Master of Arts in English

Annual Program Report

Year:	2022-2023
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 dropped this outcome for Spring 23. We replaced it with an outcome that measured standards and sophistication in graduate students essays as opposed to undergraduates. See rubric attached.

We also used past assessment to judge writing samples submitted by applicants to our M.A.

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 are shortages in staff mostly govern curriculum changes.

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 attached document	We expect that 80% of the research papers will be judged "proficient" or "exemplary" in quality of literary analysis.	See document See attached **Target Met**	**We raised our expectations. We recruited more and better graduate students, and others made the transition from undergraduate to graduate very well. As a result, we had better outcomes than last year. We are concerned about the number of unacceptable outcomes. While not related to assessment, we are using and considering our assessment results for admission into our graduate programs. We require students to send a statement of purpose and a writing sample. This year, we have received a lot of plagiarized writing.**
	Students in the M.A. in English program will demonstrate a high-level of proficiency in literary or rhetorical research and synthesis of research.		Measure: The Writing Director, Chair, or designated faculty member will ask for sample essays from 5000 level classes and theses and will	We expect that 85% of the graduate theses and essays will be judged "proficient" or "exemplary" in literary research and synthesis of research.	**Target Met**	**We raised our expectations. We recruited more and better graduate students, and others made the transition from undergraduate to graduate very well. As a result, we had better outcomes than last year. In fact, last year, we had more marginal performances. We are concerned about the number of unacceptable outcomes. While**

			ask instructors and theses directors to assess these essays according to a rubric. See attachment document			not related to assessment, we are using and considering our assessment results for admission into our graduate programs. We require students to send a statement of purpose and a writing sample. This year, we have received a lot of plagiarized writing.
	Students in the M.A. in English program should write assignments that show more sophistication than undergraduates in research, writing, and analysis.		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 attached.	We expect 85% or our graduate students to show more sophistication than undergraduates.	**Target Met. .**	We created English 5335 fifteen years ago when we found, through assessment, that students were unfamiliar with the discipline and its history. With that course correcting students' unfamiliarity, we dropped that outcome. Instead, concerned with increased rigor in our graduate classes, we created this outcome and rubric—in Spring 23, accounting for the drop in number of students. We hope to use this outcome as a consistent quality check.
	In sample proposals, reports, 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.		The Writing Director, Chair, or designated faculty member will ask for sample poems, stories, projects, blogs, webpages, technical reports, etc. from 5000 level classes and	We expect that 85% of the writing samples will be judged proficient in style and audience. We expect that 70% will be proficient in maturity and completeness.	**Target Met**	We have raised expectations. Many times, when taking a specialty writing course, our graduate might not have the experience in the genre that an undergraduate would have. We have had problems with graduate students floundering. This year, we had fewer graduate students. We offered one advance fiction writing course at a time to encourage undergraduates to take it after taking a beginning course in fiction. Thus fewer graduate students had an

			theses and will ask instructors and theses directors to assess these examples of different types of writing according to a rubric. See attached documents			**opportunity to take this course. So we continue graduate offerings versus students' previous experience at the graduate level.**
	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 according to a rubric. See attached rubric	Target: We expect that 85% 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. Ten years ago, we had students perform poorly or freeze up in oral exams. Thus, we created this outcome and created a policy that accounted for a student failing the exam. Also, many professors started requiring oral presentations in their graduate level classes.**

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results *Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.*	**Status** *C=Complete* *P=Progressing* *N=No Action Taken*	**Discussion of Status** *If C, describe efforts that led to accomplishment of actions/goals.* *If P, provide update on progress made toward accomplishing actions/goals and what tasks remain* *If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.*
Our students had difficulty in research.	P Students met target	We recruited several very good graduate students. And tried to spot students who were have difficulty at graduate level research.
We monitored students' knowledge of the discipline through taking a course. We dropped the outcome	C	We have a new outcome assessing graduate students' sophistication as compared to undergraduates.