

ASSESSMENT PLAN 2018-2019

English Graduate

M.A.

Program Mission:

The Department of English M.A. program offers advanced instruction in literature, linguistics, creative writing, and composition. It is designed to provide a strong foundation in advanced research methods for the study of English; a thorough background in the history and development of the English language; current theories in linguistics, literary criticism, and writing; and a variety of electives in the emphasis areas. The graduate program serves regional secondary school teachers, prospective community college teachers, students who plan to enter PhD programs, and students who seek stronger credentials in English for careers in journalism, publication, and professional writing. Each year, graduate assistantships are awarded competitively to full-time students. Along with tutoring in the Writing Center, graduate assistants undertake extensive teacher training in composition and gain considerable experience as composition instructors.

Student Learning Outcome 1:

Students will produce high-quality written work demonstrating their interpretative and analytical skills through mastery of relevant and current theoretical concepts.

NMHU Traits Specifically Linked to Student Learning Outcome 1

- Effective Communication Skills
- Effective Use of Technology
- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 1:

Learning Outcome #1 is assessed by evaluating students' written work at the first key point of their academic studies: their first-semester final essay in Engl. 601 Research Methods. The goal of this assessment is to allow the tracking of a student's performance from their entry into the program through to their completion of the degree. The instructor of Engl 601 and a second faculty department member will utilize the Outcomes Assessment (OA) form (Appendix A1) and score the essay based on a scale of 1-5 for "Quality of Written Work."

Measure for Success: An average score of 3.5 or higher.

Summary of Data:

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	

Second Means of Assessment for Outcome 1:

Learning Outcome #1 is assessed further by evaluating students' written work at subsequent key points in their academic studies: the qualifying exam; the thesis/portfolio proposal, and the final thesis/portfolio. First, the chair and second faculty member of the thesis committee will evaluate the student's qualifying exam using the OA form (Appendix A2). Then the chair, second faculty member, and outside faculty member of the thesis/portfolio committee will utilize the OA form (Appendix A3) to evaluate the student's thesis/portfolio proposal; and finally the same committee will utilize the OA forms (Appendix A4-9) to evaluate the student's completed thesis/portfolio. These written works will be evaluated based on a scale of 1-5 for "Quality of Written Work."

Measure for Success: An average score of 3.5 or higher.

Summary of Data:

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	

Third Means of Assessment for Outcome 1:

Learning Outcome #1 is assessed further by evaluating students' analytical and interpretative skills and mastery of theoretical concepts in their written work at the first key point of their academic studies: their first-semester final essay in Engl. 601 Research Methods. The goal of this assessment is to allow the tracking of a student's performance from their entry into the program through to their completion of the degree. The instructor of Engl. 601 and a department faculty member will evaluate the essay using the OA form (Appendix A1) based on a scale of 1-5 for "Quality of Analytical and Interpretive Skills through Mastery of Relevant and Current Theoretical Concepts."

Measure for Success: An average score of 3.5 or higher.

Summary of Data:

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	

Fourth Means of Assessment for Outcome 1:

Learning Outcome #1 is assessed further by evaluating students' analytical and interpretative skills and mastery of theoretical concepts in their written work at subsequent key points in their academic studies: the second-year qualifying exam, the thesis/portfolio proposal, and the final thesis/portfolio. First, the chair and second faculty member of the thesis committee will evaluate the student's qualifying exam using the OA form (Appendix A2). Then the chair, second faculty member, and outside faculty member of the thesis/portfolio committee will utilize the OA form (Appendix A3) to

evaluate the student's thesis/portfolio proposal. Last, the same committee will utilize the OA forms (Appendix A4-9) to evaluate the student's completed thesis/portfolio. These written works will be evaluated based on a scale of 1-5 for "Quality of Analytical and Interpretive Skills through Mastery of Relevant and Current Theoretical Concepts." Measure for Success: An average score of 3.5 or higher.

Summary of Data:

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	

Interpretation of Results for Outcome 1:

Student Learning Outcome 2:

Students will display mastery of the subject and form of their chosen concentration area (Literature, Creative Writing, or Linguistics and Composition).

NMHU Traits Specifically Linked to Student Learning Outcome 2

- Effective Communication Skills
- Effective Use of Technology
- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 2:

Learning Outcome #2 is assessed by evaluating students' written work at key points in their academic studies: the second-year qualifying exam, thesis or portfolio proposal, and the final thesis/portfolio. First, the chair and second faculty member of the thesis committee will evaluate the student's qualifying exam using the OA form (Appendix A2). Then the chair, second faculty member, and outside faculty member of the thesis/portfolio committee will utilize the OA form (Appendix A3) to evaluate the student's thesis/portfolio proposal. Last, the same committee will utilize the OA forms (Appendix A4-9) to evaluate the student's completed thesis/portfolio. These written works will be evaluated based on a scale of 1-5 for "Mastery of the Subject and Form." Measure for Success: An average score of 3.5 or higher.

Summary of Data

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	

Interpretation of Results for Outcome 2:

Student Learning Outcome 3:

Students will be able to conduct, synthesize, interpret, document, and present original academic research.

NMHU Traits Specifically Linked to Student Learning Outcome 3

- Effective Communication Skills
- Effective Use of Technology
- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 3:

Learning Outcome #3 will be assessed by evaluating students' written work at the first key point in their academic studies: the first-semester final essay in Engl. 601 Research Methods. The goal of this assessment is to allow the tracking of a student's performance from their entry into the program through to their completion of the degree. The instructor of Engl. 601 and a department faculty member will utilize the OA form (Appendix A1) to evaluate the essay based on a scale of 1-5 for "Ability to Conduct, Synthesize, Interpret, Document Research."

Measure of Success: Average score of 3.5 or higher.

Summary of Data

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	%

Second Means of Assessment for Outcome 3:

Learning Outcome #3 will be assessed further by evaluating students' written work at subsequent key points in their academic studies: the qualifying exam, the thesis/portfolio proposal, and the final thesis/portfolio. First, the chair and second faculty member of the thesis committee will evaluate the student's qualifying exam using the OA form (Appendix A2). Then the chair, second faculty member, and outside faculty member of the thesis/portfolio committee will utilize the OA form (Appendix A3) to evaluate the student's thesis/portfolio proposal. Last, the committee will utilize the OA forms (Appendix A4-9) to evaluate the student's completed thesis/portfolio. These written works will be evaluated based on a scale of 1-5 for "Ability to Conduct, Synthesize, Interpret, and Document Research."

Measure of Success: Average score of 3.5 or higher. **Summary of Data**

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	%

Third Means of Assessment for Outcome 3:

Learning Outcome #3 will be assessed further by evaluating a student's originality in their written work at key points in their academic studies: the qualifying exam, the thesis/portfolio proposal, and the final thesis/portfolio. First, the chair and second faculty member of the thesis committee will evaluate the student's qualifying exam using the OA form (Appendix A2). Then the chair, second faculty member, and outside faculty member of the thesis/portfolio committee will utilize the OA form (Appendix A3) to evaluate the student's thesis/portfolio proposal. Last, the same committee will utilize the OA forms (Appendix A4-9) to evaluate the student's completed thesis/portfolio. These written works will be evaluated based on a scale of 1-5 for "Originality of Research or Creative Project."

Measure of Success: Average score of 3.5 or higher.

Summary of Data

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	%

Interpretation of Results for Outcome 3:

Utilization of Results:

Changes to Program Based on Results:

Retention Strategies:

Appendix A
Outcomes Assessment Evaluation Forms

Appendix A1
First-Year Paper Evaluation

Faculty Evaluator _____

Student: _____

Semester: _____

Please rate the course paper using the criteria below. Our goal is for students to achieve a 3.5 or above, but overly generous scoring will inhibit improvement of the program. Circling two numbers for a .5 score is acceptable.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Achieves high quality in written work	1	2	3	4	5	N/A
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2. Interprets and analyzes skillfully	1	2	3	4	5	N/A
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3. Masters relevant and current theoretical concepts	1	2	3	4	5	N/A
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4. Masters subject and form	1	2	3	4	5	N/A
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5. Conducts, synthesizes, interprets, and documents research	1	2	3	4	5	N/A
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6. Shows originality and/or innovation	1	2	3	4	5	N/A
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7. Strengths of the research essay

8. Weaknesses of the research essay

9. Additional comments

Appendix A2
Qualifying Examination Evaluation

Faculty Evaluator: _____

Student: _____

Semester: _____

Please rate the examination using the criteria below. Our goal is for students to achieve a 3.5 or above, but overly generous scoring will inhibit improvement of the program. Circling two numbers for a .5 score is acceptable.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Achieves high quality in written work	1 2 3 4 5 N/A
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2. Skillfully interprets and analyzes	1 2 3 4 5 N/A
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3. Masters relevant and current theoretical concepts	1 2 3 4 5 N/A
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4. Masters subject and form	1 2 3 4 5 N/A
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5. Conducts, synthesizes, interprets, and documents research	1 2 3 4 5 N/A
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6. Strengths of the examination	
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7. Weaknesses of the examination	
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8. Additional comments	
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Appendix A4

M.A. Thesis Evaluation: Literature or Language, Rhetoric, and Composition

Faculty Evaluator: _____

Student: _____

Semester: _____

Please rate the thesis using the criteria below. Our goal is for students to achieve a 3.5 or above, but overly generous scoring will inhibit improvement of the program. Circling two numbers for a .5 score is acceptable.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Achieves high quality in written work	1 2 3 4 5 N/A
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2. Interprets and analyzes skillfully	1 2 3 4 5 N/A
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3. Masters relevant and current theoretical concepts	1 2 3 4 5 N/A
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4. Masters subject and form	1 2 3 4 5 N/A
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5. Conducts, synthesizes, interprets, and documents research	1 2 3 4 5 N/A
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6. Shows originality and/or innovation	1 2 3 4 5 N/A
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7. Strengths of the thesis	
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8. Weaknesses of the thesis	
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9. Additional comments	
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Appendix A5

M.A. Thesis Evaluation: Creative Writing - Poetry

Faculty Evaluator: _____

Student: _____

Semester: _____

Please rate the thesis using the criteria below. Our goal is for students to achieve a 3.5 or above, but overly generous scoring will inhibit improvement of the program. Circling two numbers for a .5 score is acceptable.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Achieves high quality in written work	1 2 3 4 5 N/A
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2. Masters relevant and current theoretical concepts	1 2 3 4 5 N/A
---	----------------------

3. Interprets and analyzes skillfully	1 2 3 4 5 N/A
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4. Masters subject and form	1 2 3 4 5 N/A
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5. Conducts, synthesizes, interprets, and documents research	1 2 3 4 5 N/A
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6. Shows originality and/or innovation	1 2 3 4 5 N/A
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7. Strengths of the thesis

8. Weaknesses of the thesis

9. Additional comments on use of figurative language, form, music, and rhythm, etc.

Appendix A8
M.A. Portfolio Evaluation

Faculty Evaluator: _____

Student: _____

Semester: _____

Please rate the portfolio using the criteria below. Our goal is for students to achieve a 3.5 or above, but overly generous scoring will inhibit improvement of the program. Circling two numbers for a .5 score is acceptable.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Achieves high quality in written work	1 2 3 4 5 N/A
---	----------------------

2. Interprets and analyzes skillfully	1 2 3 4 5 N/A
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3. Masters relevant and current theoretical concepts	1 2 3 4 5 N/A
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4. Masters subject and form	1 2 3 4 5 N/A
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5. Conducts, synthesizes, interprets, and documents research	1 2 3 4 5 N/A
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6. Shows originality and/or innovation	1 2 3 4 5 N/A
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7. Strengths of the portfolio	
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8. Weaknesses of the portfolio	
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9. Additional comments	
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Appendix A9
Oral Presentation – Thesis or Portfolio

Faculty Evaluator: _____

Student: _____ **Semester:** _____

Please rate the oral defense using the criteria below. Our goal is for students to achieve a 3.5 or above, but overly generous scoring will inhibit improvement of the program. Circling two numbers for a .5 score is acceptable.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Achieves high quality in written work	1	2	3	4	5	N/A
2. Interprets and analyzes skillfully	1	2	3	4	5	N/A
3. Masters relevant and current theoretical concepts	1	2	3	4	5	N/A
4. Masters subject and form	1	2	3	4	5	N/A
5. Conducts, synthesizes, interprets, and documents research	1	2	3	4	5	N/A
6. Shows originality and/or innovation	1	2	3	4	5	N/A
7. Strengths of the oral defense						
8. Weaknesses of the oral defense						
9. Additional comments on the quality of the oral presentation and responses to questions						