

# **M.A. in English Academic Assessment Plan 2012-2013**

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# Academic Assessment Plan for M.A. in English

College of Liberal Arts and Sciences

## A. Mission

The **MA in English** offers advanced study in English studies, broadly conceived. Course offerings and programs of study are flexible and foster both scholarly and creative learning. In addition to offerings in the traditional literary periods, areas of MA concentration include film studies, media and technology studies, cultural studies, children's literature, literary theory, rhetoric and composition, and postcolonial studies. In sum, there are 18 Tracks that students may elect to follow; students may also devise individual tracks with the oversight of the Graduate Coordinator.

The Department's nationally-prominent faculty is dedicated to the common pursuit of the university's threefold mission—teaching, research and service—and to preparing graduate students in those areas, as well. Graduate students enjoy rich intellectual and creative opportunities both inside and outside of the classroom. The MA program supports graduate students in the creation of new knowledge and the pursuit of new ideas. The program strives to create a broadly diverse environment necessary to foster critical thinking, reading, and writing skills. This important mission is manifest at all stages of graduate education from recruitment of new graduate students to course design and rigorous, professional mentoring of each graduate student in his or her research. Because our program cultivates a critical understanding of the cultural and material conditions that shape the production of historical and contemporary texts, we align with the College mission to help students "understand our place in the universe" and disseminate knowledge by engaging with "fundamental questions" in the arts and humanities.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
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Knowledge	1. Students will identify and discuss a problem or gap in scholarship in their specialization.	MA Thesis or Non-Thesis Exam evaluation (latter has written component, like the thesis) and oral defense.	Campus
Skills	2. Students teach an entry-level college writing course and/or a lower-division course in their field in a professional manner, organizing and delivering content in a mode appropriate to audience	Supervisory review and comprehensive scores from student evaluations.	Campus
Professional Behavior	3. Students engage in professional research and writing activity at the MA level, for example, conference-ready papers.	Supervisory review of professional materials.	Campus

### C. Research

The MA program is a research-intensive graduate program that prepares students for doctoral and postdoctoral study. Admission is selective, and emphasizes current capacity for research as well as potential for expansion of research ability. Our MA students increasingly see themselves as bound for PhD work and academic jobs. Students are required to write seminar papers for most of their seminars, and all assignments require critical analysis. The degree has a thesis and a non-thesis track, the latter requiring an exam and essay project as well as additional courses. Even the non-thesis track requires research. The MA thesis is typically the most substantial research project. Throughout the program, both formally and through optional professionalization workshops, students learn how to engage in the research genres of the profession: the seminar paper, the conference paper, the article, the book review, the thesis. Most of MA students present at least one research paper at a professional conference; many do so at the national and even international level. Our program prepares students to continue advanced study in English.

### D. Assessment Timeline

Program M.A. in English

College of Liberal Arts and Sciences

Assessment	Assessment 1
<b>SLOs</b>	
<b>Knowledge</b>	
#1	MA Thesis evaluation
<b>Skills</b>	
#2	Teaching evaluation
<b>Professional Behavior</b>	
#3	Supervisory review of professional writing

## E. Assessment Cycle

Assessment Cycle for:

Program M.A. in English College of Liberal Arts and Sciences

Analysis and Interpretation: annually

Program Modifications: as needed

Dissemination: annually

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		X	X	X	X	X	X
<b>Skills</b>							
#2		X	X	X	X	X	X
<b>Professional Behavior</b>							
#3		X	X	X	X	X	X

We assess SLO #2 annually for each student. All the other SLOs are assessed in Year 2, in the second semester. Because we have new groups admitted each AY, however, we assess all 3 SLOS each year.

## F. Measurement Tools

**SLO 1** (Content Knowledge): MA Thesis Evaluation Rubric; also Oral Exam. (*The MA Thesis* is written under the direction of a member of the graduate faculty, the Supervisor, who, with one other faculty member, constitutes the Master's Committee, which must approve the thesis. The Master's Committee conducts a final oral examination on the thesis. The *MA Non-Thesis Exam* an

oral examination over a list of texts drawn up by the student and the supervisory committee. In compliance with Graduate School requirements, a written submission must precede or accompany administration of this exam.)

**SLO 3 (Skills):** Teaching Evaluation Rubric; also University-administered student teaching evaluations (each semester), and annual supervisory teaching observation and evaluation (written, delivered after classroom observation by a faculty member, with supervision from the Director of Graduate Student Teaching).

**SLO3 (Professional Behavior):** Professional Materials Rubric. Assessment of professional research and writing activity at the MA level, for example, conference-ready papers.

Another measurement tool for the MA program is the Annual Review, which reviews student progress annually, reporting on completion of courses, formation of thesis committee, GPA levels, and other benchmarks of program success. The Graduate Coordinator conducts this review, in consultation with the graduate faculty who serve on student committees.

### SAMPLE TOOL: Teaching Evaluation Rubric (SLO 2, Skills)

SLO	Exceeds 4	Achieves 3	Minimally Achieves 2	Does Not Achieve 1
Students learn to teach an entry-level college writing course and/or a lower-division course in their field in a professional manner, organizing and delivering content in a mode appropriate to audience.	Organizes student classroom activity clearly and appropriately to meet the demands of the syllabus. Student gives timely feedback on undergraduate students' work that is attuned to the teaching goals of the particular activity and the abilities of the individual undergraduate student. Student consistently shows professional comportment and manages appropriate classroom behavior among undergraduates, in activities that may include lecturing, plenary discussion, or small group activity.	Organizes student classroom activity clearly and appropriately to meet the demands of the syllabus. Student gives feedback on undergraduate students' work that is attuned to the teaching goals of the particular activity and the abilities of most undergraduate students. Student generally shows professional comportment and is usually able to manage appropriate classroom behavior among undergraduates, in activities that may include lecturing, plenary discussion, or small group activity. It is expected that the student may still be learning how to conduct these activities and that some attempts may be less successful than others, but the student shows good effort and is generally successful in classroom activities.	May have some difficulty organizing student classroom activity clearly and appropriately to meet the demands of the syllabus, but attempts to do so and shows progress. Student gives feedback on undergraduate students' work that attempts to address the teaching goals of the particular activity and the abilities of most undergraduate students, though it may not always succeed. Student may have occasional non-serious lapses in professional comportment and or have some difficulty managing appropriate classroom behavior among undergraduates, in activities that may include lecturing, plenary discussion, or small group activity. It is expected that the student may still be learning how to conduct these activities and that some attempts may be less successful than others, but the student may not always have shown good effort or may simply be only minimally successful in classroom activities, despite repeated good-faith attempts.	May have significant difficulty organizing student classroom activity clearly and appropriately to meet the demands of the syllabus. Student gives feedback on undergraduate students' work, but the feedback may be inadequate, untimely, or may fail to address the teaching goals of the particular activity or the abilities of most undergraduate students. Student may have lapses in professional comportment and or have difficulty managing appropriate classroom behavior among undergraduates, in activities that may include lecturing, plenary discussion, or small group activity. The student has failed to show improvement in these activities over time, perhaps because the student may not have made the effort or is simply unsuccessful in classroom activities, despite repeated good-faith attempts.

## G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Kenneth Kidd	Department Chair	<a href="mailto:kbkidd@ufl.edu">kbkidd@ufl.edu</a>	294-2801
Sidney Dobrin	Graduate Coordinator	<a href="mailto:sdobrin@ufl.edu">sdobrin@ufl.edu</a>	294-2875
Stephanie Smith	Associate Chair	<a href="mailto:ssmith@ufl.edu">ssmith@ufl.edu</a>	294-2874

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				



University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Measurement Tools</b>	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				