

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:

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	

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 2019-2020 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

	<p>demonstrate high-level, professional proficiency in the use of literary or rhetorical techniques associated with the genre.</p>		<p>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.</p>	<p>and audience. We expect that 70% will be proficient in maturity and completeness.</p>	<p>(80%), Audience and Purpose (80%), and Maturity (60%)</p>	<p>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.  Because of changes in our faculty, we have changed the content of our oral exams. We</p>
	<p>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.</p>		<p>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</p>	<p>Target: We expect that 80% will demonstrate a high-level of critical thinking and oral proficiency throughout the oral examination or other oral presentations.</p>	<p>Target Met. 100% passed.</p>	

			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                      P=Progressing                      N=No Action Taken</i>	Discussion of Status <i>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.</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.	

	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 b/F2 9.92 9		