Assurance of Student Learning 2018-2019	
PCAL	English
English MA – Reference 067	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.		
Student Learning Outcome 1: Understand research methods and theoretical approaches of scholarship in English language and literary studies.		
Instrument 1	Direct: Analysis of capstone case study from ENG 520: Introduction to Graduate Studies	
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	Not Met
Student Learning Outcome 2: Understand a variety of pedagogical approaches and articulate a historically and theoretically informed philosophy for teaching literature		
Instrument 1	Direct: Analysis of philosophy of teaching literature essays from ENG 516: Literature and Pedagogy	
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	Not Met
Student Learning Outcome 3: Understand the theoretical bases of adult and child second language acquisition, in addition to the pedagogical practices that best serve English language learners		
Instrument 1	Direct: Analysis of research papers from ENG 565: Integrated Teaching English as a Second Language	
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	**Met**	Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Students in the M.A. degree program met the three SLOs, a good sign that our newly revised program is working to develop the teacher-scholars the program intends to train. Moving forward, graduate faculty in English will take three steps to improve student learning and the way we measure student learning. First, the learning outcomes will be revised to ensure each goal only includes one specific and measurable learning outcome. Second, the learning outcomes will be revised in part of a larger initiative to revise the

strategic plan of the English MA program with an emphasis on the skills our graduates must possess and how these skills support the university's strategic plan. Third, we will recalibrate the instruments and assignments we use to measure learning outcomes.

Student Learning Outcome 1			
Student Learning Outcome	**Understand research methods and theoretical approaches of scholarship in English language and literary studies.**		
Measurement Instrument 1	**Direct Measure: Student writing samples appropriate for this learning outcome were gathered from ENG 520: Introduction to Graduate Studies in English. This learning outcome falls under the department's goal in this cycle of assessment to evaluate the ability of students to understand research methods and theoretical approaches to English studies, broadly defined, and ENG 520 addressed this goal with the capstone assignment of a case study of literature wherein students collected and summarized peer reviewed scholarship, cited sources using MLA style guidelines, and wrote an abstract for an original approach to a work of literature.**		
Criteria for Student Success	Students at the graduate level should be able to successfully understand research methods and theoretical approaches of scholarship in English language and literary studies. Student learning in the M.A. program in English will be shown if 75% or more of students pass the pass/fail criteria for the assessment criteria.		
Program Success Target for this Measurement	75%+ pass rate	**Percent of Program Achieving Target**	100%.
Methods	6 students submitted writing samples appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members on the following scale: pass/fail.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	

Methods	
Measurement Instrument 3	
Criteria for Student Success	

Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

The English Department developed a major revision of the Master of Arts in English degree in the past several years. The updated program commenced in fall 2017. We've no plans for curricula improvement at this time as we're measuring the outcomes of our recent revisionary efforts.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Student Learning Outcome 2			
Student Learning Outcome	**Understand a variety of pedagogical approaches and articulate a historically and theoretically informed philosophy for teaching literature**		
Measurement Instrument 1	**Direct Measure: Student writing samples appropriate for this learning outcome were gathered from ENG 516: Literature and Pedagogy. This learning outcome falls under the department's goal in this cycle of assessment to evaluate the ability of students to understand a variety of pedagogical approaches and articulate a historically and theoretically informed philosophy for teaching literature. ENG 516 addressed this goal.**		
Criteria for Student Success	Students at the graduate level should be able to understand a variety of pedagogical approaches and articulate a historically and theoretically informed philosophy for teaching literature. Student learning in the M.A. program in English will be shown if 75% or more of students pass the pass/fail criteria for the assessment criteria.		
Program Success Target for this Measurement	75%+ pass rate	**Percent of Program Achieving Target**	100% passed
Methods	6 students submitted writing samples appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members on the following scale: pass/fail.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement	75%+ pass rate	**Percent of Program Achieving Target**	100%
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement			
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The English Department developed a major revision of the Master of Arts in English degree in the past several years. The updated program commenced in fall 2017. We've no plans for curricula improvement at this time as we're measuring the outcomes of our recent revisionary efforts.			

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Student Learning Outcome 3	
Student Learning Outcome	**Understand the theoretical bases of adult and child second language acquisition, in addition to the pedagogical practices that best serve English language learners**
Measurement Instrument 1	**Direct Measure: Student writing samples appropriate for this learning outcome were gathered from ENG 565. This learning outcome falls under the department's goal in this cycle of assessment to evaluate the ability of students to understand the theoretical bases of adult and child second language acquisition, in addition to the pedagogical practices that best serve English language learners. ENG 565 addressed this goal. In the papers, students raised a theoretical issue in TESL, created a research-based thesis and offered pedagogical suggestions for addressing the issue.**
Criteria for Student Success	Students at the graduate level should be able to successfully understand research methods and pedagogical approaches of teaching English to people whose first language isn't English.

Program Success Target for this Measurement	75%+	**Percent of Program Achieving Target**	100% passed
Methods	6 students submitted writing samples appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members on the following scale: pass/fail.		

Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<mark>Met</mark>	Not Met

The English Department developed a major revision of the Master of Arts in English degree in the past several years. The updated program commenced in fall 2017. We've no plans for curricula improvement at this time as we're measuring the outcomes of our recent revisionary efforts.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)