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| **Arts & Humanities**  **Master of Arts in English** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The English Major, at both the undergraduate and graduate level, is designed to give proficiency in skills that traditionally have been among the most highly prized by society: an ability to read with comprehension and critical judgment; to communicate accurately and clearly; to grasp difficult ideas and think logically; to do research and organize materials; to evaluate texts historically and aesthetically; and to appreciate literature and the other arts.  Building upon the foundation of the BA English program, the Master of Arts program in English language and literature serves several categories of students: those teaching high school and community college; those anticipating doctoral studies; and those simply interested in extending and intensifying the knowledge acquired in their undergraduate studies.  There are two M.A. options: Literature and Rhetoric & Writing Studies. |

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| Program and Student Learning Outcomes |
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| 1 Acquire an enhanced knowledge of research and writing skills and demonstrate an ability to write a professional quality research/analytical paper.   * 1. Students will demonstrate an understanding of research methodology.   2. Students will apply their knowledge by developing and writing a research/analytical paper.   2A: Option in Literature: Students will situate texts within historical periods and analyze them within current critical paradigms.  2B: Option in Rhetoric & Writing Studies: Students will understand, explain and analyze current writing theory, as well as develop and apply writing theory in the context of the college composition classroom. |
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| Curriculum Map (Matrix of Courses X Learning Outcomes) |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | SLO 1.1 | SLO 1.2 | SLO 2A | SLO 2B | | English 205 | I | I | I | I | | English 270 | D | D |  |  | | English 281 | D | D |  | D | | English 282 | D | D |  | D | | English 250T | D | D | D |  | | English 278T | D | D |  | D | | English 280T | D | D | D |  | | English 291/292 | M | M | M | M | | English 299 | M | M | M | M | |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are reinforced, which are emphasized, and which are mastered in that particular course.

| **I = Introduced** | **D = Development** | **M=Mastered** |
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| Assessment Methods |
| * 1. **Direct Measures:** |
| * + 1. Evaluation of Student Papers (Research/Analytical): The program will assess final research papers written in either ENGL 205, ENGL 250T, ENGL 270, ENGL 278T, ENGL 280T, or ENGL 281 in order to determine how well students are able to make a focused central claim; to develop an argument in clear and organized writing; to attend carefully to and analyzes primary sources; to locate, cite, and effectively utilize secondary sources as evidence or illustrations of their claims; and to follow professional (Modern Language Association) guidelines for formatting their written work. |
| * + 1. Evaluation of Graduate Writing Skills Requirement (GWSR) Writing Samples: The program will assess a revised student paper written for a graduate course—usually a revised research paper written for a graduate seminar—at the beginning of the semester during which a student plans to advance to candidacy—for signs of mastery over writing and research skills related to the following four criteria: 1) scholarly merit, 2) organization and structure, 3) complexity of evidence and analysis, and 4) adherence to appropriate academic conventions. |
| * + 1. Evaluation of Student Theses: Students’ culminating projects—their theses—will be evaluated to determine how well students have developed the following skills in producing an piece of scholarship of significant length: 1) to think critically and sustain a focused argument, 2)to interpret and analyze primary texts, cultural artifacts, or data, 3) to incorporate appropriate scholarly voices, 4) to follow professional stylistic guidelines for citing your sources and formatting your final draft, and 5) to revise and polish your writing to ensure that it is clear, coherent, and free of errors. |
| * 1. **Indirect Measure(s):** |
| * + 1. Administration and Review of Exit Surveys: All students who are candidates for the M.A. will complete a survey asking them questions about the effectiveness of the M.A. program and about the appropriate learning outcomes, depending on which option they are pursuing. |

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| Student Learning Outcomes X Assessment Methods Matrix |
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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| Academic Year 2018-19, A1: Evaluation of Student Papers (Research/Analysis) in ENGL 205 |
| Academic Year 2019-20, A1: Evaluation of Student Papers (Research/Analysis) in ENGL 270 |
| Academic Year 2020-21, A2: Evaluation of Graduate Writing Skills Requirement (GWSR) Writing Samples for Literature Option students |
| Academic Year 2021-22, A2: Evaluation of Graduate Writing Skills Requirement (GWSR) Writing Samples for Rhetoric & Writing Studies Option students |
| Academic Year 2022-23, A3: Evaluation of Student Theses in Literature Option |
| Academic Year 2023-24, A3: Evaluation of Student Theses in Rhetoric & Writing Studies Option |
| Academic Year 2024-25, B1: Administration and Review of Exit Surveys of Literature Students |
| Academic Year 2025-26, B1: Administration and Review of Exit Surveys of Rhetoric & Writing Studies Students |

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| Process for Closing the Loop |
| The English department faculty will discuss assessment at two faculty meetings during the academic year. The faculty will discuss the results from the assessment activities from the previous year and if students were not deemed proficient, the department will discuss possible changes to assignments, courses or the program. At the last faculty meeting of the academic year, the department will discuss which outcomes and measures will be assessed the following year. |