

Student Learning Outcome 1

Students in the M. A. in English program will demonstrate a high-level of proficiency in written literary/rhetorical/cultural analysis.

MEASURES	RESULTS	ACTIONS
<p>Student Learning Outcome 1: Direct measure based on assignment</p> <p>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. 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.</p> <p>Direct - Assignment</p> <p><i>Academic Writing: ENGL 5342</i></p> <p>Target</p> <p>We expect that 80% of the research papers will be judged "proficient" or "exemplary" in quality of literary analysis.</p>	<p>MET</p> <p>ENGL5342 FA24.docx</p> <p>ENGL 5392 Spring 2025 Summary Rubric.docx</p> <p>Analysis</p> <p>Assessment results from a variety of courses and instructors indicate that this outcome's target was met in the 2024-2025 academic year. *This outcome was measured also in courses other than just the one chosen from the drop down menu.</p>	<p><i>No actions have been added.</i></p>

Student Learning Outcome 2

Students in the M.A. in English program will demonstrate a high-level of proficiency in literary research and synthesis of research.

MEASURES	RESULTS	ACTIONS
<p>Director Measure: SLO 2: ENGL 5392-- Studies in Romantic Literature (Not in drop down menu)</p> <p>Students in the M.A. in English program will demonstrate a high-level of proficiency in literary research and synthesis of research. 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.</p> <p>Direct - Assignment</p> <p>Target</p> <p>We expect that 85% of the graduate theses and essays will be judged "proficient" or</p>	<p>MET</p> <p>ENGL5342 FA24.docx</p> <p>ENGL 5392 Spring 2025 Summary Rubric.docx</p>	<p><i>No actions have been added.</i></p>

"exemplary" in literary research and synthesis of research.

Student Learning Outcome 3

Students in the M.A. in English program should write assignments that show more sophistication than undergraduates in research, writing, and analysis.

MEASURES	RESULTS	ACTIONS
<p>Direct Measure for ENGL 5332</p> <p>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.</p> <p>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.</p> <p>Direct - Assignment</p> <p><i>Topics in Non-Trad Literatures: ENGL 5332</i></p> <p>Target</p> <p>We expect that 85% of our students should get proficient or exemplary.</p>	<p>MET</p> <p>10151601.PDF</p> <p>Analysis</p> <p>Assessment in ENGL5332 indicated that this target was met.</p>	<p><i>No actions have been added.</i></p>

Student Learning Outcome 4

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: 1. manipulation of style, 2. an adaptation to audience and purpose, 3. a technical and intellectual maturity, 4. an awareness of form and genre, and completeness. 5. Graduate students, in class discussions or oral presentations, will think critically and argue convincingly. 6. Graduate students will write additional assignments which will show application of critiques and literary/rhetorical analyses.

MEASURES	RESULTS	ACTIONS
<p>Direct Measure for ENGL 5347: Multimedia Writing</p> <p>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</p>	<p>MET</p> <p>SP25-5347-assessment.docx</p> <p>Analysis</p> <p>Assessment results from a variety of courses and instructors indicate that this outcome's target was met in the 2024-2025 academic year. *This outcome was measured also in courses other than just the one chosen from the drop down menu.</p>	<p><i>No actions have been added.</i></p>

<p>student evaluations or a faculty designed survey given to students. 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.</p> <p>Direct - Assignment</p> <p>Multimedia: ENGL 5347</p> <p>Target</p> <p>We expect that 80% of the writing samples will be judged proficient or exemplary</p>		
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Student Learning Outcome 5

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.

MEASURES	RESULTS	ACTIONS
<p>Oral Comprehensive Exams, Thesis Defenses, Exit Interviews</p> <p>Oral Comprehensive exams are comprised of questioning from chair and committee members based on a portfolio of the student's course work. Thesis defenses are comprised of questions designed by the student's chair and committee members, after which students are generally asked to make minor editing adjustments to their final written product. The following are the exit interview questions, designed by the chair of the department:</p> <ul style="list-style-type: none"> • What academic and personal goals have you achieved during your time in the program? ● How do those goals compare to what you aspired to achieve at the beginning of the program? ● Has your academic, creative writing, and/or research experience been what you expected it to be? Why or why not? ● What was the most challenging aspect of your experience and how did you meet that challenge? Did you face other academic challenges while trying to complete the program? ● What was the most rewarding aspect of your graduate student experience? Why was it so rewarding? ● Do you have negative research experiences or issues with the program we should discuss? ● If you were asked to help recruit new students to the program, what would you be sure to tell them? ● What career goals and aspirations do you have now? Are they different from when you started the program? 	<p>MET</p> <p>10151600.PDF</p> <p>Analysis</p> <p>Target was met by 5 graduate students for the oral comprehensive exam, one student's thesis defense, and all 6 students' discussions during the exit interview.</p>	<p><i>No actions have been added.</i></p>

<p>● Do you feel the program has prepared you for your future career? What skills will be useful in your future career and what skills do you wish could have been further developed?</p> <p>● What advice would you give to new students just starting the program?</p> <p>Direct - Exam (Course)</p> <p>Target</p> <p>80% of respondents should successfully pass their oral comprehensive exam or thesis defense and successfully complete an exit interview with the chair of the department (exit interview questions are adapted from those used by the Yale University graduate studies exit interview questions).</p>		
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Student Learning Outcome 6

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).

MEASURES	RESULTS	ACTIONS
<p>Direct Measure for Introduction to the Profession ENGL 5335</p> <p>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. We expect that 85% will demonstrate a high-level of information literacy.</p> <p>Direct - Assignment</p> <p><i>Introduction to the Profession: ENGL 5335</i></p> <p>Target</p> <p>Faculty will use the four-point AACU "Information Literacy Value Rubric."</p>	<p>MET</p> <p>10151603.PDF</p> <p>Analysis</p> <p>The attached results indicate that the target was met for Information Literacy in ENGL 5335 and 5312.</p>	<p><i>No actions have been added.</i></p>