**Oakland University English Department**

**Assessment Plan – English M.A.**

**Step 1: Basic Information**

Program Name: M.A., English

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):

Undergrad ☐

Master’s X

Doctoral ☐

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Current Assessment Contact Representative (& E-mail): Joanne Lipson Freed (freed@oakland.edu)

Current Department or Program Chair (& E-mail): Kevin Laam (laam@oakland.edu)

Current Dean (& E-mail): Kevin Corcoran (corcoran@oakland.edu)

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

**Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

* In column 1, record what aspects of the OU Mission your program addresses.
* In column 2, record your program goals as they relate to the OU Mission.
* In column 3, record your program’s planned student learning outcomes related to each program goal.
* In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

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| (1) OU Mission | (2) Program Goals | (3) Student Learning Outcomes | (4) Assessment Measures |
| A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools or careers directly after graduation. | The Master’s Program in English aims to provide students with advanced skills in reading literary texts and thinking and writing about them.  The basic curriculum emphasizes major critical approaches so that students will be equipped to expand their literary horizons later, whether as doctoral candidates, teachers at secondary and college level, or as members of the community. | Students will be able to produce sound, complex, and well-developed arguments.  Students will be able to analyze literary texts using complex thinking and appropriate evidence.  Students will be able to contextualize literary texts within literary history, social context, theoretical framework, or genre.  Students will be able to write clear, logically structured papers that synthesize and integrate sources. | Direct Measure (Exit portfolio and seminar papers): The exit portfolio, which includes a revision of a paper submitted for a previous course in the M.A. program,  represents the culminating achievement for all M.A. candidates; 6000-level seminar papers represent the most advanced and sustained scholarly writing produced by all M.A. candidates. Assessing these two examples of student work allows us to observe the skills our graduates have developed in critical thinking and writing. Every other year the Graduate Program Committee reviews the seminar papers of students enrolled in their second seminar and the revised papers in the exit portfolio to see that students are making good use of the theoretical, generic, and historical knowledge they should have gleaned from core courses in the graduate program and to appraise their writing performance. |
| The university seeks to facilitate the development of those personal skills that will contribute to informed decision making and productive citizenship. | The basic curriculum emphasizes major critical approaches so that students will be equipped to expand their literary horizons later, whether as doctoral candidates, teachers at secondary and college level, or as members of the community. | Students will demonstrate an understanding of the value of literary studies, and will recognize how their intellectual growth figures into their future plans. | Indirect Measure: The exit portfolio required of all graduating students also includes an essay in which students are asked to a) Reflect upon the student’s intellectual experience as he or she has progressed through the graduate program; and b) Speculate upon directions for continued growth beyond the graduate program. The Graduate Program will summarize these reflective essays and report results to the department for discussion and possible action. |

**Step 4: Participation in Assessment Process**

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| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| The English Department Graduate Program Committee, consisting of no less than four department faculty, has direct responsibility for carrying out the assessment plan; all members of the department are responsible for discussing, voting on, and implementing the committee’s recommendations. | Committee members will read and evaluate papers based on the rubric included here. The committee will meet to discuss results and report their findings to the English Department in a timely fashion. |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

A. How will you analyze your assessment data?

We will use the rubric below and a scoring system of 1 through 3, with 1 the lowest (Unsatisfactory) and 3 the highest (Proficient) to assess a sampling of student seminar papers and graduating student Exit Portfolios. Each student essay will be reviewed and scored by two committee members. Scores will then be totaled for the two distinct categories of seminar papers and Exit Portfolios. The committee will also read the Reflective Essay component of the Exit Portfolio to identify major patterns in how students understand the value of literary study and the applicability of their studies to their future goals. The committee will meet to discuss results and work on a report for the Department.

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| Student Learning  Outcomes | UNSATISFACTORY | COMPETENT | PROFICIENT |
| ARGUMENT | Argument is confusing with internal contradictions &  incompletely developed | Makes a sound argument  & is adequately developed. | Identifies a meaningful  intellectual problem while  providing abundant evidence &  complex analysis  Well-developed. |
| LITERARY ANALYSIS | Insufficient or flawed evidence & analysis | Features sufficient evidence & analysis | Abundant evidence & complex analysis |
| CONTEXTUALIZATION  Literary text is contextualized within literary history, social context, theoretical framework(s) OR genres | Poorly links literary text to a context | Adequately links  literary text to a context | Skillfully links literary text to a context |
| ADVANCED WRITING  SKILLS | Prose is unclear.  Organization is not apparent. Sources are insufficient and citations incorrect.  Multiple grammatical and punctuation errors. | Clear & effective prose.  Organization is apparent.  Sources are  correctly cited and  documented.  Few grammatical or punctuation errors. | Adept prose. Organization is appropriate to argument.  Sources are skillfully integrated.  Virtually no errors. |

1. How will you use results to improve your program?

The Graduate Program Committee will bring its findings to the English Department in a scheduled department meeting. Ample time will be devoted to a discussion of these findings, including generating a list of suggestions for improvement. Faculty teaching graduate courses will then seek to implement improvement suggestions.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).