



## Program Assessment Report (PAR)

English (ENG) Masters Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

### I. PROGRAM LEARNING OUTCOMES

Graduate Students will be able to 1. Comprehend, evaluate, interpret, and analyze significant texts in their chosen fields 2. Produce written documents that conform to the conventions of style and argumentation in their chosen fields 3. Conduct research using the methods, materials, and documentation systems that are standard in their chosen field 4. Demonstrate an awareness and appreciation of the roles that literature, language, and rhetoric play in culture 5. Apply skills and concepts relative to the fields of English Studies to a range of professional endeavors and workplace situations that emphasize critical thinking, reading, writing, communication, and research 6. Develop the ability to plan, manage, revise, complete, and evaluate advanced projects

### II. PROCEDURES USED FOR ASSESSMENT

#### A. Direct Assessment

Outcome assessment measures for above Methods for assessing measures (every spring) 1. A two-person faculty review of MA culminating projects, which includes the completion of a standardized and weighted rubric for evaluation, and 2. A faculty review of a conference-style presentation that students complete based on the research they conducted to complete their MA culminating projects; the presentation is also assessed by two faculty who complete a standardized and weighted rubric in order to evaluate the students' work. 3. For students in the MA TESOL program only An advisor review of a TESOL portfolio in addition to the culminating project. Direct Measures (scored items from rubrics)

1. Graduate students will be able to comprehend, evaluate, interpret, and analyze significant texts in their chosen fields  
o Revised Seminar Essay The essay has a clear and appropriate thesis and places this thesis in the context of its field  
o Revised Seminar Essay The essay maintains focus upon its thesis and offers discussion and analysis of appropriate examples to support the thesis  
2. Graduate students will be able to produce written documents that conform to

the conventions of style and argumentation in their chosen fields

- o Introductory Essay Mechanics, proofreading, and discipline-appropriate style are in good order
- o Revised Seminar Essay Mechanics, proofreading, and discipline-appropriate style are in good order
- o Revised Seminar Essay The essay has a clear and appropriate thesis and places this thesis in the context of its field
- o Revised Seminar Essay The essay maintains focus upon its thesis and offers discussion and analysis of appropriate examples to support the thesis

3. Graduate students will be able to conduct research using the methods, materials, and documentation systems that are standard in their chosen field

- o Revised Seminar Essay The essay cites a selection of sources that is appropriate in both size and scope.
- o Revised Seminar Essay The essay engages its sources appropriately, responding to them and engaging the ongoing scholarly conversation rather than merely repeating their points and appropriately groups and frames arguments of other scholars

4. Graduate students will be able to demonstrate an awareness and appreciation of the roles that literature, language, and rhetoric play in culture

- o Revised Seminar Essay The essay has a clear and appropriate thesis and places this thesis in the context of its field
- o Revised Seminar Essay The essay maintains focus upon its thesis and offers discussion and analysis of appropriate examples to support the thesis

5. Graduate students will be able to apply skills and concepts relative to the field of English to a range of professional endeavors and workplace situations that emphasize critical thinking, reading, writing, communication, and research

- o Introductory Essay The essay describes the choice of journal to be targeted
- o Project presentation Presenter behaved professionally
- o Project presentation Presentation covered main points of the essay's argument clearly
- o Project presentation Presenter was organized and engaging
- o Project presentation Presentation was appropriately paced and completed within the time limit
- o TESOL only Internship or practicum evaluation
- o TESOL only Teaching Question Response
- o TESOL only Video recording of candidate teaching a lesson and written self-critique

6. Graduate students will be able to develop the ability to plan, manage, document, execute, assess, and complete advanced projects

- o Introductory Essay The essay addresses the student's development over the course of the program and places the revised seminar essay into the context of that development
- o Introductory Essay The essay describes the process of revision in terms of the challenges that were faced and the strategies that were employed for meeting those challenges
- o Project presentation Presenter behaved professionally
- o Project presentation Presentation covered main points of the essay's argument clearly
- o Project presentation Presenter was organized and engaging
- o Project presentation Presentation was appropriately paced and completed within the time limit
- o TESOL only Internship or practicum evaluation
- o TESOL only Teaching Question Response
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## **B. Scoring of Student Work**

Rubrics were used to score the culminating project. Those rubrics include measures that score the introductory essay, essay, presentation, and exit portfolio (TESOL).

### **C. Indirect Assessment**

Students provide feedback on course evaluations. Also, the introductory essay of the culminating project requires students to describe their intellectual development throughout their program. Indirect outcomes can be gleaned from both of these measures. The graduate committee has also drafted a potential exit survey to be taken up for use, possibly, in 2022 (pending department approval).

### **III. ASSESSMENT RESULTS/INFORMATION:**

2019-20 All six M.A. program outcomes are measured by successful completion of the M.A. culminating project. In academic year 2019-2020, 24 students attempted the culminating project. 96% (23 of 24) passed. The following are the average scores in each concentration literature - 91.8% (91.8/100 points) for twelve students; 78.6% (78.6/100 points) for three students; 92% (73.66/80 points) for nine students. Nine students passed with distinction (95 or better), six in literature and three in TESOL. An 80/100 was required to pass the project in literature and rhetoric and writing; a 64/80 required for TESOL. Outcomes five and six involve successful completion of the culminating project presentation. Due to the COVID19 pandemic, project presentations were not required for students graduating in Spring 2020. All four students who passed their written projects in Fall 2019 also passed their presentations. 2020-21 All six M.A. program outcomes are measured by successful completion of the M.A. culminating project. In academic year 2020-2021, 11 students attempted the culminating project. 100% passed. The following are the average scores for Fall 2020; 89.25% or 89.25/100 for four students, all in Rhetoric and Writing. The following are the average scores in each concentration for spring Literature - 89% (89/100 points) for two students; Rhetoric and Writing - 92.6% (92.6/100 points) for four students; and TESOL - 99.4% (79.5/80 points) for one student. Six of eleven students passed with distinction (95 or better), one in literature, four in R&W, and one in TESOL. An 80/100 was required to pass the project in literature and rhetoric and writing; a 64/80 required for TESOL. Outcomes five and six involve successful completion of the culminating project presentation. All students passed their presentations in the 2020-2021 academic year.

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The MA culminating project passage rate of 96% indicates that students overwhelmingly met their learning outcomes.

#### **IV. ACTIONS TO IMPROVE STUDENT LEARNING**

For 2019-20 and 2020-21 The assessment reports were shared with the graduate programs committee. The committee will discussed improving and implementing new indirect measures such as an exit survey, but given the reorganization, plans for an exit survey are put on hold.

#### **V. SUPPORTING DOCUMENTS**

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.