

Annual Key Assessment Findings and Curricular Improvements
Department of English
M.A. Program in English Language and Literature
Ph.D. Program in English Language and Literature

Key Assessment Findings 2015-2016

Comprehensive Examination

GRADUATE COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF ENGLISH
AY2010-2011 to AY2015-2016

Master's Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2010-2011	2	22.22%	7	77.78%		0.00%		0.00%	9
AY 2011-2012		0.00%	5	100.00%		0.00%		0.00%	5
AY2012-2013	1	14.29%	6	85.71%		0.00%		0.00%	7
AY2013-2014		0.00%	7	100.00%		0.00%		0.00%	7
AY2014-2015		0.00%	6	85.71%		0.00%	1	14.28%	7
AY2015-2016	0	0.00%	7	100.00%		0.00%		0.00%	7
TOTAL	3	7.14%	38	90.47%	0	0.00%	1	2.20%	42

Doctoral Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2010-2011	2	40.00%	3	60.00%		0.00%		0.00%	5
AY2011-2012	2	28.57%	5	71.43%		0.00%		0.00%	7
AY2012-2013	1	12.50%	7	87.50%		0.00%		0.00%	8
AY2013-2014		0.00%	9	100.00%		0.00%		0.00%	9
AY2014-2015		0.00%	4	66.67%		0.00%	2	33.33%	6
AY2015-2016		0.00%	5	100.00%		0.00%		0.00%	5
TOTAL	5	12.50%	33	82.50%	0	0.00%	2	5.00%	40

Note:

- 1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.
- 2) Category "Pass w/ Honors" includes both "High Pass" and traditional "Pass with Distinction."
- 3) The count in this table is based on the exam outcomes of all attempts in an academic year.
- 4) Level of the comps, i.e. Master's and doctoral, is based on the milestone activities; if there is no specification of the level in the record, students' degree level is used to determine the level.

The M.A. comprehensive examination consists of two parts taken on successive days: history of literature in English to 1800, and history of literature in English since 1800. The Ph.D. comprehensive examination consists of three parts taken on successive days: literature of a historical period chosen by the student; literary theory and the history of criticism; and an individualized field within which the dissertation is anticipated to be written. Each part of each exam is written and evaluated by at least two faculty members, then voted on by the full faculty.

Table of Results by Student Learning Assessment Rubric

Student Learning Assessment Rubric Department of English MA Comprehensive Exams

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
1) Knowledge of Literary History	4	57%	3	43%	0	0%	2.57	0.53	7
2) Knowledge of Literary Criticism and Theory	4	57%	3	43%	0	0%	2.57	0.53	7
3) Ability to Analyze Literary Texts Closely	4	57%	3	43%	0	0%	2.57	0.53	7
4) Ability to Write a Coherent and Well Documented Essay	4	57%	3	43%	0	0%	2.57	0.53	7

- Note: 1) The "N" represents the number of students at each level of performance for each trait.
 2) The "%" represents the percentage of the number of students falling at the level performance for each trait against the total number of students.
 3) The mean is the average of all scores across the levels within the trait.
 4) The standard deviation (SD) is the measure of the variability of the data set, indicating how "spread out" these data are from the mean value.

PhD Comprehensive Exams

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
1) Knowledge of Literary History	0	0%	5	100%	0	0%	2.00	0.00	5
2) Knowledge of Literary Criticism and Theory	0	0%	5	100%	0	0%	2.00	0.00	5
3) Ability to Analyze Literary Texts Closely	0	0%	5	100%	0	0%	2.00	0.00	5
4) Ability to Write a Coherent and Well Documented Essay	0	0%	5	100%	0	0%	2.00	0.00	5
5) Special field	0	0%	5	100%	0	0%	2.00	0.00	5

- Note: 1) The "N" represents the number of students at each level of performance for each trait.
 2) The "%" represents the percentage of the number of students falling at the level performance for each trait against the total number of students.
 3) The mean is the average of all scores across the levels within the trait.
 4) The standard deviation (SD) is the measure of the variability of the data set, indicating how "spread out" these data are from the mean value.

During 2014-2014, the department dealt with concern over the declining number of graduate students, a direct result of funding. Fortunately, arrangements during the year permitted a good (seven) number of admissions 2015-2016.

A thorough review of graduate requirements is slated for the 2016-2017 academic year.

Submitted by Glen M. Johnson
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