

Identification

- English M.A. Program, Department of English and Foreign Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
- Developed by: Katherine Frank, Chairperson of English and Foreign Languages
- May 2010
- Primary contact for assessment: Katherine Frank, Chairperson of English and Foreign Languages

Mission, goals and student learning outcomes

- Program mission and linkages to department and university mission:

To offer an M.A. with concentrations either in literary and rhetorical study or creative writing and allow students to choose courses in an array of fields taught by a qualified graduate faculty. To produce graduates with a strong background in literature, linguistics, theory, pedagogy, writing, and cultural studies prepared to pursue further graduate studies and progress towards professional and personal goals.

The Department of English and Foreign Languages's management of the M.A. Program in English during its five years of operation has confirmed that faculty members are committed to excellence and have succeeded in setting a standard for effective program management and community outreach through awareness of the needs of our constituencies.

- Student Learning Outcomes:
 1. Demonstrates professional level of competency in the study of literature.
 2. Incorporates theories and strategies of literary and rhetorical criticism at a professional level.
 3. Reveals professional-level writing skills appropriate to the genre(s) of the work.
 4. Employs research strategies for English studies in a professional manner.
 5. Manifests professional understanding of pedagogical theories and strategies appropriate to English.
 6. Ability to speak in informed and articulate ways about a range of theory, research, and resources relevant to literature, language, rhetoric, and composition studies.

Additional SLOs for Creative Writing Track:

1. Produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.
 2. Demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop.
- Performance level: Satisfactory performance is a 3 on a 4-point scale.
 - Learning outcomes are currently listed in the course catalogue; developed by department faculty; communicated to students during orientation, in courses, and during research project/thesis work; and communicated to the community during research project presentations and thesis defenses.

Curriculum

- The courses and their objectives, in aggregate, meet the outcomes for the program.
- The curriculum provides opportunities for students to demonstrate they have learned the program outcomes (informal and formal writing, independent and group projects, exams, service-learning projects, capstone research projects, capstone theses, oral defenses).

Assessment methods

- 1. Each student, on completion of the program, fills out a questionnaire keyed in part to the program goals. The questionnaire also invites general comments about the program's merits and suggestions for improvement.
- 2. Students' M.A. theses or independent research project essays are evaluated by the thesis director and committee members against a set of rubrics keyed to the program goals.
- 3. All audience members at the oral defenses of theses or independent research project papers are asked to comment in writing on the students' skills and knowledge as evidenced in their performance, and their responses are tabulated cumulatively.
- A detailed curriculum map aligns course curricula with student learning outcomes and identifies assessment measures.
- 1. Faculty are responsible for assessing student learning in individual courses.
- 2. Committee members, other faculty, students, and community members assess relevant learning outcomes during research project presentations and thesis defenses.
- Students assess teaching and learning at the conclusion of each graduate seminar.
- Students complete an exit survey that assesses their learning and experience in the program upon graduation.

Assessment results

- The Chairperson of English and Foreign Languages generates an annual assessment report that is distributed to the faculty.
- Following the program's first five-year review (2009-2010), the program will consider report more carefully each year and apply relevant changes.
- The program faculty considers data in light of intersections between program goals and the University's Strategic Plan.
- The program faculty will meet following the five-year review to generate plans for ongoing assessment and improved inclusion of all stakeholders.

Continuous processes

- Annual Update Measures: Annual assessment report, university reporting cycle, scheduled graduate faculty meetings.
- Responsible Parties for Assessment, Implementation, and Follow-Up: Department chairperson, graduate coordinator, graduate faculty.