

## **ASSESSMENT WEBSITE INFORMATION**

**College: Humanities and Social Sciences**

**Degree Program: English MSE**

**Chair/Director: Janelle Collins/Catherine Calloway**

### **DATA SAY:**

While most of our students did well in their coursework, it was noticed that a higher than acceptable number lacked knowledge/skills in two key areas: Formal literary analysis (explication) and research documentation.

### **SO WHAT:**

Similarly, although most of our students passed the comprehensive examinations with little difficulty, a higher than acceptable number did fail one or more parts of the three-part examination.

### **HOW WE CHANGED:**

We have improved the administration of the comprehensive examination by establishing clearer guidelines and making sure that those guidelines are followed. For example, students who fail the examination are given written, specific feedback detailing both their strengths and their weaknesses, and students are also advised to work with faculty mentors to reinforce their strengths and to reduce their weaknesses. We have also separated the poetry explication from the other sections of the comprehensive examination in order to determine weaknesses in writing and other literary skills while students are still in the early stages of the program rather than at the end. In addition, we have attempted to make sure that the literary methods courses that teach required skills actually do so and are not simply treated like the other literature courses. Faculty who do not teach the courses as described in the bulletin will not be assigned such courses in the future. Most recently, we have designed rubrics for the grading of the poetry explication and each section of the comprehensive examination. Students are provided copies of the rubrics before they take their examinations.

### **WHAT WE GOT:**

Data are being collected

