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| **Assurance of Student Learning Report**  **2020-2021** | |
| *Potter College of Arts and Letters* | *English* |
| *MA English 067* | |
| *Dr. Alison Youngblood* | |

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| ***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:**  Demonstrate the ability to gather sound and relevant evidence to contextualize a theoretical construct from their selected field | | | |
| **Instrument 1** | **Direct: Capstone exam portfolio revised research paper** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Demonstrate the ability to analyze assembled evidence to make a research-supported argument or analysis | | | |
| **Instrument 1** | **Direct: Capstone exam portfolio revised research paper** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3: na** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check 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.)** | | | |
| This is the first year the program assessed graduate students through the capstone exam for these purposes. In the past, assessment took place in ENG 520, an introductory graduate studies course. This is also the first year students could select the portfolio option with a revised research paper for the capstone exam, so we will repeat this assessment in 2021-2022. While we met our learning targets, only 1 student earned an average score of 3 (highly skilled) on learning outcome 1. All other scores were 2 (proficient). As a follow-up to these assessments, the graduate program coordinator spoke with faculty who acted as the supervisors for the revised research papers and found that students waited too long to begin their revisions. In the capstone exam orientation for spring 2022, the graduate advisor will provide a timeline for revision that instructs students to start the process earlier. We want to see if this will increase average rubric scores for 2021-2022. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | Demonstrate the ability to gather sound and relevant evidence to contextualize a theoretical construct from their selected field | | | | |
| **Measurement Instrument 1** | **Revised research paper from portfolio capstone exam. (See #2 in capstone description below)**  **Capstone Exam Option II: Portfolio of Scholarly Essays with Oral Defense of Portfolio**  Early in your final semester, recruit a committee of three faculty to serve as your exam committee. Ask a faculty member you know well and who respects your work to serve as the chair. This option has four parts:  1) Submit a portfolio of seminar papers, or the equivalent, from at least three courses taken as part of the MA program.  2) Revise one of the seminar papers for submission to a peer-reviewed scholarly journal. The revision of this paper should be done under the supervision of the advisor and demonstrate full knowledge of the secondary work done in the chosen field, as well as the theoretical assumptions governing the field.  3) Introduce the portfolio with a statement of approximately 1000 words which should discuss the questions, research strategies, and theoretical thinking that have informed your graduate work, as evidenced by the papers presented in the portfolio.  4) After submitting the portfolio to the committee members, contact Kimberly Nessler in the main office to schedule the Robert Penn Warren Room for your portfolio defense. Be prepared to discuss the strengths of your scholarship and identify a target journal for publication, providing a full justification for the choice and explaining what specific revisions have been done toward publication. | | | | |
| **Criteria for Student Success** | A score of 2 or above. | | | | |
| **Program Success Target for this Measurement** | | 100%. | **Percent of Program Achieving Target** | 100% of students received an average score of 2. | |
| **Methods** | Four students completed the MA English program in 2020-2021. Three opted for the capstone exam option 2 that included the revised research paper. The graduate coordinator created a rubric for the five members of the graduate committee to independently review student performance on the revised research paper. The rubric included a rating of 3 (highly skilled), 2 (proficient), 1 (still developing). The rubric is copied at the end of this document. Each member of the graduate committee was asked to independently rate the revised research paper using the rubric. The committee members were not members of the student’s capstone exam committees, meaning none of these faculty supervised the revision of the research paper. Student names were also removed from the papers. The average rubric score was calculated by the graduate coordinator. All students received an average score of 2 or higher. Only 1 student received a 3 from all reviewers. No student received a score of 1 from any reviewer. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| In 2019-20202, student learning was assessed in ENG 520, which is the introduction to graduate studies course all students take their first semester. The assessment was helpful to establish that graduate students had the necessary foundational skills in writing and critical thinking to move forward in the program. In 2019-2020, we exceed our learning targets. Therefore, in 2020-2021 we revised our assessment plan for the MA. Our past assessment was not telling us how student learning evolved over the course of the MA program. Therefore, we decided to focus on the exit exam- and on option 2 specifically because (1) 75% of our students selected this option and (2) option 2 is new. From our assessment, we see that all three students earned an average score of 2 on the rubric, meeting our learning goal. However, only 1 student earned an average rating of 3, meaning all reviewers found the paper to be highly skilled. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| We see that our students are proficient at gathering appropriate evidence to contextualize a point of analysis in the revised research paper. One theme that emerged was that students did not begin working on the revision early enough in the sememster. For the 2021-2022 capstone exam orientation sessions, the graduate advisor will provide a revision timeline that encourages students to begin working with their faculty supervisor earlier. For the 2021-2022 assessment cycle, we will look to see if rubric scores rise when students are told to begin the revision process earlier. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| This outcome will be assessed in the spring of 2022 with the new cohort of students who complete capstone exam option 2. The graduate coordinator will collect final revised research papers and send them to the graduate committee for review, analyze the results, and share them with graduate faculty. | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | Demonstrate the ability to analyze assembled evidence to make a research-supported argument or analysis | | | | |
| **Measurement Instrument 1** | **Revised research paper from portfolio capstone exam. (See #2 in capstone description below)**  **Capstone Exam Option II: Portfolio of Scholarly Essays with Oral Defense of Portfolio**  Early in your final semester, recruit a committee of three faculty to serve as your exam committee. Ask a faculty member you know well and who respects your work to serve as the chair. This option has four parts:  1) Submit a portfolio of seminar papers, or the equivalent, from at least three courses taken as part of the MA program.  2) Revise one of the seminar papers for submission to a peer-reviewed scholarly journal. The revision of this paper should be done under the supervision of the advisor and demonstrate full knowledge of the secondary work done in the chosen field, as well as the theoretical assumptions governing the field.  3) Introduce the portfolio with a statement of approximately 1000 words which should discuss the questions, research strategies, and theoretical thinking that have informed your graduate work, as evidenced by the papers presented in the portfolio.  4) After submitting the portfolio to the committee members, contact Kimberly Nessler in the main office to schedule the Robert Penn Warren Room for your portfolio defense. Be prepared to discuss the strengths of your scholarship and identify a target journal for publication, providing a full justification for the choice and explaining what specific revisions have been done toward publication. | | | | |
| **Criteria for Student Success** | A score of 2 or higher on the attached rubric. | | | | |
| **Program Success Target for this Measurement** | | 100%. | **Percent of Program Achieving Target** | 100% of students received an average score of 2. | |
| **Methods** | Four students completed the MA English program in 2020-2021. Three opted for the capstone exam option 2 that included the revised research paper. The graduate coordinator created a rubric for the five members of the graduate committee to independently review student performance on the revised research paper. The rubric included a rating of 3 (highly skilled), 2 (proficient), 1 (still developing). The rubric is copied at the end of this document. Each member of the graduate committee was asked to independently rate the revised research paper using the rubric. The committee members were not members of the students capstone exam committees, meaning none of these faculty supervised the revision of the research paper. Student names were also removed from the papers. The average rubric score was calculated by the graduate coordinator. All students received an average score of 2. No student received a score of 1 from any reviewer. | | | | |
| **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.) | | | | | |
| In 2019-20202, student learning was assessed in ENG 520, which is the introduction to graduate studies course all students take their first semester. The assessment was helpful to establish that graduate students had the necessary foundational skills in writing and critical thinking to move forward in the program. In 2019-2020, we exceed our learning targets. Therefore, in 2020-2021 we revised our assessment plan for the MA. Our past assessment was not telling us how student learning evolved over the course of the MA program. Therefore, we decided to focus on the exit exam- and on option 2 specifically because (1) 75% of our students selected this option and (2) option 2 is new. From our assessment, we see that all three students earned an average score of 2 on the rubric, meeting our learning goal. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| We see that our students are proficient at analysis in the revised research paper. One theme that emerged was that students did not begin working on the revision early enough in the semester. For the 2021-2022 capstone exam orientation sessions, the graduate advisor will provide a revision timeline that encourages students to begin working with their faculty supervisor earlier. For the 2021-2022 assessment cycle, we will look to see if rubric scores rise when students are told to be begin the revision process earlier. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| This outcome will be assessed in the spring of 2022 with the new cohort of students who complete capstone exam option 2. The graduate coordinator will collect final revised research papers and send them to the graduate committee for review, analyze the results, and share them with graduate faculty | | | | | |

**Rubrics used for assessment**

**Learning outcome 1:** Demonstrate the ability to gather sound and relevant evidence to contextualize a theoretical construct from their selected field

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| *All* evidence, or 100%, cited in the paper comes from peer-reviewed publications, conference proceedings, or an academic text. *All* evidence is directly related to the theoretical construct in question. The ability to gather sound and relevant evidence is *exceptional*. | *Most* evidence, or 90%, cited in the paper comes from peer-reviewed publications, conference proceedings, or an academic text. *Most* evidence is directly related to the theoretical construct in question. The ability to gather sound and relevant evidence *meets expectations*. | *Less* than 90% of evidence cited in the paper comes from peer-reviewed publications, conference proceedings, or an academic text. *Less* than 90% of evidence is directly related to the theoretical construct in question. The ability to gather sound and relevant evidence is *still developing.* |

**Learning outcome 2:** Demonstrate the ability to analyze assembled evidence to make a research-supported argument or analysis

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| 3 | 2 | 1 |
| *All* evidence, or 100%, is coherently expressed. Tables, figures, and pictures (if present) support the analysis. Student moves beyond summary to application of evidence (e.g., discussing implications, empirical problems, historical context) for *each* point in the argument or analysis. Student guides the reader in the analysis. The student’s ability to analyze evidence is *exceptional*. | *Most* evidence, or 80%, is coherently expressed. Tables, figures, and pictures (if present) connect to the analysis but may require the reader to do more interpretation. Student moves beyond summary to application of evidence (e.g., discussing implications, empirical problems, historical context) for 80% of points in the argument or analysis. Student works with the reader in the analysis. The student’s ability to analyze evidence *meets expectations*. | *Less than* 80% ofevidence, is coherently expressed. Tables, figures, and pictures (if present) confuse instead of support the reader. Student moves beyond summary to application of evidence (e.g., discussing implications, empirical problems, historical context) for less than 80% of points in the argument or analysis. Student relies on the reader to make the analysis. The student’s ability to analyze evidence *is still developing.* |