

<b>Degree: MA in English</b> 2023-2024 Assessment Plan		
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	<b>Student Learning Outcome #1</b>	Students in the M. A. in English program will demonstrate a high-level of proficiency in written literary/rhetorical/cultural analysis
PLAN	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 5000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric.
DO	<b>Benchmark</b>	We expect that 80% of the research papers will be judged “proficient” or “exemplary” in quality of literary analysis.
	<b>Results of Assessment</b>	Target Met
S T U D Y	<b>Analysis of Results</b>	This year we assessed a variety of projects spanning British Literature, World Literature, American Literature, Rhetoric, and Pedagogy courses. The breadth of these projects, which encompassed both traditional print text and multimodal text, illustrated that faculty are attentive to the growing need to assign projects that demand skills in producing diverse genres and also that students are effectively understanding and meeting the goals of these tasks. Students are consistently producing work that shows sophisticated researching skills beyond those expected of undergraduate students. These projects also demand a level of critical thinking more advanced than what is asked of undergraduates. That there was at least 80% proficiency illustrated in the assessment indicates success on these particular course projects. We will continue to seek improvement in designing similar projects that ask our graduate students to articulate the results of their close

**Commented [JAR1]:** Same feedback from undergraduate programs regarding putting actual results in this area.

		reading and research.
ACT	Improvement Plan for 2024-2025	Seeking improvement will mean moving the target to 85% “proficient” or “exemplary” for similar projects for this upcoming 2024-2025 academic year. For graduate courses involving heavier reading in theoretical texts, we will discuss whether to more fully expose students to theories as part of their course work and research based work. A more effective second indirect method of assessment will be created by faculty.

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	<b>Student Learning Outcome #2</b>	Students in the M.A. in English program will demonstrate a high-level of proficiency in literary research and synthesis of research.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 5000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that 85% of the graduate theses and essays will be judged “proficient” or “exemplary” in literary research and synthesis of research.
	<b>Results of Assessment</b>	<b>Target Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	Projects assessed derived from British Literature, World Literature, and Modern Literature courses, with a certain percentage achieving the target. Students' essays were considerably longer and more scholarly in scope and number of high quality sources integrated into the projects.

ACT	Improvement Plan for 2024-2025	<p>Seeking improvement will mean moving the target to 85% “proficient” or “exemplary” for similar projects for this upcoming 2024-2025 academic year. Again, for graduate courses involving heavier reading in theoretical texts, we will discuss whether to more fully expose students to theories as part of their course work and research based work. A more effective second indirect method of assessment will be created by faculty.</p>
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	<b>Student Learning Outcome #3</b>	Students in the M.A. in English program should write assignments that show more sophistication than undergraduates in research, writing, and analysis.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 5000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that 85% of our students should get proficient or exemplary.
	<b>Results of Assessment</b>	<b>Target Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	Projects assessed derived from British Literature, World Literature, American Literature, Linguistics, Rhetoric, and Pedagogy, Fiction Writing and Introduction to the Profession courses. These projects demanded a level of critical thinking, attention to audience, understanding of genre, and researching ability that is higher than what is asked of undergraduates. Some involved multimodal presentations, such as narrated powerpoints.

ACT	Improvement Plan for 2024-2025	Faculty will meet in Fall 2024 to discuss ways in which courses commonly taught introduce and assess the sophistication of graduate students' writing, research, and analytical abilities. If changes are needed to make sure courses are more closely aligned in these goals, those changes will be implemented in Spring 2025.
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	<b>Student Learning Outcome #4</b>	<p>In sample proposals, essays, stories, or poems, students in the M. A. in English program will demonstrate high-level, professional proficiency in the use of literary or rhetorical techniques associated with the genre. These elements consist of the following:</p> <ol style="list-style-type: none"> <li>1. manipulation of style,</li> <li>2. an adaptation to audience and purpose,</li> <li>3. a technical and intellectual maturity,</li> <li>4. an awareness of form and genre, and completeness.</li> <li>5. Graduate students, in class discussions or oral presentations, will think critically and argue convincingly.</li> <li>6. Graduate students will write additional assignments which will show application of critiques and literary/rhetorical analyses.</li> </ol>
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 5000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that 80% of the writing samples will be judged proficient or exemplary.

	<b>Results of Assessment</b>	<b>Target Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	Projects assessed derived from British Literature, World Literature, American Literature, Linguistics, Rhetoric, and Pedagogy, Fiction Writing and Introduction to the Profession courses.



<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	For 2024-2025, faculty will work together to revisit the second method of indirect measurement in order to effectively gauge students' view of their success on one project.
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	<b>Student Learning Outcome #5</b>	Graduate students will demonstrate a high-level of critical thinking and oral proficiency throughout the duration of the oral examination or during other oral presentations.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Using department adopted rubrics based on inter-rater reliability, faculty assess the proficiency of the student's oral examination or presentation. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students.
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that 85% will demonstrate a high-level of critical thinking and oral proficiency throughout the oral examination or other oral presentations.
	<b>Results of Assessment</b>	<b>Target Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	This year, we worked to strengthen the process of our comprehensive exam for graduating graduate students, working as committees (comprised of one chair and two members) who provided students with questions at least a week in advance of the exam. Two thesis students defended their work successfully in 2023-2024, and three students on the non-thesis track successfully passed their comprehensive oral exam

ACT	Improvement Plan for 2024-2025	<p>More coordination among faculty planning defenses and oral comprehensive exams will help to make the process more transparent for students and faculty alike. A written policy determining, for example, the amount of time a student has to study her/his questions prior to the exam will be helpful.</p>
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	<b>Student Learning Outcome #6</b>	Students will effectively determine the scope of a research question or thesis, access a variety of information using appropriate information sources, communicate and synthesize this information, and demonstrate accurate and ethical source use (with respect to documentation, copyright, and the use of paraphrasing, summarizing, and quoting).
<b>PLAN</b>	<b>Assessment Method(s)</b>	Faculty will use the four-point AACU “Information Literacy Value Rubric.”
	<b>Proficiency</b>	Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4-point rubric.
<b>DO</b>	<b>Benchmark</b>	We expect that 85% will demonstrate a high-level of information literacy.
	<b>Results of Assessment</b>	<b>Target Met</b>
<b>S T U D Y</b>	<b>Analysis of Results</b>	This student learning outcome was added for the 2023-2024 year, and it was used to assess work in ENGL 5310, 5346, 5335, 5319, and 5312. Thus, it was applied to courses covering pedagogy, rhetorical studies, linguistics, studies of the profession, and literature. Each of these courses requires a capstone project that involves locating and integrating source material into written work, with the explicit or at least implicit caveat that all source use must be accurate and ethical. With the rising and very public number of examples of source misuse among those at the very highest levels of academe, it seems that this is a timely and appropriate addition to our student learning outcomes. As students increasingly choose to present their work from our courses at conferences or publish it in peer reviewed journals, the importance of accurate documentation practices and understanding of source use ethics and copyright conventions becomes much more important.

ACT	Improvement Plan for 2024-2025	Faculty will meet in Fall 2024 to discuss how to better integrate this outcome into various appropriate courses. This will remain an outcome that is assessed for ENGL 5335: Introduction to the Profession; the capstone assignment in this course will involve more in-depth instruction in copyright and ethical source use in relation to publication.
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