

English - Master of Arts - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

n/a: no previous recommendations

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

1. We ([REDACTED], and [REDACTED]) reviewed MA comprehensive exams and theses for three students who graduated during the review period (and who weren't included in previous reviews) in light of the first two sets of intended objectives / outcomes.

We reached the following conclusions regarding the three sets of two-part MA comprehensive exams we reviewed:

- One set of exams displayed excellent use of theory and close analysis (criterion #1) while also being cogent, coherent, well written, and sophisticated in its analysis (criterion #2);
- One set of exams displayed excellent theoretical, contextual, and close analysis (criterion #1) through clear writing (criterion #2);
- One set of exams displayed excellent use of theory and close analysis (criterion #1) while also demonstrating clear writing and sophistication in its analysis (criterion #2);

Moreover, we reached the following conclusions regarding the three MA theses we reviewed:

- One thesis--which was coherent, well written, and intellectually sophisticated (criterion #2)--more than demonstrated a strong ability to situate literary and non-literary texts in theoretical and cultural contexts as well as the ability to interpret particular texts by means of close reading (criterion #1);
- One thesis--which was coherent and intellectually sophisticated (criterion #2)-- more than demonstrated a strong ability to situate literary texts in theoretical contexts as well as the ability to interpret particular texts by means of close reading (criterion #1);

- One thesis—which was coherent and intellectually sophisticated (criterion #2)-- demonstrated a strong ability to situate literary and non-literary texts (film and television) in theoretical contexts (particularly Marxist) and to interpret texts by means of close reading (criterion #1).

- All of these theses more than demonstrated the ability to write clearly and engagingly about literary and non-literary texts in sustained, sophisticated, and coherent arguments that were appropriate for masters-level students.

2.Regarding the third set of intended objectives / outcomes, ██████████ reviewed seven Advancement to Candidacy forms for MA and MFA/MA students who graduated or are scheduled to graduate from spring 2021 to spring 2023. Of the three students who have graduated, one did so on time and two others finished in the summer following the spring of anticipated graduation. We currently have one student who started the MA in fall 2021 on track for on-time graduation in spring 2023 and three students who started at UAF in fall 2020 who are on track to complete the MFA/MA combined degree on schedule in spring 2023. Finally, we note that one student who began the MFA/MA program in 2021-2022 and another who began in 2022-2023 are both on track to graduate in spring 2024 and 2025, respectively; per UAF policy, they have yet to reach the point at which they would need to file the Advancement to Candidacy form. We reached the conclusion that in the wake of 2018 changes to the MA curriculum (described below), students in this program are now completing their degrees either close to or on schedule.

3.Regarding the fourth and fifth sets of intended objectives / outcomes, we had no exit surveys or alumni surveys available for review because of the disruptions to administrative staffing within the English Department (no staff in spring 2021; frequent staff absences due to illness in spring 2022). We were nonetheless able to collect data from our correspondence with graduated students: one taught for Teach for America in ██████████, then switched to teaching and tutoring online because of the COVID-19 pandemic; another has had a piece of his writing from his time at UAF accepted for publication and is currently employed in a position that builds on his experience working in CLA in public relations; another is now enrolled in a Ph.D. program in English at the ██████████.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Our 2020-21 Expedited Program Review noted that in 2016, the English Department's Graduate Programs Committee began evaluating the time to degree for the MA in English. In 2018, we switched to a system in which, in addition to coursework, students take an individualized (rather than a standardized) comprehensive exam meant to prepare them to write a 30-40 page thesis (rather than a 60-80 page thesis, as we previously required). As we reported in 2021-22, time to degree for the MA has indeed improved because of this curricular change. This fall, on the basis of the above, we can confirm that this trend has continued.

Moreover, we note that the English M.A. program's curricular requirement that all incoming students take ENGL 601—Theory, Criticism, and Methods—in the spring of their first year has resulted in comprehensive exams and theses that demonstrate students' abilities to use theory to analyze literary and non-literary texts as well as to present intellectually sophisticated arguments. The theses and comprehensive exams also demonstrate that students who have taken our courses in literature - ENGL 603, 604, 606, 607, 608, 609, 611, 612, 614, 615, and 620 - have met the objectives stated in #1 and #2: these pieces of writing show students' ability to situate texts in contexts; to engage in close, sophisticated analysis; and to present coherent arguments through clear writing. The curriculum is supporting the goals, objectives, and outcomes as set out in the current SLOA plan.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in pass rates, Increase in persistence, Decline in majors, Increase in degrees awarded

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Numbers of students in the MA and MFA/MA programs are small: generally 2-3 students are admitted every year across both programs (the number dependent on the quantity of TAships available), making it difficult to assess data in a meaningful way. - “Pass Rate GR” includes all of our graduate-level programs—not just the MA and MFA/MA. The data clearly indicates that the pass level is up for all of our graduate programs, including the MA and MFA/MA. - “Average SCH Load,” “Degree % - Percent Demographic Characteristic,” and “GIP – Graduation-Informed Persistence”: Taken together, the MA and MFA/MA programs had slightly more [REDACTED] than [REDACTED] students during the period under review. Most of the students identified as [REDACTED]. However, because numbers admitted to these programs are small, even one student identifying themselves in a category other than [REDACTED] can disproportionately affect the data. It is therefore not possible to draw any reliable conclusions because of the small data set.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

Discussion of the MA includes the MA portion of the combined MFA/MA degree program, for which a separate report was not requested. MFA/MA students complete all requirements for both programs. Numbers of students in the MA and MFA/MA programs are small: generally 2-3 students are admitted each year (the number dependent on the number of TAships available), making it difficult to assess data in a meaningful way. Moreover, staffing shortages (including no administrative staff for spring of 2021 and frequent absences in spring of 2022) have made it difficult to collect surveys. We have updated our SLOA plan accordingly.

Pass rates for the courses supporting the English Department's graduate programs—which include the MA and MFA/MA—are up, as are graduation-informed persistence and the number of MA and MFA/MA degrees awarded in 2021 and 2022. These increases suggest that although the total number of students enrolled in the MA and MFA/MA programs is slightly down, those students who do enroll are more likely to finish. This improved rate of degree completion—and the fact that the number of degrees awarded is up for 2021 and 2022—may be attributed to the curricular redesign of the MA discussed in the SLOA portion of this report.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Writing-Intensive Courses, Internships, Capstone Courses and Projects

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Chris Coffman, Daryl Farmer, Terry Reilly (SLOA)
Chris Coffman (Student Success Submission)

Submitter Email

cecoffman@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Missing active verbs

Student Learning Outcomes Assessment Feedback (narrative)

SLOA plans are very similar or identical for the MA and MFA. It is essential that different programs have different outcomes- if students are intended to learn the same things, how are the programs differentiated? There are some revisions that could make your plan more meaningful and useful to the department and we will follow up to assist. For example, Rather than describing what the faculty will be teaching, or what the students will receive, a direct learning outcome should describe what knowledge or abilities the student will gain as a result of being in the program, and how that will be measured. The program might consider revising the outcomes to include more “action” words. It is difficult to assess things like “understand” or “recognize.” “Identify”, “explain”, or “analyze” are clearer outcomes to assess. https://tips.uark.edu/blooms-taxonomy-verb-chart/
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Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

Program numbers are small, which does make it difficult to identify trends, but the program has identified a couple of trends that seem to be positive. There seems to be some misunderstanding about the data and what applies to the program vs. the department. Data can be disaggregated at the program level, which would add more specificity to your report. The Accreditation and Assessment Office will follow up to walk you through the process.
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High-Impact Practices Feedback

While the AAC&U’s high-impact practices are intended for undergraduate programs, it is useful to consider whether there are equivalent practices that would foster graduate student engagement and success, such as cohort or community building, active mentorship, or professional development opportunities.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
M.A. in English Program
 College of Liberal Arts
 11/9/2022

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The M.A. in English is a rigorous two-year program providing advanced training in rhetorical dexterity, critical acumen and creative ingenuity — habits of mind that develop alongside intellectual inquiries concerning the production and reception of literary and nonliterary texts. As effective creators and thoughtful consumers of print and digital information, students learn how to identify critical methods; analyze language in varying historical, cultural and institutional contexts; and employ research in writing and speaking for a professional audience in the humanities. GOAL STATEMENT: 1. To allow students to work closely with individual faculty mentors to complete a thesis. 2. To hone students' analytical and rhetorical skills through the supervised study of dozens of texts. 3. To offer students opportunities to present their work publically. 4. To provide teaching	Students should be able to situate literary and nonliterary texts in English within broad historical, cultural, and theoretical contexts; recognize appropriate literary conventions; and interpret particular texts by means of close reading.	Review of theses.	Every other September, a committee of four faculty members will review assessment materials and write a summary report. Results will be discussed by the full department and changes to the program will be implemented as needed.
	Students should be able to write clearly and engagingly about literary and nonliterary texts and be able to produce sustained, coherent arguments at an appropriate level of sophistication.	Review of theses.	Assessment committee will review theses and comprehensive exams.
	Students should complete their course of study in a timely manner.	Completion of coursework and theses within a period of 2-4 years (for each full time student).	Assessment committee will review Advancement to Candidacy forms for time to degree.
	Students who are going on to work or further study in the field of English should be adequately prepared for the next step in their professional lives.	Exit survey results and post-graduation achievement and career information.	Exit surveys of program graduates, plus post-graduation achievement and career information gleaned from social media and personal communications with faculty.

and tutoring experience for those who are granted assistantships.	Students should consider their graduate program at UAF to be of high quality.	Exit survey results and post-graduation achievement and career information.	Exit surveys of program graduates, plus post-graduation achievement and career information gleaned from social media and personal communications with faculty.
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Submitted by:

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Department of English
M.A. in English
College of Liberal Arts
Approved 4/18/2024

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The M.A. in English is a rigorous two-year program providing advanced training in rhetorical dexterity, critical acumen and creative ingenuity — habits of mind that develop alongside intellectual inquiries concerning the production and reception of literary and nonliterary texts. As effective creators and thoughtful consumers of print and digital information, students learn how to identify critical methods; analyze language in varying historical, cultural and institutional contexts; and employ research in writing and speaking for a professional audience in the humanities. GOAL STATEMENT: Students will: 1. Work closely with individual faculty mentors to complete a thesis. 2. Hone their analytical and rhetorical skills through the supervised study of dozens of texts. 3. Have opportunities to present their work publically. 4. Gain teaching and	Students learn to situate literary and nonliterary texts in English within broad historical, cultural, and theoretical contexts; recognize appropriate literary conventions; and interpret particular texts by means of close reading.	Assessment committee reviews theses and comprehensive exams.	Every other September, a committee of four faculty members reviews theses and writes a summary report. The full department discusses results and implements changes to the program as needed.
	Students learn to write clearly and engagingly about literary and nonliterary texts, using sustained, coherent arguments at an appropriate level of sophistication.	Assessment committee reviews theses and comprehensive exams.	Assessment committee reviews theses and comprehensive exams.
	Students complete their course of study in a timely manner.	Students complete coursework, comprehensive exams, and theses within a period of 2-4 years (for each full time student).	Assessment committee reviews Advancement to Candidacy forms for time to degree.
	Students who are going on to work or further study in the field of English gain preparation for the next step in their professional lives.	Assessment committee reviews exit survey results and information about post-graduation and career achievement.	Assessment committee reviews exit surveys of program graduates, plus post-graduation achievement and career information gleaned from social media and personal communications with faculty.

tutoring experience (if they are granted teaching assistantships).	Students consider their graduate program at UAF to be of high quality.	Assessment committee reviews exit survey results and information about post-graduation and career achievement.	Assessment committee reviews exit surveys of program graduates, plus post-graduation achievement and career information gleaned from social media and personal communications with faculty.
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Submitted by: Chris Coffman