and practical demonstrations as appropriate to the specific course);
- ii. Stage two: Program Portfolio (In the semester prior to beginning the capstone course, students will submit a portfolio consisting of three sample projects from courses taken with an introductory memo for program assessment);
- iii. Stage three: Course Embedded Capstone Project (The capstone project will be a culmination of the students' program and demonstrate achievement of learning outcomes);
- iv. Stage four: Follow-Up Mentoring and Check Points (Upon completion of the program, graduate students will complete an exit survey and interview; annual alumni surveys will be completed to monitor learning outcomes, employment experience, and program effectiveness).

Faculty members will review students' work and feedback at all stages of assessment. A detailed explanation is included in the Full Proposal.

**e. Licensure and Certification**

Not applicable.

#### **f. Placement of Graduates**

The English Department will oversee student transition to a professional career or to further graduate education. M.A. candidates will be able to apply to serve as Writing Tutors, assist in Writing Center administration, and learn the pedagogy of teaching writing, all beneficial to future career prospects or further graduate education. The existing English Department internship initiative, the campus Office of Career Planning and Placement, and the campus Internship Program will support M.A. candidates. The Office of Career Planning and Placement will assist with placing graduates at Ivy Tech Community College, area secondary schools and other institutions seeking teachers and other professionals with the English M.A.

#### **g. Accreditation**

The proposed program will meet the requirements of Indiana University, which is accredited by the Higher Learning Commission. The curriculum follows the guidelines prepared by the National Council of Teachers of English and the Council of Writing Program Administrators.

#### Notes

1. "Career and Salary Info for the Masters Degree in English," *Education-Portal.com*, October 6, 2012, [http://education-portal.com/articles/Career\\_and\\_Salary\\_Info\\_for\\_a\\_Masters\\_Degree\\_in\\_English.html](http://education-portal.com/articles/Career_and_Salary_Info_for_a_Masters_Degree_in_English.html)

2. "Master of Arts (MA), English Degree Salary," *PayScale*, September 24, 2012, [http://www.payscale.com/research/US/Degree=Master\\_of\\_Arts\\_%28MA%29%2c\\_English/Salary](http://www.payscale.com/research/US/Degree=Master_of_Arts_%28MA%29%2c_English/Salary)

## **6. Projected Headcount and FTE Enrollments and Degrees Conferred**

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

February 1, 2013

		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2012	FY2013	FY2014	FY2015	FY2016
Institution/Location: Indiana University East to be offered at Richmond						
Program: M.A. in English						
<b>Enrollment Projections (Headcount)</b>						
Full-Time		10	20	20	20	20
Part-Time		5	10	15	20	25
Total		15	30	35	40	45
<b>Enrollment Projections (FTE)</b>						
Full-Time		10	15	15	15	15
Part-Time		3	4	5	6	8
Total		13	19	20	21	23
<b>Degree Completions Projection</b>						
		0	10	10	10	15
CHE Code: 12-12						
Campus Code: 1811						
County: Wayne						
Degree Level: Master						
CIP Code: Federal - 230101; State - 230101						