

FLORIDA GULF COAST UNIVERSITY  
 College of Arts and Sciences  
**English MA Program**  
**Integrated Program Matrix**  
**Synthesis & Revision – May 2008**

University and Program Learning Goals and Outcomes	Program Assessment Plan and Criteria	Use of Assessment Results for Continuous Program Improvement 2005-06 (Due February 06)	Use of Assessment Results for Continuous Program Improvement 2006-07 (Due February 07)	Use of Assessment Results for Continuous Program Improvement 2007-08 (Due October 08)
	<p>The Master of Arts in English is assessed and measured in the following ways:</p> <ol style="list-style-type: none"> <li>1. Initial assessment of entrance essays to establish baseline measurements.</li> <li>2. Annual assessments of randomly selected papers written for individual classes.</li> <li>3. Annual assessments of student performance on M.A. exams.</li> <li>4. Annual assessments of student performance on M.A. theses.</li> <li>5. Post-graduate surveys of the program.</li> <li>6. Successful completion of the program as measured by graduation and attrition rates.</li> </ol>	<p>In year one of the M.A. in English Program, 2005-06, the graduate faculty in English, through the lead of the Program Coordinator, agreed to calibrate the assessment tools between the undergraduate and graduate programs. This will require some adjustments to the assessment tools for the graduate program.</p> <p>Since was the first year of the Program, only a baseline measurement could be performed for Effective Communication and Critical Thinking; this measurement was applied to writing samples accepted candidates submitted in their applications to the graduate program.</p>		

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<p><u>Critical Thinking Skills</u> (University Level)</p> <p>Graduates of advanced degree programs at Florida Gulf Coast University will:</p> <p>Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.</p> <p><u>Critical Thinking Skills</u> (Program Level)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Construct significant analyses of texts in their relevant contexts</li> <li>• Perform literary analyses that cross disciplinary boundaries, that add to scholarly understanding, or that provide challenging perspectives</li> </ul>	<p><u>Plan:</u></p> <p>A) Use specific rubrics to measure the level of critical analysis in all M.A. exams, selected papers, and M.A. theses.</p> <p>B) Use specific rubrics to measure the level of interdisciplinarity, original scholarship, and astute argumentation in all M.A. exams, selected papers, and M.A. theses.</p> <p><u>Criteria:</u></p> <p>85% of papers should register at least a “4” on a 5-point scale for each measurement.</p> <p>100% of M.A. theses and M.A. exams should register at least a “4” on a 5-point scale for each measurement.</p>	<p>For 2006-07, the Program Coordinator will administer rubrics to measure fulfillment of learning outcomes. Faculty will review the findings and make necessary changes to improve program.</p> <p>In year one of the M.A. in English Program, 2005-06, the graduate faculty in English, through the lead of the Program Coordinator, agreed to calibrate the assessment tools between the undergraduate and graduate programs. This will require some adjustments to the assessment tools for the graduate program.</p> <p>Since this was the first year of the Program, only a baseline measurement could be performed for Effective Communication and Critical/Creative Thinking; this measurement was applied to writing samples candidates submitted in their applications to the graduate program.</p> <p><u>2005-06 Direct Assessment:</u></p> <p>100% achievement for thesis; 80% achievement for a sustained and cohesive argument; 80% achievement for MLA documentation.</p> <p>The baseline indicates a need for improvement in cohesive argumentation and MLA documentation, which will be underscored in gateway course.</p>	<p><u>Direct Assessment:</u> The following criteria was measured: ability to construct significant analyses of texts in their relevant contexts; ability to perform literary analyses that cross disciplinary boundaries, that add to scholarly understanding, or that provide challenging perspectives. A rubric was designed to assess application essays written by students admitted to and enrolled in the program, specifically measuring the essays’ relevant contextualization; complexity of analysis; and creative contribution evidenced in their interdisciplinarity, scholarship, or perspective.</p> <p>Data gathered in Spring 2007 will be analyzed in Fall 2007 with the faculty and specific improvement will be implemented as a result of this assessment.</p> <p><u>Plans for Continuous Improvement:</u></p> <p>The baseline formulated from last year’s assessment was used by faculty overseeing the ENG 6058 “gateway” class. Faculty devised assignments requiring students to follow MLA formatting, build sustained, complex, and synthesizing arguments, and to encourage students to take greater risks with their analyses. The data gathered should give the program further guidance regarding the effectiveness of these assignments and activities. The faculty met regularly to finalize the Comprehensive Examination as well as requirements and guidelines for the M.A. Thesis and the Student Handbook.</p>	

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<p><u>Effective Communication</u> (University Level) Demonstrate effective use of a variety of communication skills and modalities</p> <p><u>Effective Communication</u> (Program Level)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compose convincing and professionally-informed written works</li> <li>• Produce conference-level presentations</li> </ul>	<p><u>Plan:</u></p> <p>A) Use specific rubrics to measure the level of effective communication in all M.A. exams, selected papers, and M.A. theses.</p> <p>B) Use specific rubrics to measure the level of effective professional presentation in selected papers and M.A. theses.</p> <p><u>Criteria:</u></p> <p>85% of papers should register at least a “4” on a 5-point scale for each measurement.</p> <p>100% of M.A. theses and M.A. exams should register at least a “4” on a 5-point scale for each measurement.</p>	<p>In 2006-07, the Program Coordinator will administer rubrics to measure fulfillment of learning outcomes. Faculty will review the findings and make necessary changes to improve program.</p> <p>In year one of the M.A. in English Program, 2005-06, the graduate faculty in English, through the lead of the Program Coordinator, agreed to calibrate the assessment tools between the undergraduate and graduate programs. This will require some adjustments to the assessment tools for the graduate program.</p> <p>Since was the first year of the Program, only a baseline measurement could be performed for Effective Communication and Critical Thinking; this measurement was applied to writing samples accepted candidates submitted in their applications to the graduate program.</p> <p><u>2005-06 Direct Assessment:</u></p> <p>100 % achievement in contextualizing the material;</p> <p>70% achievement in synthesizing the argument;</p> <p>60% achievement in demonstrating creativity, originality, or interdisciplinarity.</p> <p>In ENG 6058 especially, but in all coursework, the faculty agreed to create assignments that will encourage more synthesis, creativity, originality, and/or interdisciplinarity.</p>	<p>Direct assessment: The following criteria was measured: the ability to compose convincing and professionally-informed written works; the ability to produce conference-level presentations. A rubric was designed to assess application essays written by students admitted to and enrolled in the program, specifically measuring the essays’ cohesiveness of argumentation and conforming to MLA standards.</p> <p>Data gathered in Spring 2007 will be analyzed in Fall 2007 with the faculty and specific improvement will be implemented as a result of this assessment.</p> <p><u>Plans for Continuous Improvement:</u></p> <p>The baseline formulated from last year’s assessment was used by faculty overseeing the ENG 6058 “gateway” class. Faculty devised assignments requiring students to follow MLA formatting, build sustained, complex, and synthesizing arguments, and to encourage students to take greater risks with their analyses. The data gathered should give the program further guidance regarding the effectiveness of these assignments and activities. The faculty met regularly to finalize the Comprehensive Examination as well as requirements and guidelines for the M.A. Thesis and the Student Handbook.</p>	

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<p><u>Professional and Technical Expertise</u> (University Level) Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies</p> <p><u>Continuing Learning</u> (University Level) Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.</p> <p><u>Professional and Technical Expertise</u> (Program Level)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Express a scholarship-based understanding of several canonical and marginal authors and works in literature in their appropriate cultural, aesthetic, and/or historic contexts</li> <li>• Apply appropriate critical approaches in Literary Studies</li> <li>• Conduct professional Literary Research and Scholarship, using relevant resources and databases, that will foster continuing inquiry</li> </ul>	<p><u>Plan:</u> A) Use specific rubrics to measure the level of scholarly understanding in all M.A. exams and in selected papers and M.A. theses. B) Use specific rubrics to measure the level of competency in applying critical approaches in all M.A. exams and in selected papers and M.A. theses. C) Use specific rubrics to measure the use of professional scholarship in selected papers and M.A. theses.</p> <p><u>Criteria:</u> 85% of papers should register at least a “4” on a 5-point scale for each measurement. 100% of all M.A. exams should register at least a “4” on a 5-point scale. 100% of M.A. theses should register at least a “4” on a 5-point scale for each measurement.</p> <p><u>Plan:</u> D) Chart progress of students through the program and attrition rates. E) Conduct post-graduate surveys to ascertain student self-assessments about the program.</p> <p><u>Criteria:</u> 100% of full-time graduate assistants passing the program within two and one half years. 85% of part-time graduate students finishing the program within five years. 90% of each measurement on the survey should register at least a “4” on a 5-point scale.</p>			

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<p><u>Leadership Skills</u> (University Level) Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.</p> <p><u>Ethical Responsibility</u> (Program Level)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze various ethical and professional issues that emanate from Literary scholarship</li> <li>Synthesize diverse perspectives and values that inform literary works and their reception and audiences</li> </ul>	<p><u>Plan:</u> A) Use specific rubrics to measure the level of ethical and professional awareness in all M.A. exams, selected papers, and M.A. theses. B) Use specific rubrics to measure the level of consideration of diversity in all M.A. exams, selected papers, and M.A. theses.</p> <p><u>Criteria:</u> 85% of papers should register at least a “4” on a 5-point scale for each measurement. 100% of M.A. theses and M.A. Exams should register at least a “4” on a 5-point scale for each measurement.</p> <p><u>Plan:</u> C) Survey graduates of the program to ascertain their professional and volunteer roles in their communities.</p> <p><u>Criteria:</u> 75% of graduates actively engaged in their profession or pursuing professional development or related service.</p>			