

2016-2017 Assessment Cycle COLA_English PhD

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."

All doctorates in English have a foundation in studies of British and American language and literature. Thus, Ph.D. students receive a broad education in the discipline that prepares them to teach effectively at any college level and provides the background for advanced research in their areas of particular expertise.

With the help of faculty mentors, students have the flexibility to fashion a course of study, comprehensive examinations, and dissertation research both in these concentrations and in such specialized areas as critical theory, African American literature, women's folklore and literature, and children's literature.

Assessment Plan (due 1/20/17)

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

Assessment List

Goal/Objective	Students will demonstrate knowledge of a variety of sub-fields of English language and literature through their minor comprehensive exams.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Comprehensive Exam (graduate level)	90% of students will successfully complete their minor exams with a grade of "pass" or "pass with distinction" within 2 semesters.	

Goal/Objective	Students will develop their professional identities through such activities as attending/presenting at conferences, publishing, performing academic/community service, and seeking external training.		
Legends	PO - Program Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Indirect - Survey - students	70% of students will report at least one significant professional development each year.	

Goal/Objective	Students will demonstrate the ability to execute a research project and communicate its results in oral and written formats associated with presentation and publication of original research in the area of the student's specialization.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments

	Direct - Thesis	Each student will complete a written dissertation. A committee of at least three faculty members will evaluate the dissertation and, in a public meeting, ask candidates questions to evaluate their understanding of the nature of the research. The committee will vote to determine if the student has passed or failed this assessment. At the time of the oral exam, committee members will complete a rubric that covers both the written and oral activities. We expect 90% of people who submit a dissertation to have it judged as passing. In addition, we have set goals for achievement levels as evaluated by a rubric completed by 3 dissertation committee members at the defense. We hope to achieve ratings of "meets" (2) or "exceeds" (3) expectations on at least 80% of ratings for every rubric element, and we hope to achieve ratings of "exceeds expectations" on at least 60% of ratings in 3 of the 6 elements.	
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Goal/Objective	Students will demonstrate depth of knowledge in their primary area through their major field comprehensive exam.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Comprehensive Exam (graduate level)	90% of students will pass their primary exam on their first attempt.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students will demonstrate knowledge of a variety of sub-fields of English language and literature through their minor comprehensive exams.

Goal/Objective	Students will demonstrate knowledge of a variety of sub-fields of English language and literature through their minor comprehensive exams.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment			

Measures	Assessment Measure		Criterion			
	Direct - Comprehensive Exam (graduate level)		90% of students will successfully complete their minor exams with a grade of "pass" or "pass with distinction" within 2 semesters.			
Assessment Findings	Assessment Measure		Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Comprehensive Exam (graduate level)		Has the criterion 90% of students will successfully complete their minor exams with a grade of "pass" or "pass with distinction" within 2 semesters. been met yet? Not met	Of the 35 currently-registered students who had completed comprehensive examinations, 30 (86%) completed their minor exams within two semesters. Of those 30, two students completed their exams in one semester. Of the total, four students took 3 semesters to finish, and one student took 4 semesters.		- Assessment Process: Data Collection changed: This is a new objective, so measuring improvement is not yet possible.

Assessment List Findings for the Assessment Measure level for Students will develop their professional identities through such activities as attending/presenting at conferences, publishing, performing academic/community service, and seeking external training.

Goal/Objective	Students will develop their professional identities through such activities as attending/presenting at conferences, publishing, performing academic/community service, and seeking external training.				
Legends	PO - Program Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Indirect - Survey - students		70% of students will report at least one significant professional development each year.		
Assessment Findings					

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey - students	Has the criterion 70% of students will report at least one significant professional development each year. been met yet? Not met	This was a new measure introduced this year to promote conversations about professional development between faculty advisors and students. Participation in the paperwork for this measure was poor. Only 6 students out of 27 who were targeted for this assessment turned in a report (22%). Part of this poor showing is due to confusion over who was supposed to turn in a report: we asked all ABD students to report their professionalization activities, but it seems that students who had just finished exams did not think of themselves as "ABD." If we consider only students at least one full semester past comprehensive exams, then the participating number is 6 out of 16 (37.5%). Another part of the confusion may be due to the timing of the assessment: we asked students to complete this at the same time as their doctoral progress report, and students and faculty are not always sure which documents are supposed to go to the Graduate School and which to our		- Professional development/training: This is a new objective, so measuring improvement is not yet possible.

			departmental graduate office. Although the assessment measure has not yet had the effect we intended, it did expose some paper flow and communication issues that our graduate office is working to resolve.		
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Assessment List Findings for the Assessment Measure level for Students will demonstrate the ability to execute a research project and communicate its results in oral and written formats associated with presentation and publication of original research in the area of the student's specialization.

Goal/Objective	Students will demonstrate the ability to execute a research project and communicate its results in oral and written formats associated with presentation and publication of original research in the area of the student's specialization.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
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Assessment Measures	Assessment Measure		Criterion		
	Direct - Thesis	Each student will complete a written dissertation. A committee of at least three faculty members will evaluate the dissertation and, in a public meeting, ask candidates questions to evaluate their understanding of the nature of the research. The committee will vote to determine if the student has passed or failed this assessment. At the time of the oral exam, committee members will complete a rubric that covers both the written and oral activities. We expect 90% of people who submit a dissertation to have it judged as passing. In addition, we have set goals for achievement levels as evaluated by a rubric completed by 3 dissertation committee members at the defense. We hope to achieve ratings of "meets" (2) or "exceeds" (3) expectations on at least 80% of ratings for every rubric element, and we hope to achieve ratings of "exceeds expectations" on at least 60% of ratings in 3 of the 6 elements.			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Thesis	Has the criterion Each student will complete a written dissertation. A	All students who submitted their dissertations passed. Students		- Task Force / Focus Group / Consultation / Meeting:

		<p>committee of at least three faculty members will evaluate the dissertation and, in a public meeting, ask candidates questions to evaluate their understanding of the nature of the research. The committee will vote to determine if the student has passed or failed this assessment. At the time of the oral exam, committee members will complete a rubric that covers both the written and oral activities. We expect 90% of people who submit a dissertation to have it judged as passing. In addition, we have set goals for achievement levels as evaluated by a rubric completed by 3 dissertation committee members at the defense. We hope to achieve ratings of "meets" (2) or "exceeds" (3) expectations on at least 80% of ratings for every rubric element, and we hope to achieve ratings of "exceeds expectations" on at least 60% of ratings in 3 of the 6 elements. been met yet?</p> <p>Met</p>	<p>achieved scores of "meets" or "exceeds" expectations on 91% of ratings for all rubric elements. Students scored ratings of "exceeds expectations" on 45% of ratings of all rubric elements. In 4 different elements, at least 50% of ratings were "exceeds expectations." No element reached the 60% "exceeds expectations" mark.</p>		<p>Communication with faculty about the goals of this form of assessment has improved significantly. Whereas in the past, data collection has been spotty, this year committees submitted rubrics for every PhD defense.</p>
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Assessment List Findings for the Assessment Measure level for Students will demonstrate depth of knowledge in their primary area through their major field comprehensive exam.

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Assessment Measures	Assessment Measure		Criterion		
	Direct - Comprehensive Exam (graduate level)		90% of students will pass their primary exam on their first attempt.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Comprehensive Exam (graduate level)	Has the criterion 90% of students will pass their primary exam on their first attempt. been met yet? Met	39 students currently registered in the program have taken their primary exam. Of those, 36 (92%) passed on their first attempt. One student took two attempts to pass; one took three; and one took four. The students who took three or four attempts had to appeal to both the department graduate appeals committee and to the Graduate School to retake the exam; both appeals committees felt that in their particular circumstances, the extra attempts were justified. The student who took four attempts at her primary exam later completed her dissertation successfully and graduated in Spring 2017.		- Assessment Process: Data Collection changed: This is a new objective, 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 dissertation defense 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. No more than one follow-up email was necessary for any rubric.

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. Moreover, we are in the process of updating our time-to-degree guidelines for the PhD, and this assessment cycle shows that our previous assumptions about how many semesters students take on comprehensive exams are inaccurate. We had previously advised students that it takes one or two semesters to complete comprehensive exams, but this assessment shows us that the vast majority of students take two semesters, and that it is more common to take three semesters than one semester.

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)

PhD_Rubric_CW.doc

PhD_Rubric.doc

ABD_Progress_Report.docx