

The slide features a dark blue background with a white diagonal line running from the top right to the bottom left. The text "ICaP Update" and "August 2019" is written in white, bold, sans-serif font. A thick orange horizontal bar is positioned at the bottom of the slide, partially overlapping the dark blue area.

ICaP Update

August 2019



Three things

1. Last year's work
2. Staffing + enrollment update, Fall 2019
3. This year's work

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ICaP End of Year Report

2018-2019



Last year's projects

- Extended orientation by two days
- Syllabus approaches replaced with centrally managed syllabus themes
- Built repository of updated examples and templates
- Development of second theme and assignment sequences for online English 106 (106-Y)
- Integration of ICAP (and PW) showcases with Purdue Undergraduate Research Symposium



Common Assignment + Assessment

- Five norm, read, and rate sessions held throughout the Spring 2019 semester
- More agreement on use of rubrics, requirements, and interpretations of assessment guidelines and outcomes
- Completed the Foundational Outcomes assessment required for all WC courses by the Office of Institutional Research, Assessment and Effectiveness
- Foundational Outcomes Committee asked to use ICaP assessment materials as an example for future evaluations!

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Staffing + Enrollment

2019-2020



ICaP Staff for 19-20

- Dr. Richard Johnson-Sheehan and Linda Haynes, Mentors
- Sweta Baniya and Cody Krumrie, Assistant Mentors
- Tammy Conard-Salvo and Dr. Vicki Kennell, Mentors
- Parva Panahi Lazarjani, Assistant Mentor
- Dee McCormick & Kristyn Childres, Technology Mentors
- Libby Chernouski, Assistant Director, Prof. Development
- Derek Sherman, Assistant Director, Assessment



Instructional Staff Fall 2019

	New	Returning	Total
Graduate students	17	15	32
Faculty	0	2	2
Limited term lecturers	4	8	12
Visiting instructors or professors	3	3	6
Totals	24	28	52



ICaP Courses Fall 2019

Course	Sections	Seats
106	24	480
106-I (second language)	15	225
106-Y (online)	18	360
106-R (learning community)	6	120
108	16	320
Total	79	1,505



Enrollment, five years

Year	Sections	Seats	Enrolled	Fill rate	NB ratio	Notes
14-15	295	5,495	4,919	89.5%	0.765	
15-16	292	5,555	5,270	94.9%	0.767	
16-17	243	4,760	4,562	95.8%	0.630	PLACE begins
17-18	244	4,720	4,560	96.6%	0.603	SCLA pilot
18-19	214	4,095	3,979	97.2%	0.476	SCLA year 1
19-20	160	3,100	3,000	97.0%	0.380	SCLA year 2

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ICaP Initiatives

2019-2020



ICaP 2019-2020

- **Mentoring + Orientation.** Second year of extending orientation, placing new GTAs in both Writing Lab and ICAP.
- **Common Assignment + Assessment.** We'll evaluate our courses, and (re)act accordingly.
- **Instructor Professionalization.** We're offering pedagogical and professional workshops for instructors at all levels.
- **Instructor Resources.** Continue to expand resources for instructors (syllabus themes, 106-Y).



Orientation + Mentoring

- Second year of extending orientation by two days (Thu + Fri, then Mon through Fri): shorter days, schedule most all-hands sessions at once, more personal time
- Ten new GTAs in Writing Lab; ten in English 106
- Nine continuing GTAs in Lab; seven in 106
- Good feedback from both mentors and mentees so far
- Survey + Spring 2020 interviews to assess



Common Assignment + Assessment

- Portfolio is now the common assignment across all sections and versions of English 106 and English 108
- Key component: reflective essay
- Allows us to measure all six of our outcomes
- Shows development over semester
- Instructors can teach more diverse array of assignment sequences
- Trying several platforms to allow future re-use
- Assessment Committee guiding our work



Professional Development

- Series of workshops for pedagogical and professional growth
- Rubrics, Teaching Philosophy, Professional Website designed to help instructors articulate their growth (e.g., job docs)
- Collaborating with GradSEA, Technology Mentors, + others to developing a central workshop calendar (please refer your graduate students to this resource, which will be on the ICaP website early Sept.)
- Revisiting incentives for graduate student participation



Undergraduate Research Conference

Fall: Nov. 18, 8:30a-4:00p

Deadline: Oct. 31st

Spring: April 14 + 15, 8:30a-4:00p

PMU Ballrooms

- Encourage students to participate
- Consider participating as a judge





English Graduate Pedagogy Showcase

March 31, 2020, 9:00am to 1:00pm

- Poster presentations
- Lightning talks
- Publisher's tables

Please attend, have a snack, look at books,
and talk with our grads

Please encourage your grads to present





Questions?

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