

## Student Learning Outcome 1

Students in the M. A. in English program will demonstrate a high-level of proficiency in written literary/rhetorical/cultural analysis.

| MEASURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RESULTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Student Learning Outcome 1: Direct measure based on assignment</b></p> <p>Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 5000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students. Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric. <b>PLEASE NOTE THAT THE EXACT COURSE ASSESSED WILL DIFFER FROM ONE ACADEMIC YEAR TO THE NEXT. THE INDIRECT MEASURE AND DIRECT MEASURE MIGHT SPECIFY TWO DIFFERENT COURSES, OR MORE COURSES MAY BE ADDED TO THE ASSESSMENT AT THE DISCRETION OF THE FACULTY AND CHAIR DURING THE ACADEMIC YEAR. MULTIPLE COURSES IN THE DEPARTMENT MIGHT BE ABLE TO BE ASSESSED ON THE SAME SLO, AND THE COURSE ORIGINALLY SPECIFIED IN THE 2024-5 PLAN MAY NOT BE TAUGHT THIS ACADEMIC YEAR.</b></p> <p>Direct - Assignment</p> <p><i>Academic Writing: ENGL 5342</i></p> <p><b>Target</b></p> <p>We expect that 80% of the research papers will be judged "proficient" or "exemplary" in quality of literary analysis.</p> | <p><b>MET</b></p> <p><b>Summary</b></p> <p>The department offered multiple courses this academic year, 2025-2026, in which students were tasked with composing texts addressing rhetorical, cultural, or literary analysis (Student Learning Outcome 1 for the M.A.). These courses, offered in either Fall 2025 or Spring 2026, are the following:</p> <p>ENGL 5310: The Teaching of Writing (Pedagogy)<br/> ENGL 5312: Studies in Language and Linguistics<br/> ENGL 5346: Women, Rhetoric, and Music<br/> ENGL 5326: The American Literary Renaissance (1820-1860)<br/> ENGL 5336: Mythology<br/> ENGL 5332: Topics in Non-Traditional Literature</p> <p>In addition to the department sanctioned rubrics provided by each faculty member (also attached to results) the attached documents additionally include exemplary final exam or final essays from both ENGL 5346 and 5312 (as well as their assignment prompts), which showcase the depth of critical thinking and stylistic proficiency in two different subdisciplines of English. Both these sets of student composed texts are final essays. Additionally, two representative exemplary scored essays are provided from ENGL 5323 and 5332 in order to provide further evidence of the level of critical thinking illustrated by our graduate students. The essay from ENGL 5326, "Cultivating the Nation..." was composed by a graduate student who in fact will be pursuing a PhD in English at Rice University beginning Fall 2026. Each of these samples and rubrics indicating successful outcomes illustrates that our M.A. students are effectively meeting the challenge of analyzing a variety of media and texts from diverse cultural, theoretical, and critical standpoints.</p> <p><a href="#">2026 Curriculum Meeting Analysis (2).docx</a></p> <p><a href="#">5310_2025_assessment.doc</a></p> <p><a href="#">5326-01 Rubric 2025-2026 (1) (1).doc</a></p> <p><a href="#">5335 Fall 2025 MA assessment summary rubric.doc</a></p> | <p><b>Revise Benchmark / Target</b></p> <p><b>IN PROGRESS</b></p> <p>As stated, the target of 80% proficient or better in this measure was met, indicating that perhaps even more challenge could be added to assignments involving complex analysis. Additionally, faculty may decide to raise the benchmark to 85% if changing course curricula are not appropriate at this time.</p> <p>Recommended Due Date: 12/31/2026</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><a href="#">5336 MA Rubrics summary Spring 2026 Smith.doc</a></p> <p><a href="#">Cultivating the Nation - Reproductive Futurity and Ecological Eugenics in Hope Leslie.doc</a></p> <p><a href="#">ENGL+5312+Final+Essay+-+MacCammond+Williams.pdf</a></p> <p><a href="#">Final Essay Topics for ENGL 5312.doc</a></p> <p><a href="#">Final+WiR+Music.pdf</a></p> <p><a href="#">Grammar+and+Pedagogy+Final+Essay.pdf</a></p> <p><a href="#">Midterm and Final Essay Assignments ENGL 5346 (1).doc</a></p> <p><a href="#">Outcome 1 ENGL 5312 Studies in Language and Linguistics.doc</a></p> <p><a href="#">Outcome 1 ENGL 5346 Women Rhetoric and Music.doc</a></p> <p><a href="#">Research Paper - ENGL 5312 - Campbell, Felix.docx</a></p> <p><a href="#">Research+Paper+-+ENGL+5312+-+Campbell,+Felix.pdf</a></p> <p><a href="#">Rhetoric+in+Women's+Music+-+Final+Essay+-+Claudia+Cooper.pdf</a></p> <p><a href="#">Sanderson rubric summary 5332 &amp; 5344.docx</a></p> <p><a href="#">Western Critical Essay - ENGL 5332 - Campbell, Felix.docx</a></p> <p><b>Analysis</b></p> <p>The target of 80% proficient or better in this measure was met, indicating that perhaps even more challenge could be added to assignments involving complex analysis. Students meeting this challenge at at least a level of proficiency are fulfilling a major requirement for being able to communicate effectively in writing across various contexts with the effective use of relevant secondary support.</p> |                                           |
| <p><b>Student Evaluation Questions</b></p> <p>The first student evaluation question is the following: "The course's assignments, readings, activities, and tests in this course matched what the course was trying to teach and helped me understand the subject." The desired target for this measure is that 70% of students will respond agree or strongly agree. The second student evaluation question asks student to rate their level of agreement on the following statement: "The course helped students to understand the subject matter." The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> <p>Indirect - Course Evaluation</p> | <p><b>MET</b></p> <p><b>Analysis</b></p> <p>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><i>No actions have been added.</i></p> |

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| <p><i>Teaching of Writing: ENGL 5310</i></p> <p><b>Target</b></p> <p>The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> |  |  |
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## Student Learning Outcome 2

Students in the M.A. in English program will demonstrate a high-level of proficiency in literary research and synthesis of research.

| MEASURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESULTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ACTIONS                                                                                                                                                                                                                                                 |
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| <p><b>Director Measure: SLO 2: ENGL 5392-- Studies in Romantic Literature (Not in drop down menu)</b></p> <p>Students in the M.A. in English program will demonstrate a high-level of proficiency in literary research and synthesis of research. Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric.</p> <p><b>PLEASE NOTE THAT THE EXACT COURSE ASSESSED WILL DIFFER FROM ONE ACADEMIC YEAR TO THE NEXT. THE INDIRECT MEASURE AND DIRECT MEASURE MIGHT SPECIFY TWO DIFFERENT COURSES, OR MORE COURSES MAY BE ADDED TO THE ASSESSMENT AT THE DISCRETION OF THE FACULTY AND CHAIR DURING THE ACADEMIC YEAR. MULTIPLE COURSES IN THE DEPARTMENT MIGHT BE ABLE TO BE ASSESSED ON THE SAME SLO, AND THE COURSE ORIGINALLY SPECIFIED IN THE 2024-5 PLAN MAY NOT BE TAUGHT THIS ACADEMIC YEAR.</b></p> <p>Direct - Assignment</p> <p><b>Target</b></p> <p>We expect that 85% of the graduate theses and essays will be judged "proficient" or "exemplary" in literary research and synthesis of research.</p> | <p><b>MET</b></p> <p><b>Summary</b></p> <p>The department offered multiple courses this academic year, 2025-2026, in which students were tasked with composing texts involving literary research and synthesis of research (Student Learning Outcome 2 for the M.A.). These courses, offered in either Fall 2025 or Spring 2026, included the following, though this list is not exhaustive:</p> <p>ENGL 5326: The American Literary Renaissance (1820-1860)<br/> ENGL 5336: Mythology<br/> ENGL 5332: Topics in Non-Traditional Literature<br/> ENGL 5340: Shakespeare<br/> ENGL 5392: Romantic Literature<br/> ENGL 5336: Ecocriticism (Independent Study--one student enrolled--essay earned "Exemplary status on the rubric"). The essay is entitled "Barren and Banished."</p> <p>In addition to the department sanctioned rubrics provided by each faculty member (also attached to results) the attached documents additionally include exemplary sample exemplary essays from ENGL 5326, 5392, 5332, and 5340 (Shakespeare) are included as attachments, which showcase the depth of literary analysis in two different subdisciplines of English. These sets of student composed texts are final essays. The essay from ENGL 5326, "Cultivating the Nation..." was composed by a graduate student who in fact will be pursuing a PhD in English at Rice University beginning Fall 2026. Each of these samples and rubrics indicating successful outcomes illustrates that our M.A. students are effectively meeting the challenge of composing literary analysis at the graduate level.</p> <p><a href="#">5326-01 Rubric 2025-2026 (1) (1).doc</a></p> <p><a href="#">5336 MA Rubrics summary Spring 2026 Smith.doc</a></p> | <p><b>Revise Benchmark / Target</b></p> <p><b>IN PROGRESS</b></p> <p>Based on findings, our faculty may decide to revise the benchmark 5% higher, or they may decide to revise individual course curricula.</p> <p>Recommended Due Date: 12/31/2026</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">Barren and Banished.doc</a><br><a href="#">Cultivating the Nation - Reproductive Futurity and Ecological Eugenics in Hope Leslie.doc</a><br><a href="#">Essay 2 - ENGL 5340 - Campbell, Felix.docx</a><br><a href="#">Sanderson rubric summary 5332 &amp; 5344.doc</a><br><a href="#">Western Critical Essay - ENGL 5332 - Campbell, Felix.docx</a><br><b>Analysis</b><br><p>As seen in the rubrics and also provided in the summary description above, the assessed final essays were assessed to largely be proficient or exemplary according to our assessment plan's target percentage. The sample essays attached offer further evidence of proficient and exemplary performance in literary analysis, particularly in the areas of research, critical analysis, and accuracy and integrity.</p> |                                           |
| <b>Student Evaluation Questions</b><br><p>The first student evaluation question is the following: "The course's assignments, readings, activities, and tests in this course matched what the course was trying to teach and helped me understand the subject." The desired target for this measure is that 70% of students will respond agree or strongly agree. The second student evaluation question asks student to rate their level of agreement on the following statement: "The course helped students to understand the subject matter." The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> <p>Indirect - Course Evaluation</p> <p><i>Topics in Non-Trad Literatures: ENGL 5332</i></p> <p><b>Target</b></p> <p>The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> | <p><b>MET</b></p> <p><b>Analysis</b></p> <p>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>No actions have been added.</i></p> |

### Student Learning Outcome 3

Students in the M.A. in English program should write assignments that show more sophistication than undergraduates in research, writing, and analysis.

| MEASURES                     | RESULTS                          | ACTIONS                                                          |
|------------------------------|----------------------------------|------------------------------------------------------------------|
| Direct Measure for ENGL 5332 | <p><b>MET</b></p> <p>Summary</p> | <p><b>Revise Measurement / Assessment</b></p> <p>IN PROGRESS</p> |

Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 5000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students. Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric. **PLEASE NOTE THAT THE EXACT COURSE ASSESSED WILL DIFFER FROM ONE ACADEMIC YEAR TO THE NEXT. THE INDIRECT MEASURE AND DIRECT MEASURE MIGHT SPECIFY TWO DIFFERENT COURSES, OR MORE COURSES MAY BE ADDED TO THE ASSESSMENT AT THE DISCRETION OF THE FACULTY AND CHAIR DURING THE ACADEMIC YEAR. MULTIPLE COURSES IN THE DEPARTMENT MIGHT BE ABLE TO BE ASSESSED ON THE SAME SLO, AND THE COURSE ORIGINALLY SPECIFIED IN THE 2024-5 PLAN MAY NOT BE TAUGHT THIS ACADEMIC YEAR.**

Direct - Assignment

*Topics in Non-Trad Literatures: ENGL 5332*

Target

We expect that 85% of our students should get proficient or exemplary.

The file "09111701" contains the rubric assessments for ENGL 5346 and ENGL 5312. The assignment assessed for ENGL 5346 was the final exam. Both the prompt for the final and representative student samples from that assessment are included as attachments. The assignment assessed for ENGL 5312 was the reflective essay. Representative student samples from that exam are also included as attachments. All targets were met for SLO 3 for the M.A. The file for the final exam in ENGL 5346 is entitled "Women's Rhetoric Final Exam Fall 2025."

The reflective essay assignment prompt for ENGL 5312 was the following:

Your reflective essay, due the 26th, should provide the following:

An introductory paragraph that lists the three or four articles you will discuss  
A brief summary of the contents (main arguments and supporting data) of 3-4 of our readings from the syllabus.  
A section that also discusses any interesting comparisons or contrasts among the articles (this section is the synthesis element)  
You do not need to develop a research question or do outside research for this essay. It is instead an opportunity for you to synthesize, from our texts, what you consider to be the most engaging concepts that are new to you this semester.  
The essay should be formatted as a typical MLA essay.  
The reflective essay should comprise 3-4 pages of double spaced text

[09111701.PDF](#)

[5312+Reflective+Essay.pdf](#)

[ENGL+5312+-+Reflective+Essay.pdf](#)

[ENGL+5312+Reflective+Essay+-+MacCammond+Williams.pdf](#)

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[Final+Exam+Prompts\\_glaird.pdf](#)

[Final+Exam+Response+-+ENGL+5346+-+Campbell,+Felix.pdf](#)

[Linguistics+Reflective+Essay.pdf](#)

[Reflective+Essay.pdf](#)

[Reflective+Essay+-+Claudia+Cooper.pdf](#)

[Reflective+Essay+-+ENGL+5312+-+Campbell,+Felix.pdf](#)

[Reflective+Essay+TW.pdf](#)

[Reflective+Paper+FINAL\\_.pdf](#)

[Sims+ENGL+5312+Reflective+Essay.pdf](#)

Revise reflective essay and final exam assignments to require further integration of secondary source material.

Recommended Due Date: 12/31/2026

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <a href="#">Women's+Rhetoric+Final+Exam.pdf</a><br><a href="#">Women's+Rhetoric+Final+Exam+Fall+2025.pdf</a><br><a href="#">Women's Rhetoric Final Exam Fall 2025 (1).doc</a><br><br><b>Analysis</b><br><br>As all targets were met in these courses, the number of "proficient" vs. "exemplary" scores raises the question of whether perhaps a revision to these assignments demanding more integration of course content might raise the scores. The proficient scores seem less a result of students' deficiencies and possibly more of a result of the stated parameters of the assignments. |                                    |
| <b>Student Evaluation Questions</b><br><br>The first student evaluation question is the following: "The course's assignments, readings, activities, and tests in this course matched what the course was trying to teach and helped me understand the subject." The desired target for this measure is that 70% of students will respond agree or strongly agree. The second student evaluation question asks student to rate their level of agreement on the following statement: "The course helped students to understand the subject matter." The desired target for this measure is again that 70% of students will respond agree or strongly agree.<br><br>Indirect - Course Evaluation<br><br><i>Studies in Rhetoric: ENGL 5346</i><br><br><b>Target</b><br><br>The desired target for this measure is again that 70% of students will respond agree or strongly agree. | <b>MET</b><br><br><b>Summary</b><br><br>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.<br><br><b>Analysis</b><br><br>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.                                                                                                                                   | <i>No actions have been added.</i> |

#### Student Learning Outcome 4

In sample proposals, essays, stories, or poems, students in the M. A. in English program will demonstrate high-level, professional proficiency in the use of literary or rhetorical techniques associated with the genre. These elements consist of the following: 1. manipulation of style, 2. an adaptation to audience and purpose, 3. a technical and intellectual maturity, 4. an awareness of form and genre, and completeness. 5. Graduate students, in class discussions or oral presentations, will think critically and argue convincingly. 6. Graduate students will write additional assignments which will show application of critiques and literary/rhetorical analyses.

| MEASURES                                                | RESULTS                          | ACTIONS                                                                                                       |
|---------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Direct Measure for ENGL 5347: Multimedia Writing</b> | <b>MET</b><br><br><b>Summary</b> | <b>Revise Benchmark / Target</b><br>IN PROGRESS<br><br>A recommendation for the 2026-2027 year is to move the |

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| <p>Using department adopted rubrics based on inter-rater reliability, faculty assess, either at the end of the term or the beginning of the following term, selected essays and projects (such as oral presentations or multimodal presentations, as might be more appropriate in online classes) from advanced courses at the 5000 level. Faculty will also use, as an indirect measurement, either the results of student evaluations or a faculty designed survey given to students. Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4 point rubric. <b>PLEASE NOTE THAT THE EXACT COURSE ASSESSED WILL DIFFER FROM ONE ACADEMIC YEAR TO THE NEXT. THE INDIRECT MEASURE AND DIRECT MEASURE MIGHT SPECIFY TWO DIFFERENT COURSES, OR MORE COURSES MAY BE ADDED TO THE ASSESSMENT AT THE DISCRETION OF THE FACULTY AND CHAIR DURING THE ACADEMIC YEAR. MULTIPLE COURSES IN THE DEPARTMENT MIGHT BE ABLE TO BE ASSESSED ON THE SAME SLO, AND THE COURSE ORIGINALLY SPECIFIED IN THE 2024-5 PLAN MAY NOT BE TAUGHT THIS ACADEMIC YEAR.</b></p> <p>Direct - Assignment</p> | <b>Summary Rubric English M.A. Outcome 4 (Writing)</b>                                                                                                                                                                    |                    |                       |                  |                 |       | benchmark to 85% proficient or above. |                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | In sample proposals, essays, stories, or poems, students in the M. A. in English program will demonstrate high-level, professional proficiency in the use of literary or rhetorical techniques associated with the genre. |                    |                       |                  |                 |       |                                       | Recommended Due Date: 12/31/2026 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Course: 5344                                                                                                                                                                                                              |                    | Instructor: Sanderson |                  |                 |       |                                       |                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Criteria                                                                                                                                                                                                                  | #Unacceptable<br>1 | #Marginal<br>2        | #Proficient<br>3 | #Exemplary<br>4 | total |                                       |                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Style                                                                                                                                                                                                                     |                    |                       | 2                | 2               | 4     |                                       |                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Audience and Purpose                                                                                                                                                                                                      |                    |                       | 1                | 3               | 4     |                                       |                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Maturity                                                                                                                                                                                                                  |                    |                       | 2                | 2               | 4     |                                       |                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Awareness of genre                                                                                                                                                                                                        |                    |                       | 2                | 2               | 4     |                                       |                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | completeness                                                                                                                                                                                                              |                    |                       | 2                | 1               | 4     |                                       |                                  |
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| <p>Multimedia: ENGL 5347</p> <p><b>Target</b></p> <p>We expect that 80% of the writing samples will be judged proficient or exemplary</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><a href="#">Sanderson rubric summary 5332 &amp; 5344.doc</a></p> <p><b>Analysis</b></p> <p>In ENGL 5344: Fiction Writing Workshop, students' works of fiction were assessed according to the criteria listed in the rubric copied in the summary section. All students were deemed to produce work at either a proficient or exemplary level based on completeness, maturity of prose, awareness of genre, audience and purpose, and style.</p> <p>Works for assessment are drawn by the professor from the following list of course assignments:</p> <p><b>"Assignments:</b> Three drafts of a <b>completed</b> (at least 8-10 pages) of fiction or non-fiction and a possible mid-term test. <b>Since this is a graduate course</b>, I will expect more quality and length from graduate level work. Then, <b>at least one</b> or more of the following. You may write more than one.</p> <ol style="list-style-type: none"> <li>1) a fourth draft of fiction or non-fiction. (You will get ideas. In a good class, students are racing to submit. So you may have a fifth or sixth draft).</li> <li>2) an annotated bibliography of articles about fiction or non-fiction writing</li> <li>3) an annotated bibliography of articles about narrative theory</li> <li>4) two film or book reviews.</li> <li>5) a short critical essay about fiction writing or creative writing or a particular story, novel, or essay.</li> <li>6) an analysis of Wayne C. Booth's <i>Rhetoric of Fiction</i> and its application to stories from class."</li> </ol> |                                           |
| <p><b>Student Evaluation Questions</b></p> <p>The first student evaluation question is the following: "The course's assignments, readings, activities, and tests in this course matched what the course was trying to teach and helped me understand the subject."</p> <p>The desired target for this measure is that 70% of students will respond agree or strongly agree.</p> <p>The second student evaluation question asks student to rate their level of agreement on the following statement: "The course helped students to understand the subject matter." The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> <p><i>Writing Workshop: ENGL 5344</i></p> <p><b>Target</b></p> | <p><b>MET</b></p> <p><b>Summary</b></p> <p>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.</p> <p><b>Analysis</b></p> <p>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><i>No actions have been added.</i></p> |

The desired target for this measure is again that 70% of students will respond agree or strongly agree.

## Student Learning Outcome 5

Graduate students will demonstrate a high-level of critical thinking and oral proficiency throughout the duration of the oral examination or during other oral presentations.

| MEASURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RESULTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ACTIONS        |                    |                 |                  |                 |       |                     |  |  |   |   |   |                          |  |   |   |   |   |  |  |  |   |   |   |                                                                                                                                                                                                                                                                          |
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| <p><b>Oral Comprehensive Exams, Thesis Defenses, Exit Interviews</b></p> <p>Oral Comprehensive exams are comprised of questioning from chair and committee members based on a portfolio of the student's course work. Thesis defenses are comprised of questions designed by the student's chair and committee members, after which students are generally asked to make minor editing adjustments to their final written product. The following are the exit interview questions, designed by the chair of the department:</p> <ul style="list-style-type: none"><li>What academic and personal goals have you achieved during your time in the program?</li><li>How do those goals compare to what you aspired to achieve at the beginning of the program?</li><li>Has your academic, creative writing, and/or research experience been what you expected it to be? Why or why not?</li><li>What was the most challenging aspect of your experience and how did you meet that challenge? Did you face other academic challenges while trying to complete the program?</li><li>What was the most rewarding aspect of your graduate student experience? Why was it so rewarding?</li><li>Do you have negative research experiences or issues with the program we should discuss?</li><li>If you were asked to help recruit new students to the program, what would you be sure to</li></ul> | <p><b>MET</b></p> <p>Summary</p> <p><b>Fall 2025-Spring 2026</b></p> <p><b>Summary Rubric English M.A. Outcome 5 from Theses and oral defense</b></p> <p>Outcome: Graduate students will demonstrate a high-level of critical thinking and oral proficiency throughout the duration of the oral examination.</p> <p><b>*The additional 4th student who earned 4 in every category defended their thesis in Fall 2025. The rest were oral defenses based on questions asked by three committee members based on each students portfolio of five major projects competed in five different graduate courses.</b></p> <p>Student: ALL MA Candidates<br/>Instructor: Thesis and Oral Exam Committees</p> <table><tr><th>criteria</th><th>#Unacceptable<br/>1</th><th>#Marginal<br/>2</th><th>#Proficient<br/>3</th><th>#Exemplary<br/>4</th><th>Total</th></tr><tr><td>Mastery of Material</td><td></td><td></td><td>1</td><td>3</td><td>4</td></tr><tr><td>Organization and Clarity</td><td></td><td>1</td><td>1</td><td>2</td><td>4</td></tr><tr><td></td><td></td><td></td><td>1</td><td>3</td><td>4</td></tr></table> | criteria       | #Unacceptable<br>1 | #Marginal<br>2  | #Proficient<br>3 | #Exemplary<br>4 | Total | Mastery of Material |  |  | 1 | 3 | 4 | Organization and Clarity |  | 1 | 1 | 2 | 4 |  |  |  | 1 | 3 | 4 | <p><b>Modify Policies / Procedures</b></p> <p><b>IN PROGRESS</b></p> <p>Potentially discuss modifying format or timeline of delivering questions to students to offset difficulties with adapting to the verbal exam format.</p> <p>Recommended Due Date: 12/31/2026</p> |
| criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | #Unacceptable<br>1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | #Marginal<br>2 | #Proficient<br>3   | #Exemplary<br>4 | Total            |                 |       |                     |  |  |   |   |   |                          |  |   |   |   |   |  |  |  |   |   |   |                                                                                                                                                                                                                                                                          |
| Mastery of Material                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                | 1                  | 3               | 4                |                 |       |                     |  |  |   |   |   |                          |  |   |   |   |   |  |  |  |   |   |   |                                                                                                                                                                                                                                                                          |
| Organization and Clarity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1              | 1                  | 2               | 4                |                 |       |                     |  |  |   |   |   |                          |  |   |   |   |   |  |  |  |   |   |   |                                                                                                                                                                                                                                                                          |
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| <p>tell them?</p> <ul style="list-style-type: none"> <li>● What career goals and aspirations do you have now? Are they different from when you started the program?</li> <li>● Do you feel the program has prepared you for your future career? What skills will be useful in your future career and what skills do you wish could have been further developed?</li> <li>● What advice would you give to new students just starting the program?</li> </ul> <p>Direct - Exam (Course-based)</p> <p><b>Target</b></p> <p>80% of respondents should successfully pass their oral comprehensive exam or thesis defense and successfully complete an exit interview with the chair of the department (exit interview questions are adapted from those used by the Yale University graduate studies exit interview questions).</p> <p><a href="#">2026 MA oral assessment.doc</a></p>                                                                                                          | <p>Breadth of Knowledge</p> <p>Poise and Confidence</p> <p>1      1      2      4</p> <p><b>Analysis</b></p> <p>The target was met for this outcome, with only one student earning a marginal score in two categories. The committee discussed doing further preparation with students prior to the exam or providing questions further in advance to avoid further difficulties with students' level of comfort with the format.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |
| <p><b>Exit Interview</b></p> <p>The following are the questions asked during all exit interviews:</p> <ul style="list-style-type: none"> <li>• What academic and personal goals have you achieved during your time in the program?</li> <li>● How do those goals compare to what you aspired to achieve at the beginning of the program?</li> <li>● Has your academic, creative writing, and/or research experience been what you expected it to be? Why or why not?</li> <li>● What was the most challenging aspect of your experience and how did you meet that challenge? Did you face other academic challenges while trying to complete the program?</li> <li>● What was the most rewarding aspect of your graduate student experience? Why was it so rewarding?</li> <li>● Do you have negative experiences or issues with the program we should discuss?</li> <li>● If you were asked to help recruit new students to the program, what would you be sure to tell them?</li> </ul> | <p><b>MET</b></p> <p><b>Summary</b></p> <p>Each one of our students who has graduated from our M.A. program in Fall 2025 or Fall 2026 has done an exit interview (either in person with the department chair or over email via written response) based on the questions above. I have provided both as an attachment and below one such interview response--this one is exemplary not only because of its specificity but also because of its conceptual similarity to all other exit exam responses in terms of strengths and benefits of the program as well as any negative feedback. I have not included every single exit interview response--just a few for assessment purposes, and I have left the student's name off for anonymity. <b>Please note their mention of an increased sense of leadership in the department's academic community--this is a critical aspect of not only graduate education in English, but graduate study in any discipline.</b> Generally students comment on faculty expertise, availability, and the insistence on holding students to high standards. They comment on the community built and maintained by students and faculty. Negative feedback tends to focus on availability of specific courses--this is of course an issue dependent upon staffing and perceived needs of students regarding face to face or online modalities.</p> <p>1. <i>What academic and personal goals have you achieved during your time in the program?</i></p> <p>I feel like I've grown so much during this program. I've made friends and acquaintances in the department. I've learned how to work collaboratively on projects. I've honed my critical thinking, communication, and research skills. I know how to complete complex projects, from planning to finish. And I feel confident in my ability to defend my own ideas.</p> <p>2. <i>How do those goals compare to what you aspired to achieve at the beginning of the program?</i></p> | <p><b>Gather Additional Data</b></p> <p><b>IN PROGRESS</b></p> <p>Work with faculty to determine the best modalities of instruction as well as how best to meet curricular demands and satisfy student interests in course content.</p> <p>Recommended Due Date: 12/31/2026</p> |

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| <p>● What career goals and aspirations do you have now? Are they different from when you started the program?</p> <p>● Do you feel the program has prepared you for your future career? What skills will be useful in your future career and what skills do you wish could have been further developed?</p> <p>● What advice would you give to new students just starting the program?</p> <p>Indirect - Interview</p> <p><b>Target</b></p> <p>80% of students will report no major negative experiences with the program.</p> | <p>I think what I've achieved during my time in the program is closely aligned to my aspirations at the beginning of the program. While my undergraduate degree taught me communication, research, critical thinking, etc., I think what I was really missing was confidence — that ability to feel sure of my own ideas and be able to articulate them and defend them. In taking on more of a leadership role in the classroom during this program, I feel I've become so much more confident in myself and my abilities.</p> <p><i>4. What was the most challenging aspect of your experience and how did you meet that challenge? Did you face other academic challenges while trying to complete the program?</i></p> <p>I think the biggest challenge I faced was time management. The readings are longer, the assignments more thorough in graduate school, and it was quite an adjustment to make. I had never been one for schedules, but I managed to find a rhythm that worked for me while in this program.</p> <p><i>5. What was the most rewarding aspect of your student experience? Why was it so rewarding?</i></p> <p>I would say the most rewarding aspect of my student experience has been getting to study what I love in such a fantastic department. The students here are all so brilliant (as well as the faculty, of course!) and it's been so rewarding to have meaningful conversations about literature, rhetoric, and language — and connecting what we've learned inside the classroom to real things happening in our world and lives.</p> <p><i>7. If you were asked to help recruit new students to the program, what would you be sure to tell them?</i></p> <p>I know I've already said it, but I'll say it again: this department is AMAZING. I always thought people were a bit dramatic when they said that their department felt like home, but I have now become one of those people. The faculty and students are all so invested in your success, and you can always find someone to engage in meaningful conversations with — or just crack a few jokes! But in all seriousness, everyone here helps one another grow. It's an environment that allows you to thrive.</p> <p><i>9. Do you feel the program has prepared you for your future career? What skills will be useful in your future career and what skills do you wish could have been further developed?</i></p> <p>Absolutely. I've learned how to create and manage projects, which I am sure will be incredibly useful (and necessary) for any job I go into. This program has strengthened my communication skills and my critical thinking, too. I know how to collaborate with my peers, and I know how to take a guidance role, as well. These skills will be especially applicable to my interest in academia.</p> <p><i>10. What advice would you give to new students just starting the program?</i></p> <p>Network. You'll build relationships with your peers and faculty that will stay with you. Not only is it great for your future (say, for example, you need a professional reference or letter of recommendation), but it makes your journey as a student so much smoother and rewarding. These are connections that you'll take with you even after you graduate. And you never know how much of an impact you may have on someone else, so make friends, be kind, and thrive.</p> <p><a href="#">Exemplary Exit Interview 2026.doc</a></p> <p><b>Analysis</b></p> <p>Faculty should continue with current rigor, fostering student community, and maintaining availability for mentoring. Further discussion among the advanced course committee may be warranted for course rotations and consideration of the online to face to face ratio of course offerings.</p> |
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## Student Learning Outcome 6

Students will effectively determine the scope of a research question or thesis, access a variety of information using appropriate information sources, communicate and synthesize this information, and demonstrate accurate and ethical source use (with respect to documentation, copyright, and the use of paraphrasing, summarizing, and quoting).

| MEASURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RESULTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ACTIONS                                                                                                                                                                                                       |
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| <p><b>Direct Measure for Introduction to the Profession ENGL 5335</b></p> <p>Proficiency is determined by four-point rubrics appropriate to each student learning outcome. Proficiency is defined as a 3 out of 4 on the 4-point rubric.<br/>We expect that 85% will demonstrate a high-level of information literacy.</p> <p><b>PLEASE NOTE THAT THE EXACT COURSE ASSESSED WILL DIFFER FROM ONE ACADEMIC YEAR TO THE NEXT. THE INDIRECT MEASURE AND DIRECT MEASURE MIGHT SPECIFY TWO DIFFERENT COURSES, OR MORE COURSES MAY BE ADDED TO THE ASSESSMENT AT THE DISCRETION OF THE FACULTY AND CHAIR DURING THE ACADEMIC YEAR. MULTIPLE COURSES IN THE DEPARTMENT MIGHT BE ABLE TO BE ASSESSED ON THE SAME SLO, AND THE COURSE ORIGINALLY SPECIFIED IN THE 2024-5 PLAN MAY NOT BE TAUGHT THIS ACADEMIC YEAR.</b></p> <p>Direct - Assignment</p> <p><i>Introduction to the Profession: ENGL 5335</i></p> <p><b>Target</b></p> <p>Faculty will use the four-point AACU "Information Literacy Value Rubric."</p> | <p><b>MET</b></p> <p>Summary</p> <p>The target was met for SLO 6 for the MA. Students' written products were assessed at either a 3 or 4 in both courses (ENGL 5312 and ENGL 5346) using the Information Literacy Value Rubric. Both assignments, a final exam essay (ENGL 5312) and a weekly reading response (ENGL 5346) illustrate students' ability to articulate the main claims proposed by a text as well as synthesize and explain their own perspectives on the course content for an intended purpose according to the assignment. The assignment instructions for the 5346 reading response are included as an attachment with the rest of the student writing samples. The student writing attached is either from 5312 or 5346 according to the final exam or reading response assignments. The pdf entitled "09111700" contains the summary rubric assessment for both of those courses.</p> <p>All attached student</p> <p>The prompt for the ENGL 5312 Final Exam response is seen below.</p> <p>Final Exam Prompt:</p> <p>For this final exam, please compose a 2-3 page (double spaced) reflective analysis in which you respond to the following questions. Wherever you refer to a specific reading, please provide the author and title:</p> <ol style="list-style-type: none"> <li>1) What are some interesting insights you have gained through our readings regarding research methods in linguistics and ways of discovering valuable data to make conclusions about how language works in our society?</li> <li>2) How (if at all) has this course changed the way you view American English in light of learning about its origins?</li> <li>3) Though we did not focus as heavily on the conventions of formal American English grammar, what do you think is the value of studying and revisiting formal grammar conventions in an upper division course?</li> </ol> <p><a href="#">09111700.PDF</a></p> <p><a href="#">ENGL+5312+Final+Exam.pdf</a></p> <p><a href="#">ENGL+5348+Reading+Response+3+-+MacCammond+Williams.pdf</a></p> <p><a href="#">Final+Exam.pdf</a></p> | <p><b>Revise Benchmark / Target</b></p> <p><b>IN PROGRESS</b></p> <p>I suggest moving the benchmark to 85% 3 or above for the next round of assessment for SLO 6.</p> <p>Recommended Due Date: 12/31/2026</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><a href="#">Final+Exam+--+ENGL+5312+--+Campbell,+Felix.pdf</a></p> <p><a href="#">Final+Exam+Linguistics+2026.pdf</a></p> <p><a href="#">Reader+Response+3+--+TW.pdf</a></p> <p><a href="#">Reading+Response+3.pdf</a></p> <p><a href="#">Reading+Response+3+(1).pdf</a></p> <p><a href="#">Reading+Response+3+--+ENGL+5346+--+Campbell,+Felix.pdf</a></p> <p><a href="#">Reading Response Guidelines ENGL 5346 (1).doc</a></p> <p><a href="#">Response+4+WIR.pdf</a></p> <p><a href="#">Sims,+Erin+Final+Exam+ENGL+5312.pdf</a></p> <p><a href="#">Women's+Rhetoric+in+Music+--+Reader+Response+3+--+Claudia+Cooper.pdf</a></p> <p><b>Analysis</b></p> <p>In both courses, students illustrated the ability to articulate at least one text's claims and correctly cite information from that source for the purposes of these brief written assignments (neither of which were major, longer essay assignments in the course). The purpose of these assignments was in both cases to have students correctly identify claims and main premises and work with them in light of other rhetorical or linguistic concepts or their own observations.</p> |                                           |
| <p><b>Student Evaluation Questions</b></p> <p>The first student evaluation question is the following: "The course's assignments, readings, activities, and tests in this course matched what the course was trying to teach and helped me understand the subject." The desired target for this measure is that 70% of students will respond agree or strongly agree. The second student evaluation question asks student to rate their level of agreement on the following statement: "The course helped students to understand the subject matter." The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> <p><i>Introduction to the Profession: ENGL 5335</i></p> <p><b>Target</b></p> <p>The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> | <p><b>MET</b></p> <p><b>Summary</b></p> <p>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.</p> <p><b>Analysis</b></p> <p>Student evaluations from courses measured in outcome 1 indicate that 70% or above responded agree or strongly agree to both questions. That information is available elsewhere in Watermark.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><i>No actions have been added.</i></p> |

## Outcome 7: Introduction to the Profession

Students in the M. A. in English program will be aware of the professional leadership opportunities that await them and the ethical standards, particularly in academe, to which they will be held. Students will achieve this outcome by completing ENGL 5335: Introduction to the Profession.

Target: Since the course is required, we expect 90% of our students to be aware of the profession and professional opportunities. Thus, we will measure this outcome by students' completion of the Introduction to the Profession course.

| MEASURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RESULTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Holistic Assessment of All Course Components</b></p> <p>The goal is that 90% of above of all enrolled students will be aware of the professional leadership opportunities that await them and the ethical standards, particularly in academe, to which they will be held. Students will achieve this outcome by completing ENGL 5335: Introduction to the Profession.</p> <p>Direct - Portfolio</p> <p><i>Introduction to the Profession: ENGL 5335</i></p> <p><b>Target</b></p> <p>Target: Since the course is required, we expect 90% of our students to be aware of the profession and professional opportunities. Thus, we will measure this outcome by students' completion of the Introduction to the Profession course.</p> <p><a href="#">5335 Fall 2025 MA assessment summary rubric (1).doc</a></p> <p><a href="#">ENGL 5335 Syllabus Fall 2025.doc</a></p> | <p><b>MET</b></p> <p><b>Summary</b></p> <p>As seen in the completed summary rubric, all components of the target were largely met, with the exception being only one marginal score for "awareness of further professional and academic opportunities for employment."</p> <p><b>Analysis</b></p> <p>Since 2024, this course has undergone a major beneficial revision, owing at least partially to findings from the MLA Pathways grant awarded in 2024. A robust and relevant set of outcomes and objectives beyond the departmentally sanctioned ones are seen below from the syllabus:</p> <p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2. Students will research a career path and analyze the role of the graduate degree in that career in order to develop a graduate philosophy that prepares them for the selected career</li> <li>3. Students will participate in academic conversations with their peers in order to synthesize learning and prepare for the major assignments</li> <li>4. Students will analyze job application materials in order to effectively emulate these genres in their own job materials</li> <li>5. Students will compile strategies for good interviews in order to demonstrate these skills in a mock job or doctoral program interview</li> <li>6. Students will research the sub-disciplines within our field and reflect upon their specific strengths and interests as they relate to these various sub-disciplines in order to articulate a scholarly identity</li> <li>7. Students will compose and revise a conference abstract in</li> </ol> | <p><b>Adopt or Expand Technologies</b></p> <p><b>IN PROGRESS</b></p> <p>A suggestion is to further integrate discussion of AI in the profession as its place continues to evolve. How much discussion should take place and how it is relevant to assignments will be at the discretion of the instructor each year as this development changes over time.</p> <p>Recommended Due Date: 12/31/2026</p> |

response to a specific conference  
call for papers they find.

Student Learning  
Outcomes

STUDENT LEARNING OUTCOMES

- 1.
- 2. Students will understand the diversity of career pathways available to graduates in English.
- 3. Students will analyze job application materials
- 4. Students will compose and revise job materials
- 5. Students will synthesize research about and prepare for interviews
- 6. Students will revise advanced research papers for professional presentation
- 7. Students will compose academic presentations
- 8. Students will compose academic conference abstracts

Components from the syllabus that have comprised the proficient and exemplary scores for the students are the following:

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|------------------------------|-----|
| Discussions (10 points each) | 100 |
| Graduate Philosophy          | 100 |
| Conference Abstract          | 100 |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <div>Alumni Profile</div> <div>100</div> <div>Job Materials &amp; Mock Interview</div> <div>300</div> <div>Career Center Micro Credential</div> <div>300</div> |                                           |
| <p><b>Student Evaluation</b></p> <p>Student Evaluation Questions</p> <p><b>Target</b> The desired target for this measure is again that 70% of ...</p> <p><b>Description</b> The first student evaluation question is the following: "The course's assignments, readings, activities, and tests in this course matched what the course was trying to teach and helped me understand the subject." The desired target for this measure is that 70% of students will respond agree or strongly agree. The second student evaluation question asks student to rate their level of agreement on the following statement: "The course helped students to understand the subject matter." The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> <p>Indirect - Course Evaluation</p> <p><i>Introduction to the Profession: ENGL 5335</i></p> <p><b>Target</b></p> <p>Student Evaluation Questions</p> <p><b>Target</b><br/>The desired target for this measure is again that 70% of students will respond agree or strongly agree.</p> <p><b>Description</b><br/>The first student evaluation question is the following: "The course's assignments, readings, activities, and tests in this course matched what the course was trying to teach and helped me understand the subject." The desired target for this measure is that 70% of students will respond agree or strongly agree.</p> | <p><b>MET</b></p> <p><b>Analysis</b></p> <p>70% or above answered agree or strongly agree. Results may be accessed in Watermark.</p>                           | <p><i>No actions have been added.</i></p> |

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| The second student evaluation question asks student to rate their level of agreement on the following statement: "The course helped students to understand the subject matter." The desired target for this measure is again that 70% of students will respond agree or strongly agree. |  |  |
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Assessment Report Summary

This assessment plan is the result of careful planning of which course outcomes matched which graduate level courses according to readings, focus, and assignments. The report illustrates that we are offering courses with the appropriate amount of rigor, and the assessed written products and student evaluation results are meeting targets. Essentially, suggested actions involve either minor revisions to assessment measures or moving benchmarks.

IMPORTANT NOTE: Because this assessment report summary report summary does not allow for attachments, please see the document entitled "English Graduate Curriculum Direct Gap Analysis & Meeting Guide," which has been placed in the batch of attachments with Student Learning Outcome 1. This document was composed this academic year by our graduate program director, Dr. Amy Smith, and graduate assistant and MA student Claudia Cooper. The document provides an excellent wealth of planning information for our department and, in short, "This report compares our MA program's graduate curriculum against five peer English departments in Texas. The analysis reveals a program with solid traditional literary coverage but significant structural vulnerabilities and several areas where we trail peer institutions substantially."

This report is *not* intended as a means for Lamar to critique our department in light of other universities' offerings. Its purpose in this assessment report, however, is to showcase our efforts to see how in the next academic year we might revise some of our offerings or focuses through the curriculum committee in order to remain competitive with our peer institutions. It can be said, however, that this review, though unofficial, is largely positive in many metrics.