**Oakland University English Department**

**Assessment Plan – English M.A.**

**Step 1: Basic Information**

Program Name: M.A. in English

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):

Undergrad ☐

Master’s X

Doctoral ☐

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Current Assessment Contact Representative (& E-mail): Joanne Lipson Freed (freed@oakland.edu)

Current Department or Program Chair (& E-mail): Robert Anderson (r2anders@oakland.edu)

Current Dean (& E-mail): Elaine Carey (ecarey@oakland.edu)

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

**Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website.]

* In column 1, record what aspects of the OU Mission your program addresses.
* In column 2, record your program goals as they relate to the OU Mission.
* In column 3, record your program’s planned student learning outcomes related to each program goal.
* In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

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| --- | --- | --- | --- |
| (1) OU Mission | (2) Program Goals | (3) Student Learning Outcomes | (4) Assessment Measures |
| Oakland University cultivates the full potential of a diverse and inclusive community. As a public doctoral institution, we impact Michigan and the world through education, research, scholarship, and creative activity. | The Master of Arts in English enables students to deepen their knowledge of literature and explore the real-world applications of the skills that literary study cultivates, including attentiveness to language, critical thinking, persuasive writing, and social awareness.  The program serves the needs of a variety of students, including both those who plan to pursue academic or teaching careers, and those whose interest in literary studies will lead them to work in other areas. | Students will be able to produce complex, well-supported arguments about literary and/or cultural texts  Students will be able to identify salient features of a text’s content and/or form, describe them with precision, and link them to a larger argument  Students will be able to write with an awareness of genre and audience, and situate their own arguments in larger scholarly and/or social conversations.  Students will be able to identify the relationship between literature and social change, past and present. | Direct Measures:   1. Final papers/projects from ENG 5400: Literature and Social Engagement 2. Papers/projects from ENG 6996: The Master’s Project   These required courses reflect the core competencies around which the program centers: ENG 5400 focuses explicitly on the relationship between literature and social change, and ENG 6996 is an in-depth, research-based paper or project that demonstrates students most advanced interpretive and rhetorical skills.  Both are required courses completed by all students.  These materials will be collected on an ongoing basis. Every two years, the Graduate Program Committee will review them using the rubric below. |

**Step 4: Participation in Assessment Process**

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| --- | --- |
| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| The English Department Graduate Program Committee has direct responsibility for carrying out the assessment plan; all members of the department are responsible for discussing, voting on, and implementing the committee’s recommendations. | Committee members will read and evaluate assignments based on the rubric included here. The committee will meet to discuss results and report their findings to the English Department in a timely fashion. |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

A. How will you analyze your assessment data?

We will use the rubric below and a scoring system of 1 through 3, with 1 the lowest (Unsatisfactory) and 3 the highest (Proficient) to assess papers/projects from ENG 5400 and ENG 6996. Each paper or project will be reviewed and scored by two committee members; due to the small size of the program, a random sampling approach is not appropriate, and all papers/ projects collected will be evaluated and scored. We will then analyze these scores, both in aggregate and with regard to specific skills identified in the rubric, to identify program strengths and weaknesses. The committee will meet to discuss results and develop a report for the Department.

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| --- | --- | --- | --- |
|  | UNSATISFACTORY | COMPETENT | PROFICIENT |
| ARGUMENT | Describes its object(s) of analysis, rather than making an argument. Or, offers an argument that is confusing, reductive, or contradictory. | Offers an argument or perspective that is coherent and  adequately developed, and clearly connected to its object(s) of analysis. | Advances an original argument or clear perspective; reflects a nuanced understanding of its object(s) of analysis. |
| TEXTUAL ANALYSIS | Cursory, contradictory, or superficial engagement with chosen text(s). | Engages meaningfully with chosen text(s), but may be limited in nuance or insight. | Engages with chosen text(s) attentively and with discernment; offers insightful interpretations. |
| CONTEXTUALIZATION | Little or no awareness of context or audience; may show inadequate engagement with secondary sources, re-litigate points of established consensus, or provide insufficient context for claims | Claims are well-grounded in relevant context and framed for the chosen audience. Appropriate engagement with secondary sources (as necessary) | Makes an original claim or intervention into an existing scholarly or cultural conversation; frames claims for maximum rhetorical impact. |
| SOCIAL ENGAGEMENT | Unable to identify the larger stakes of the paper/project; may perpetuate exclusionary frameworks or fail to acknowledge the positionality of the researcher or the work in necessary ways. | Paper/project is engaged with larger social issues (past or present) in a clearly identifiable way, displays sound understanding of those issues. | Paper/project demonstrates a deep understanding of and fundamental connection with larger social issues, which are treated with nuance and sophistication; methods are thoughtfully aligned with the researcher or the work’s larger aims. |

1. How will you use results to improve your program?

The Graduate Program Committee will bring its findings to the English Department in a scheduled department meeting. Ample time will be devoted to a discussion of these findings, including generating a list of suggestions for improvement. Faculty teaching graduate courses will then seek to implement improvement suggestions.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).