Department of English, CLASS

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# **ASSESSMENT PLAN: M.A. in English**

### Updated Date: Spring, 2013

| PROGRAM MISSION |
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| The Department of English develops in its majors advanced skills in writing and communication, and in critical reading and thinking. In acquainting students with the history and structure of the English language and with a wide range of literary works and periods, it educates its diverse students to connect language and literature to the larger socio-cultural context. The major strives to foster a lifelong love of reading and writing. Students completing a major in English are well equipped to pursue careers in law, teaching, publishing, and other areas in which the ability to read and write the English language effectively is vital. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) |
| Students graduating with an M.A. in English will be able to:  |
| SLO 1 | analyze and interpret various kinds of texts in clear and cogent prose; |
| SLO 2 | discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning); |
| SLO 3 | demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis; |
| SLO 4 | Demonstrate the ability to learn independently. |
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| Year 1: 2012-2013 |  |
| 1. Which SLO(s) to assess
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| 1. Assessment indicators
 | Resource data (information literacy assignment)  |
| 1. Sample (courses/# of students)
 | 1) English 6001: 15 students2) English 6990: 20 students |
| 1. Time (which quarter(s))
 | 1) Fall 20122) Fall 2012 |
| 1. Responsible person(s)
 | 1) Debra Barrett-Graves2) Dennis Chester |
| 1. Ways of reporting (how, to who)
 | Report to Department Chair |
| 1. Ways of closing the loop
 | TBD |

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| Year 2: 2013-2014 |  |
| 1. Which SLO(s) to assess
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| 1. Assessment indicators
 | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] |
| 1. Sample (courses/# of students)
 |  |
| 1. Time (which quarter(s))
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| 1. Responsible person(s)
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| 1. Ways of reporting (how, to who)
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| 1. Ways of closing the loop
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| Year 3: 2014-2015 |  |
| 1. Which SLO(s) to assess
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| 1. Assessment indicators
 | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] |
| 1. Sample (courses/# of students)
 |  |
| 1. Time (which quarter(s))
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| 1. Responsible person(s)
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| 1. Ways of reporting (how, to who)
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| 1. Ways of closing the loop
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| Year 4: 2015-2016 |  |
| 1. Which SLO(s) to assess
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| 1. Assessment indicators
 | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] |
| 1. Sample (courses/# of students)
 |  |
| 1. Time (which quarter(s))
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| 1. Responsible person(s)
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| 1. Ways of reporting (how, to who)
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| 1. Ways of closing the loop
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| Year 5: 2016-2017 |  |
| 1. Which SLO(s) to assess
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| 1. Assessment indicators
 | [it is ideal to have both a “direct” indicator (a test, paper, observations, etc.) and an “indirect” indicator (surveys, reflections, etc.) for each SLO assessment.] |
| 1. Sample (courses/# of students)
 |  |
| 1. Time (which quarter(s))
 |  |
| 1. Responsible person(s)
 |  |
| 1. Ways of reporting (how, to who)
 |  |
| 1. Ways of closing the loop
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