

Master of Arts in English

Annual Program Report

Year:	2021-22
Program:	MA in English
Contact Person (include email & phone#)	Jim Sanderson

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Due to low enrollments in 5335 Intro to the Profession, to our desire to prepare interested seniors for graduate study, and to our assessments over the last several years, we created 4345. So students may use the 4335 as a bridge or 5335 as an intro into professional demands, expectations, and history. We offer 4335 for the first time as an online course in Fall 22.

With this new course and policy, we will drop this outcome and replace it with another in 2023/2024. See rubric attached.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

We dropped several courses that we had not taught in the last three years. We changed the Content of a course offering graduate level pedagogy. We taught new courses that we have not taught in awhile. Also, see above.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
	Students in the M. A. in English program will demonstrate a high-level of proficiency in written literary or rhetorical analysis.		Measure: The Writing Director, Chair or designated faculty member will ask for sample essays from 5000 level classes and theses and will ask instructors and theses directors to assess these essays according to a rubric. See document "All English MA Rubrics 2021-2022."	We expect that 75% of the research papers will be judged "proficient" or "exemplary" in quality of literary analysis.	See document "ENGL BA & MA Assessment 2021-2022" Target Met	We will consider raising the expected percentage. We have noticed that we are getting graduate students who do not have a B.A. in English. We will have Advance Course Committee meetings to address this difficulty. We
	Students in the M.A. in English program will demonstrate a high-level of proficiency in literary or rhetorical research and synthesis of research.		We have found the measure described below to be the most efficient means for collecting data. Measure: The	We expect that 90% of the graduate theses and essays will be judged "proficient" or "exemplary" in literary research	Target partially met. We did not meet our targets in three areas: Research 83%, Critical Analysis 83%,	* All areas were close to 90% * Perhaps our expectations for 90% are too great * Fewer of our students have previous literary/rhetorical research experience at the undergraduate level

			Writing Director, Chair, or designated faculty member will ask for sample essays from 5000 level classes and theses and will ask instructors and theses directors to assess these essays according to a rubric. See document "All English MA Rubrics 2021-2022."	and synthesis of research.	and Synthesis 86%.	* We hope to address these issues in our graduate courses through meetings of the Advanced Course Committee meeting. We shall see if this underperformance continues. – * At the undergraduate level, we decided to emphasize basic writing and analysis at the expense of research in our 3000 level classes. We then elaborate more on research at the 4000 level. This attitude may have affected our graduate students' performances.
	Graduate students should complete Introduction to the Profession early in their graduate careers. Suggested SLO: Graduate students will		Rationale and Measure: Based on past assessments, we found that our graduate students were unaware of professional opportunities and ethics. See document "All English MA Rubrics 2019-2020"	We expect 90% of our students to pass ENGL 5335 Introduction to the Profession course. See document "ENGL BA & MA Assessment 2021-2022"	Target Met. 100% passed.	Based on years of using this outcome, we created an undergraduate version for graduating seniors. Thus they can transition to graduate school or the professional world. We offer this new course in fall 2022. Thus we will drop this outcome and replace it with another in 2023/2024. See rubric attached.
	In sample proposals, reports, essays, stories, or poems, students in the M. A. in English program will		The Writing Director, Chair, or designated faculty member will ask for	We expect that 85% of the writing samples will be judged proficient in style	Target Partially Met We did not meet our targets in Style	*We only had 5 students to test this year, so the results or skewed. * As mentioned above, like some undergraduates, creative

	demonstrate high-level, professional proficiency in the use of literary or rhetorical techniques associated with the genre.		sample poems, stories, projects, blogs, webpages, technical reports, etc. from 5000 level classes and theses and will ask instructors and theses directors to assess these examples of different types of writing according to a rubric. See "All English MA Rubrics 2021-2022" in Documents.	and audience. We expect that 70% will be proficient in maturity and completeness.	(80%), Audience and Purpose (80%), and Maturity (60%)	writing is new to many of our graduate students. They have not had previous writing/creative writing courses. * The poor performance in "maturity" represents a lack of familiarity about what constitutes "story." * We will try to get more students involved in the future. We will consider advising students into the course. *We will study the requirements/demands of the course and our expectations. Ironically, offering a course during the day for mostly undergraduate students who have other writing classes produces better results. However grad students prefer evening classes. We will try offer this class in the day to attract undergraduates who took the previous course.
	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.		The Writing Director, Chair, or designated faculty member will ask thesis or oral exam committee members and/or instructors of graduate level classes to assess oral presentations	Target: We expect that 80% will demonstrate a high-level of critical thinking and oral proficiency throughout the oral examination or other oral presentations.	Target Met. 100% passed.	Because of changes in our faculty, we have changed the content of our oral exams. We shall monitor these changes and raise our expectations to 85%.

			according to a rubric. See "All English MA Rubrics 2021-2022" in Documents.			
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete</i> <i>P=Progressing</i> <i>N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals.</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
We met all of our targets in the previous year.	P	We kept our same expectations and SLOs. This year, the students' quality dropped. We are investigating the change for 22-23 and hope to see where we are at the end of that year.

Suggested changes in English Rubrics for 23-24

English M.A. IE Outcome 3

Students in the M. A. in English program will be aware of the professional leadership opportunities that await them and the ethical standards, particularly in academe, to which they will be held. Students will achieve this outcome through written and oral examinations in ENGL 5335 Introduction to the Profession or other courses.

Class: _____ student name or writing sample _____

criteria	Unacceptable 1	Marginal 2	Proficient 3	Exemplary 4	score
Awareness of further professional and academic opportunities for employment	No clear understanding of the discipline and its history.	Retains some misconceptions about discipline, its history, and practices.	Demonstrates a general awareness of the discipline and its history.	Demonstrates and analyzes an awareness of the discipline and its history.	
Exhibits ability to write a graduate level essay.	Writes in a manner that does not promise success for graduate level writing projects.	Writes in a sometimes cloudy, imprecise manner.	Writes in a clear, precise manner in appropriate forms for the discipline but shows some lapses.	Writes in a clear, precise manner in appropriate forms for the discipline.	

Target: Since the course is required, we expect 90% of our students to be aware of the profession and professional opportunities. Thus, we will measure this outcome by students' completion of the Introduction to the Profession course.

OR

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

criteria	Unacceptable 1	Marginal 2	Proficient 3	Exemplary 4	score
Style	The writing sample is not as sophisticated	The writing sample is equivalent to an undergraduate writing sample.	The writing sample shows some refinement from an undergraduate writing sample.	The writing sample shows far more sophistication and	

	as an undergraduate sample.			experience than a senior level English major essay.	
Literary analysis	The writing sample does not show the level or depth or thoroughness of an undergraduate writing sample.	The writing samples shows depth, thoroughness equivalent to an undergraduate writing sample.	The writing sample shows a some more depth and thorough reading of a literary work (s) than an undergraduate writing sample.	The writing sample shows a deeper and more thorough reading of a literary work(s) and greater breadth of knowledge than an undergraduate writing sample.	
Research	The writing sample 's research and integration into the literary analysis is about equal to an undergraduate writing sample.	The writing sample 's research and integration into the literary analysis is about equal to an undergraduate writing sample.	The writing sample's research is more thorough and better integrated into the literary analysis or point than an undergraduate essay.	The writing sample's research and integration into the literary analysis is nearly at a professional level.	