



Annual Assessment Report 2022-2023

MA English – Literature; Rhetoric and Composition; TESOL English & Modern Languages College of Letters, Arts, & Social Sciences

CONTACT

Name of Program Assessment Lead Dr. Alyssa Kermad

Name of Person Completing Report Dr. Alyssa Kermad and Dr. Lise-Helene Smith

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/english-modernlanguages/about/theenglish-ma.shtml>
- Student Handbook - provide URL: Our graduate manual is currently not posted online but is provided to every student upon entry into the program. A hardcopy is available outside the EML graduate office.
- Course Syllabi
- Published in alternative place. Please specify: Provided with select comprehensive exam info sessions which are administered twice a year

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 11+

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Candidates in the Literature option will demonstrate: 1. Knowledge of the major historical and literary periods/genres, and their representative authors and works, in British, American, or World literature 2. Ability to analyze literature showing clear engagement with primary texts and in-depth textual analysis 3. Ability to find, comprehend, and apply appropriate theoretical, historical, and cultural scholarship to literary texts 4. Ability to write a thesis-driven academic argument using a professional level of clear and persuasive prose.
- SLO #2: Candidates in the Rhetoric & Composition option will demonstrate: 1. Knowledge of the Field: Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy 2. Application of Theory: Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy 3. Development of Ideas: Ability to develop a detailed, resourceful line of reasoning in response to a question at issue 4. Academic Style: A readable, compelling, professional prose style 5. Pedagogical Insight: Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students 6. Research: Ability to conduct and present high-quality research/analysis in rhetoric and composition.
- SLO #3: Candidates in the TESOL option will demonstrate: 1. Familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy 2. Ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, and TESOL pedagogy 3. Ability to conduct and present high-quality data-based research/analysis in second language acquisition, grammar, pronunciation, and TESOL composition 4. Ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design) 5. Ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.

Student Learning Outcome (SLO): Candidates in the Literature option will demonstrate: 1. Knowledge of the major historical and literary periods/genres, and their representative authors and works, in British, American, or World literature 2. Ability to analyze literature showing clear engagement with primary texts and in-depth textual analysis 3. Ability to find, comprehend, and apply appropriate theoretical, historical, and cultural scholarship to literary texts 4. Ability to write a thesis-driven academic argument using a professional level of clear and persuasive prose.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Capstone product (e.g., project, senior thesis, etc.) Oral performance (e.g., presentation, defense, conference presentation, etc.) Qualifying/comprehensive exam (graduate-level only) 	<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Other: The Graduate Committee discusses the results of comprehensive exams, rubrics, and indirect evidence (e.g., exit survey, reflective letter, cover letters, CVs, and conference presentations)
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored indirect evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement 	
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) Implemented closing the loop improvement strategies to improve SLO achievement 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
13	Literature: a minimum of 3 average on rubric from 0-4 is passing, with a minimum required score of 2 per essay; a 3.5 average on rubric from 0-4 is high pass	Yes	For the literature option, extending the take-home exam period from 4 to 5 weeks has worked very well. We are seeing higher quality writing overall as the extra week gives students time to proofread and format their work properly. We are, however, also seeing the ways in which students are finding themselves taxed by taking two classes concurrently along with taking their exam, which they are struggling to balance with increased work hours since the pandemic. More of our graduate students are experiencing housing and food insecurities than in previous years and finding themselves with more obligations to juggle as a result. One way we saw this manifest this year in the literature exam is students' repeated use of the same text across more than one exam. This creates redundancy across the three take-home essays, which weakens their argument and impacts their overall scores as a result. We will be addressing this new issue in two ways: first, we will implement a policy that mandates the use of unique texts in response to each essay prompt. Second, the graduate coordinator will work closely with all students

			examining to ensure that they are cutting back on obligations in their final term as much as possible by encouraging them to take advantage of the services offered by the Care Center and the Poly Pantry, which can alleviate some their financial burden.
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Student Learning Outcome (SLO): Candidates in the Rhetoric & Composition option will demonstrate: 1. **Knowledge of the Field:** Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy 2. **Application of Theory:** Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy 3. **Development of Ideas:** Ability to develop a detailed, resourceful line of reasoning in response to a question at issue 4. **Academic Style:** A readable, compelling, professional prose style 5. **Pedagogical Insight:** Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students 6. **Research:** Ability to conduct and present high-quality research/analysis in rhetoric and composition.

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N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
9	Rhet/Comp: a minimum of 23 (out of 24) is High Pass; 18-22 is a Pass; 17 is borderline and can trigger an oral exam; 16 and below is No Pass	Yes	Rhetoric and Composition graduate students are assessed across several criteria on their culminating portfolio exam. For Knowledge of the Field, students exhibited a solid understanding of rhetorical history and modern rhetorical theory. For Application of Theory, student portfolios leveraged a range of theories and concepts. However, the essays tended to shy away from deeper, critical implication of those theories. A way of addressing this would be to revisit the structure of the response to the Rhetorical Analysis, which through an extension of length, would allow for deeper engagement with the selected texts. For Development of Ideas, planned revisions tend to demonstrate lines of reasoning reflective of significant growth. Revisiting

			<p>projects from earlier in the program has given students space to discover areas of interest that they can focus on as they propose revisions. The criterion of Academic Style reflected the lowest average score but could be related to the genre of the portfolio itself, which will be addressed through the GradSEA introduction and early semester check-in on progress. Pedagogical Insight and Research are the areas with the highest average scores. More than half of the students from this graduation year obtained jobs in education and/or were employed at CPP as Teaching Associates. The area of Research is where the portfolio allowed students to shine. Research reflected timely and contemporary topics, most often centered on issues in writing pedagogy. By structuring the portfolio project so that students propose revisions to past work, they have the time and space to immerse themselves in contemporary writers' work.</p>
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3	a minimum of 70% for pass; a minimum of 90% for high pass	Yes	The pandemic has depleted full-time well-paying jobs for English as a Second Language (ESL) teachers. CA AB 71, which passed in 2017 and went into action very close to the pandemic, also depleted jobs for ESL instructors at community colleges. The pandemic's demise of our Teaching English in China program has not helped with our recruitment either. As a result of the current situation, our TESOL program numbers are lower than usual. We are therefore strategizing marketing methods to attract and increase the number of students who enroll in our MA TESOL degree. Faculty teaching in this program have met and discussed ways to close the loop and reach more students. As an example, we have reconsidered the high number of prerequisites necessary to enter our program, which can deter students from applying. We have discussed this

			and are in favor of removing one of the current prerequisites. Another method we have discussed to close the loop and reach out to more students is to move away from our stressful sit-down/takehome comprehensive examinations and move towards a culminating portfolio. Even stellar students can perform unexpectedly on comprehensive examinations due to the stress of the examinations, which is what we observed during this period. It will take great time and effort, but faculty in the TESOL program have discussed this endeavor and do plan to switch to a portfolio.
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IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Personnel changes (e.g., faculty, laboratory staff, academic advisors etc.)
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment committee
- Students

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.

This past year has demonstrated that students are craving community and favor face-to-face interaction and real-time feedback more than ever. We are seeing more students return to in-person office hours, despite having the option to meet with graduate faculty on zoom. The Graduate Faculty has chosen to offer office hours both in person or on Zoom. As a result, more students reach out to seek support, and more frequently. The Graduate Symposium in March 2022 was one of our most successful events since our distance learning days, not only in terms of the strength of the academic papers presented, but also in terms of the enthusiasm and energy. Students were also eager to revive Student Clubs in our program, to partake in experiences of shared scholarship, and to pursue academic opportunities, as they did pre-pandemic. On the other hand, students are still in need of more transparency, more modeling, and more step-by-step instructions in and outside of their classes than they did prior to the pandemic. This has been observed by faculty across all three options inside the classroom. The Graduate Faculty is seeing this as an opportunity to create classroom activities and assignments that are more diverse, more inclusive, better aligned with learning outcomes, and that center students' needs. Likewise, on an administrative level, the graduate advisor has created more how-to guides and resource handouts to clarify administrative processes and better assist students in their efforts to stay in good standing in the program.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard on Tableau](#), course evaluations, etc.

To determine student success, we cross-reference data obtained from the following sources: -students' GPA, -student progress in the program based on their filed academic advising worksheet -course evaluations -CPP Tableau -exit program questionnaires (mandated for all graduating students in their final term of study), exam assessment reports (option specific) - data collected during our annual Graduate Symposium based on set criteria (presenters' engagement with scholarship, structure / organization, understanding of critical discourse in their field, delivery, etc.) -

primary and secondary option breakout sessions led by during our annual Graduate orientation and program wide Q&A session -student success rate in completing the Professionalization Practicum and strength of submitted portfolio, which includes an assessment of cover letter and CV - assessment data collected based on comprehensive exam submissions and results -placement rate in Ph.D. programs, tenure-track positions, and non-academic full-time positions that meets students' professional goals -alumni invited to guest speak during our annual Graduate Orientation and their testimonials

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes