

Program-Level Assessment: Annual Report

Program Name (no acronyms): Graduate Program in English

Department: English

Degree or Certificate Level: Ph.D. and MA

College/School: Arts & Sciences

Date (Month/Year): September 2022

Assessment Contact: Jennifer Rust, Associate Chair and Chair of Ad Hoc Major Revision Committee; Rachel Greenwald Smith, Graduate Program Director.

In what year was the data upon which this report is based collected? 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2015

Is this program accredited by an external program/disciplinary/specialized accrediting organization? No

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The graduate program was not assessed in 2021-2022. The undergraduate assessment took longer than expected and the assessment committee ran out of time. This inability to complete assessment of our graduate program in the past year highlights the need to reevaluate our assessment strategies for the MA and Ph.D., as there is concern that the artifacts required by our current assessment plan are too labor-intensive to generate and assess. We also need to work on integrating assessment activities more effectively with the work of the graduate committee, the committee responsible for developing and implementing graduate program policies and curricula.

In the current academic year (2022-2023), we plan to begin the process of reevaluating and updating our graduate assessment plan to simplify it and make it more useful. To this end, the Associate Chair will meet with the English graduate committee in Spring 2023 to review our existing assessment plan (circa 2015), including student learning outcomes, artifacts and assessment procedures with an eye toward streamlining the process and creating more opportunities to close the loop in a meaningful way in our graduate program. We hope to make significant progress toward a revised graduate assessment plan by Fall 2023.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

N/A: see Box 1

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

N/A: see Box 1

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

N/A: see Box 1

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

N/A: see Box 1

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

N/A: see Box 1

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

N/A: see Box 1

If no changes are being made, please explain why.

No graduate assessment occurred. See Box 1.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

In 2020, the English graduate program implemented a new exam format for MA students that includes a portfolio of written work in addition to an oral exam. This new exam and portfolio structure was informed in part by graduate assessment activities undertaken between 2016-2018.

B. How has this change/have these changes been assessed?

Because of the pandemic, rollout of the new MA exam was slower than expected, and our first significant group of MA exams only occurred in Spring 2021. At this point, the English department does need to integrate this new MA exam into our existing graduate assessment plan. The new exam offers a significant opportunity to focus our assessment activities more effectively. The review of the graduate assessment plan that will take place in Spring 2023 will explore ways to use the MA exam and portfolio to strengthen our graduate assessment practices.

C. What were the findings of the assessment?

N/A

D. How do you plan to (continue to) use this information moving forward?

See Box 7B. We will seek to integrate the new MA exam into a sustainable and streamlined graduate program assessment process.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.