

## 2016-2017 Assessment Cycle COLA\_English MA

### Mission (due 1/20/17)

#### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

#### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

#### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

#### College / Department / Program Mission

##### College Mission

*Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."*

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

##### Department / Program Mission

*Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017."*

The Master of Arts in English satisfies the needs of a variety of students: those who plan to continue in a Ph.D. program, those who want to teach at the high school or college levels, and those who wish to acquire professional training in writing or research. Students may concentrate in English and American literature and culture, creative writing, TESOL, linguistics, folklore, professional writing, or rhetoric and composition.

### Assessment Plan (due 1/20/17)

#### Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

##### Assessment List

Goal/Objective	Students will demonstrate the ability to formulate a rhetorical argument and utilize evidence and
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	critical theories in support of that argument appropriate to their chosen area of specialization.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Direct - Thesis	A committee of at least three graduate faculty members will evaluate each thesis, and together rate it high pass, pass, or fail. We expect that 95% of formally submitted theses will achieve a score of "pass" or higher. Our goal is for 10% of theses to merit a "high pass."	
Direct - Comprehensive Exam (graduate level)	Students may opt to write a set of comprehensive exams instead of writing a thesis. Half of the comprehensive exam focuses on the student's chosen specialty; the other half requires the student to answer questions on a broad range of English literature. We expect that 85% of students should pass these written exams on their first attempt.		

Goal/Objective	Students will demonstrate the ability to communicate their rhetorical arguments and results of their research orally in ways appropriate to their chosen area of specialization.		
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	Direct - Comprehensive Exam (graduate level)	Each student will complete an oral exam component that includes material from the student's chosen area of specialization. A committee of three faculty members will separately use the rubric designed for the exam to evaluate the student's oral exam on a four point scale of exceeding, meeting, approaching, or failing expectations. The MA Program requires all students to complete an oral examination. Those who select a written comprehensive exam are examined orally over the range of their courses in their specialization. Those who select a thesis are examined over their thesis and related material. We expect fewer than 25% of students will achieve averaged scores of	MA_exam_Rubric_Lit.doc

		below 2 (meets expectations) in more than one category.	
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Goal/Objective	Students will demonstrate familiarity with and understanding of literary themes and forms from the history of English language literature.								
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## Results & Improvements (due 9/15/17)

### Results and Improvement Narratives

**Assessment List Findings for the Assessment Measure level for Students will demonstrate the ability to formulate a rhetorical argument and utilize evidence and critical theories in support of that argument appropriate to their chosen area of specialization.**

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	Direct - Comprehensive Exam (graduate level)	Has the criterion Students may opt to write a set of comprehensive exams instead of writing a thesis. Half of the comprehensive exam focuses on the student's chosen specialty; the other half requires the student to answer questions on a broad range of English literature. We expect that 85% of students should pass these written exams on their first attempt. been met yet?	No students chose the comprehensive exam option in this cycle.		- Assessment Process: Continuous monitoring: No students chose the comprehensive exam option in this cycle.

**Assessment List Findings for the Assessment Measure level for Students will demonstrate the ability to communicate their rhetorical arguments and results of their research orally in ways appropriate to their chosen area of specialization.**

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		<p>meeting, approaching, or failing expectations. The MA Program requires all students to complete an oral examination. Those who select a written comprehensive exam are examined orally over the range of their courses in their specialization. Those who select a thesis are examined over their thesis and related material. We expect fewer than 25% of students will achieve averaged scores of below 2 (meets expectations) in more than one category. been met yet? Met</p>	<p>"meets expectations") in one category. No students ranked below "meets expectations" in more than one category. Overall, faculty members were generally pleased with the quality of their students' theses.</p>		
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**Assessment List Findings for the Assessment Measure level for Students will demonstrate familiarity with and understanding of literary themes and forms from the history of English language literature.**

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	Indirect - Curriculum	Has the criterion Our MA curriculum requires that students take courses in five of seven different literary areas. Our current goal is that 80% of graduating MA students should achieve no more than 2 grades of B or lower on these literary breadth requirement courses. been met yet? Met	Seven MA students graduated this year. Of the seven, none scored a B or lower in more than two literature classes. One had one B and one C in literature courses; others scored up to 3 Bs total across their curriculum. One student scored all As in all courses, including literature courses. Hearteningly, students were more likely to achieve B and C grades towards the beginning of their degree, and achieved more As as they progressed through the program.		- Assessment Process: Goals / Outcomes / Objectives changed: This is a new objective for 2016-2017, so measuring improvement is not yet possible.

## Reflection (Due 9/15/17)

### Reflection

#### 1) How were assessment results shared in the unit?

*Please select all that apply. If "other", please use the text box to elaborate.*

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

**2) How frequently were assessment results shared in the unit?**

Frequently (>4 times per cycle)  
 Periodically (2-4 times per cycle)  
 Once per cycle (selected)  
 Results were not shared this cycle

**3) With whom were assessment results shared?**

*Please select all that apply.*

Department Head (selected)  
 Dean / Asst. or Assoc. Dean  
 Departmental assessment committee (selected)  
 Other faculty / staff (selected)

**4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?**

Faculty have been much more willing to submit thesis defense/oral exam rubrics this year, following a discussion last year on the purposes of the assessment. Other factors that contributed to faculty buy-in are that we included extra copies of the rubrics in the room used for defenses, and the assessment coordinator sent follow-up emails at the end of each term to faculty members whose rubrics were missing.

**5) What has the unit learned from the current assessment cycle?**

We have learned that our paper flow processes are confusing for both students and faculty. We are implementing a new streamlined process wherein all paperwork pertaining to graduate study is submitted to the Graduate Coordinator, who then scans copies for our files and distributes them to the Graduate School or other faculty as necessary.

## Attachments

### Attachments

**Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.**

**Click "Select File" to upload document(s)**

MA\_oral\_Rubric\_CW.doc  
 MA\_oral\_Rubric\_Lit.doc