Graduate Learning Objectives Policy

The Faculty Senate recommends that departments/interdisciplinary groups with graduate programs in their purview be required to establish Graduate Goals/Objectives, Program Learning Outcomes with an associated curriculum map, and an assessment plan with an associated action plan, to be submitted to the Office of Graduate Studies within one full academic year of approval of this policy (Approved in May 2015). Items in *italics* are additional elements being requested to assist with institutional level data collection.

Graduate Learning Goals/Objectives and Program Learning Outcomes

The Faculty Senate further recommends that in developing graduate learning goals/objectives, faculty consult resources such as the information submitted in the Instructional Program Priorities (IPP) process, the Graduate Learning Goals recommended by the Graduate Studies Policies Committee, and/or the Lumina Foundation Degree Qualifications Profile in framing their learning goals/objectives and assessment components.

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review terms.

Program Learning Outcomes are designed with the goal of placing graduated master's or doctoral students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates in the focused areas of their degree preparation.

Graduate Learning Objectives	Program Learning Outcomes
1) An understanding of the role of critically analysis and inquiry in Rhetoric and Composition	A working knowledge of praxis—the ways Rhetoric and Composition theory and practice inform one another
2). An understanding of writing as a process, the role of critical self-reflection, and the habit of metacognition	An ability to write clearly, effectively, and multimodally; to use rhetorical knowledge to inform writing process; to locate, evaluate, organize, and incorporate evidence effectively; and to examine explicitly writing and thinking processes
3) An understanding of previous research and how it informs current practices in theory and pedagogies	An ability to theorize and practice a variety of writing classroom pedagogies
4) An understanding of how research design is informed by appropriate conceptual and methodological frameworks	An ability to conduct research in Rhetoric and Composition using appropriate methods and methodological frameworks
5) An ability to engage in the discourse of Rhetoric and Composition and contribute original ideas to an established body of knowledge.	An ability to join an on-going scholarly conversation and contextualize an original contribution through primary and secondary research
6) An ethically-driven understanding of the ways in which all language is meaning making, especially within the contexts of academic discourse communities	An ability to articulate the sociopolitical and sociocultural implications of researching and teaching literacy, composition, and rhetoric.

Curriculum Map

Each program shall create a curriculum map:
1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.*

Course Work	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Engl 200A(c)	X	X	X	X	X	X
Engl 220C (c)	X	X	X		X	
Engl 220D (c)	X	X	X	X	X	X
Engl 410A (c)		X	X	X	X	X
Engl 200-level (e) (15 hours)		X				X
Engl Open Elective (9 hours)		X				X
Engl 410E (e)		X	X	X	X	X
Engl 500	X	X	X	X	X	X

Assessment Plan

Each graduate program shall develop a plan for assessing student achievement of its Program Learning Outcomes:
1. *Indicate the date assessment of the PLO started and identify each PLO separately in the Assessment Plan.*
2. Identify graduate program-specific direct and indirect lines of evidence for each of the PLOs. (See the policy for summaries of the kinds of direct and indirect evaluative data programs might draw on to assess progress towards and achievement of PLOs).
3. *Please indicate the lead personnel associated with evaluating each PLO.*
4. *Articulate evaluation parameters for measuring introductory and advanced levels of graduate student development for each PLO and the timeline for* measurement, e.g., at time of admission or prior to culminating experience coursework.
5. Evaluate each of the PLOs based on direct lines of evidence, collectively supporting the evaluation of introductory and advanced levels of development over the course of each student's program trajectory. Emphasis should be placed on early assessment of indicators that predict success in the graduate experience.

Lines of Evidence for Assessing Graduate Program Learning Outcomes					
Date	**PLO**	**Direct Lines of Evidence** (Example: Assignments in core courses; early writing assessment)	**Indirect Lines of Evidence** (Mid-course assessments; Alumni Survey)	**Lead/Resources** (Example: Faculty Advisors; Course Instructor; Department Chair)	**Evaluation Parameters & Timeline**: Examples of timeline: Admission (A); Exit (E); On-going (O); Follow up with Alumni (F); Qualification for Culminating Experience (Q)	**Evaluation of each PLO based on direct lines of evidence**

*We will be looking at random samples of about 4 papers in each category; evaluators will be a subcommittee of literature faculty convened by English MA graduate coordinator.

Action Plan

Based on the assessment data collected, each graduate program shall provide detailed information about action steps to be taken to maintain program quality and/or address identified deficiencies.
1. Assessment Data Summary
2. Evaluation
3. Actions for Program Improvements and/or Continuation

PLO	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or Continuation

Graduate Learning Goals/Objectives Policy

The Faculty Senate recommends that departments/interdisciplinary groups with graduate programs in their purview be required to establish Graduate Goals/Objectives, Program Learning Outcomes with an associated curriculum map, and an assessment plan with an associated action plan, to be submitted to the Office of Graduate Studies within one full academic year of approval of this policy (Approved in May 2015). Items in *italics* are additional elements being requested to assist with institutional level data collection.

Graduate Learning Goals/Objectives and Program Learning Outcomes

The Faculty Senate further recommends that in developing graduate learning goals/objectives, faculty consult resources such as the information submitted in the Instructional Program Priorities (IPP) process, the Graduate Learning Goals recommended by the Graduate Studies Policies Committee, and/or the Lumina Foundation Degree Qualifications Profile in framing their learning goals/objectives and assessment components.

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review terms.

Program Learning Outcomes are designed with the goal of placing graduated master's or doctoral students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates in the focused areas of their degree preparation.

Graduate Learning Objectives	Program Learning Outcomes
1) An ability to critically analyze and question knowledge claims in the specialized discipline.	Participation in the discourse of the field.
2) An ability to write clearly, effectively, and imaginatively, and to adjust writing style appropriately to the content and nature of the subject.	Writing in the field.
3) An ability to conduct research projects and to articulate them within appropriate conceptual and methodological frameworks, and to locate, evaluate, organize, and incorporate information effectively.	Formulate research projects in the field.
4) An ability to conduct advanced research and documentation in the discipline, including print and electronic forms of information retrieval.	Conduct research in the field.
5) An ability to engage in the oral exchange of ideas with faculty and fellow students.	Active participation in seminars, discussions, and conferences in the field.

Curriculum Map

Each program shall create a curriculum map:
1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.*

Course Work	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Engl 200A(c)	X	X	X	X	X	
Engl 230A, B, C, D, E, X, Y	X	X		X	X	
Engl 225A (e)	X	X	X		X	
Engl 240 (c/e) A,B, E, F, G, H, I, J, K, L, M, N, O, R, S, T, U, X, Z	X	X			X	
Engl 245A (c/e)	X	X	X		X	
Engl 250 (c/e) A, D, F, H, J, K, L, P, Q, R, T, U, V, W, Z	X	X	X		X	
Engl 260 (e) A, D	X	X	X		X	
Engl 265A (e)	X	X	X		X	
Engl 275 (e)	X	X	X		X	
Engl 280 (e/c) A, B, J	X	X	X		X	
Engl 297A (e)	X	X	X		X	
Engl 410F (e)	X				X	
Engl 500	X	X	X	X		

Assessment Plan

Each graduate program shall develop a plan for assessing student achievement of its Program Learning Outcomes:
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3. *Please indicate the lead personnel associated with evaluating each PLO.*
4. *Articulate evaluation parameters for measuring introductory and advanced levels of graduate student development for each PLO and the timeline for* measurement, e.g., at time of admission or prior to culminating experience coursework.
5. Evaluate each of the PLOs based on direct lines of evidence, collectively supporting the evaluation of introductory and advanced levels of development over the course of each student's program trajectory. Emphasis should be placed on early assessment of indicators that predict success in the graduate experience.

Lines of Evidence for Assessing Graduate Program Learning Outcomes						
Date	**PLO**	**Direct Lines of Evidence** (Example: Assignments in core courses; early writing assessment)	**Indirect Lines of Evidence** (Mid-course assessments; Alumni Survey)	**Lead/Resources** (Example: Faculty Advisors; Course Instructor; Department Chair)	**Evaluation Parameters & Timeline**: Examples of timeline: Admission (A); Exit (E); On-going (O); Follow up with Alumni (F); Qualification for Culminating Experience (Q)	**Evaluation of each PLO based on direct lines of evidence**
12/16	1, 2, 3, 4	Engl 230X or Engl 230Y: Assignment developing a craft and theory of writing poetry, fiction or creative nonfiction*		Course Instructor	(O—Later)	
12/16	2	Engl 230X or Engl 230Y: Early drafts of poetry, short fiction and/or nonfiction*		Course Instructor	(O—Early)	
12/17	1, 2, 3, 4	Sample of theory/craft essays and creative work from classes in 230X and/or 230Y for academic year; sort for (and only use papers from) students who have taken at least one course in the 230 Series of classes in previous semesters*		Course Instructor	(O--Later)	
12/17	5	Graduate student electronic survey on the "exchange of oral ideas"		Graduate Coordinator	(O--Later)	

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PLO	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or Continuation