

Framingham State University

Program Assessment Plan for 4 + 1 B.A./M.A. in English (2019-2024)

Please note: Use of this template is optional. The Office of Institutional Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.

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| Assessment Coordinator: | Dr. Lisa Eck, Graduate Coordinator, English |
| Department Chair: | Dr. Desmond McCarthy |
| Date Created/Updated: | November 15, 2019/December 18, 2019 |

1) PROGRAM MISSION STATEMENT

The mission of the 4 +1 B.A./M.A. in English is to offer students a cost-effective and time-efficient program of advanced literary study in British, American and world literatures. The program is designed for English majors pursuing communication-focused, writing-intensive careers other than teaching, as well as for area teachers seeking specialized courses in the discipline in order to earn professional licensure. Students explore the ways in which literary language deepens our understanding of knowledge production across the disciplines while gaining an aesthetic appreciation for the unique power of literary forms. Aligned with Framingham State University's institutional mission to promote diversity and global literacy, the B.A/M.A. in English offers a rich engagement with the complexity of human experience informed by gender, sexuality, class, race, religion and ethnicity. Students join a community of engaged teacher-scholars in student-centered seminars. Students in the program will have the opportunity to develop and refine their writing and communication skills, think critically and creatively, and use emerging information technologies in the pursuit of advanced research. Students develop conference style presentations and original scholarship suitable for future publication. The program affords students the opportunity for specialized, independent research and close collaboration with faculty working in their areas of specialization, culminating in a capstone thesis.

2) PROGRAM LEARNING OBJECTIVES – in progress

1. Articulate one's own critical and theoretical orientations within historical and contemporary scholarship:

- a) by applying a range of critical methodologies, theories and approaches in their interpretation of primary texts (covered in Introduction to Graduate Studies, ENGL 901)
- b) by completing an independent project -- the capstone thesis -- that reflects a deliberate and appropriate choice of critical methodologies.

Learning Outcomes

Having achieved goals and objectives listed above, students will be able to gain an enhanced professional and scholarly identity through a mastery of disciplinary knowledge. Their expertise will allow them to:

1. Articulate one's own critical and theoretical orientations within historical and contemporary scholarship;
2. Critique the aesthetic effects of specific literary forms with attention to the interplay between content and form;
3. Identify how theoretical and disciplinary issues differ between two or more specialized areas of literary study;
4. Critique the complexity of human experience informed by the representation of gender, sexuality, class, race, religion or ethnicity in literary texts;
5. Manage a large-scale independent thesis project from conception to defense.

3) LEARNING OPPORTUNITIES

| 4 + 1 Completion Schedule | Fall | Spring |
|---|--|---|
| 1st year | Expository Writing | Literary Study |
| 2nd year (three literature courses) | 1-2 literature classes | 1-2 literature classes |
| 3rd year | One 300 level literature course | One 300 level literature course |
| 4th year | One graduate-level course | One graduate-level course and ENGL 422 Senior Seminar |
| Summer after completion of the B.A. in English | ENGL 9XX Introduction to Graduate Study in English | ***** |
| 5th year | Three graduate-level courses (at least one at the 900-level) | Two graduate-level courses (at least one at the 900 level), plus ENGL 9XX Master's Thesis |

4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning objective assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

In the spring of 2020, Lisa Eck will work closely with Mark Nichols, Desmond McCarthy, and members of the English Department Graduate Committee to write learning objectives for our learning outcomes. The aim is to develop an assessment method for objective 1a in time to assess artifacts gathered in ENGL 901, summer 2020.

NOTE: the grid below for objective 1a represents a preliminary sketch of an assessment plan with the intent to finalize assessment rubrics by May 2020 in time for data collection summer 2020.

| Academic Years | Objectives(s) | Course(s) | Assessment Evidence (direct/indirect) | Assessment Method | Responsibility |
|---------------------------------------|---|--|---|--|---|
| WHEN | WHICH Objectives(s) will you examine in each period (Use number)? | WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective. | WHAT student work or other evidence will you examine in order to assess each objective? | HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective | WHO will oversee collecting, analyzing, reporting, results? List names or titles. |
| Year 1 (2020-2021) | Ia. | Introduction to Graduate English (ENGL 901). | Critical Self-Portrait Assignment/Take-home Exam (summer 2019 and summer 2020) | Comprehension Rubric for 3 or more methods covered in the first half of the course. Evaluation and Synthesis Rubric: ranking 6 or more methods for usefulness and appeal; evaluate the merits of 2 or more methods in-depth as final portion of critical self-portrait. | Dr. Lisa Eck, instructor |
| Year 2 (insert year) | | | | | |
| Year 3 (insert year) | | | | | |
| Year 4 (insert year) | | | | | |

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|---------------------------------------|--|--|--|--|--|
| | | | | | |
| Year 5 (insert year) | | | | | |

Program Size and Sampling Technique

- a. State the number of students in the program or the number who graduate each year.
- b. Describe the sampling technique to be used

5) PLAN FOR ANALYZING RESULTS

- List who is responsible for distributing results and who will receive results?
- State how and at which forums discussion of results will take place.

6) DISTRIBUTION. The program will distribute or publish these items in the following ways:

| <i>ITEM</i> | <i>Distribution Method</i> | | | | | |
|-----------------|---|---------------------------------|-----------------------|------------------|-----------------------|--|
| | FSU Catalog (provide section title) | Website (provide URL) | Annual Reports | Brochures | Course Syllabi | Other (please describe, e.g. department meeting, advising session) |
| Program Mission | | | | | | |

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|---|--|--|--|--|--|--|
| Program Learning Objectives | | | | | | |
| Learning Opportunities (Curriculum Map) | | | | | | |
| Assessment Plan | | | | | | |

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Executive Director of Institutional Assessment at mnicholas1@framingham.edu or 508-626-4670

² Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.