Expected Outcomes: Literature Track--Historical and Cultural Contexts

Students will demonstrate knowledge of significant movements in literary history as well as historical and cultural contexts significant to literary production.

Assessment methods

Method: Portfolio Review

Two raters independently reviewed portfolios from eleven graduates in the literature concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed.

Findings:

The average score was 3.6, indicating good to excellent performance.

How did you use findings for improvement?

We will continue to stress the importance of this outcome in graduate literature teaching and in the mentoring of our students.

Additional comments:

None.

Expected Outcomes: Literature Track--Literary and Cultural Theory

Students will demonstrate knowledge of literary and cultural theory, including innovations in English studies of the last decade.

Assessment methods

Method: Portfolio Review

Two raters independently reviewed portfolios from eleven graduates in the literature concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed.

Findings:

The average score was 3.5, indicating good to excellent performance.

How did you use findings for improvement?

We will continue to stress the importance of this outcome in graduate literature teaching and in the mentoring of our students.

Additional comments:

None.
**Expected Outcomes: Literature Track--Genre**

Students will demonstrate knowledge of literary genres.

**Assessment methods**

**Method: Portfolio Review**

Two raters independently reviewed portfolios from eleven graduates in the literature concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed.

**Findings:**

The average score was 3.3, indicating very good performance.

**How did you use findings for improvement?**

While student performance in this outcome was strong overall, in response to concerns raised by some literature faculty about the significance of knowledge of genre in graduate literary studies, we will consider ways of refining or modifying this outcome in the future.

**Additional comments:**

None.

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**Expected Outcomes: Literature Track--Research and Scholarship**

Students will be able to produce a research essay of original scholarship that reflects understanding of the relevant literary or cultural subject matter and current scholarship in the field.

**Assessment methods**

**Method: Portfolio Review**

Two raters independently reviewed portfolios from eleven graduates in the literature concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed.

**Findings:**

The average score was 3.5, indicating good to excellent performance.

**How did you use findings for improvement?**

We will continue to stress the importance of this outcome in graduate literature teaching and in the mentoring of our students. We will also consider ways of refining this outcome and the associated rubric to measure more closely the quality of student writing in terms of argument and style.

**Additional comments:**

None.

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**Expected Outcomes: Rhetoric and Composition Track--Theory**

Students will demonstrate knowledge of central theoretical approaches, terms, and concepts of rhetoric and composition as disciplinary fields.
**Assessment methods**

**Method**: Portfolio Review

Two raters independently reviewed the portfolio from one graduate in the rhetoric and composition concentration. The portfolio was rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only one student’s work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

**Findings**:

The average score was 3, indicating good performance.

**How did you use findings for improvement?**

We will continue to stress the importance of this outcome in graduate rhetoric and composition teaching and in the mentoring of our students.

**Additional comments**:

None.

**Expected Outcomes: Rhetoric and Composition Track--Research**

Students will demonstrate ability to conduct research using methods for selecting, collecting and analyzing data commonly employed in rhetoric and composition scholarship.

**Assessment methods**

**Method**: Portfolio Review

Two raters independently reviewed the portfolio from one graduate in the rhetoric and composition concentration. The portfolio was rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only one student’s work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

**Findings**:

The average score was 2.5, indicating acceptable to good performance.

**How did you use findings for improvement?**

The lower score on this outcome relative to other rhetoric and composition learning outcomes suggests that it may be a potential area for improvement. We will monitor this outcome closely next year to see if the findings suggest a trend and the need to develop strategies for improvement.

**Additional comments**:

None.

**Expected Outcomes: Rhetoric and Composition Track--Communication**

Students will employ academic prose to communicate the results of their analyses to scholars in rhetoric and composition and other interested publics.

**Assessment methods**

Tuesday, February 05, 2013, Office of Institutional Research and Assessment
Method: Portfolio Review

Two raters independently reviewed the portfolio from one graduate in the rhetoric and composition concentration. The portfolio was rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only one student’s work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

Findings:

The average score was 2.5, indicating acceptable to good performance.

How did you use findings for improvement?

The lower score on this outcome relative to other rhetoric and composition learning outcomes suggests that it may be a potential area for improvement. We will monitor this outcome closely next year to see if the findings suggest a trend and the need to develop strategies for improvement.

Additional comments:

None.

Expected Outcomes: Rhetoric and Composition Pedagogy

Students will produce teaching materials and support items that demonstrate knowledge of best practices in composition theory and pedagogy.

Assessment methods

Method: Portfolio Review

Two raters independently reviewed the portfolio from one graduate in the rhetoric and composition concentration. The portfolio was rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only one student’s work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

Findings:

The average score was 4, indicating excellent performance.

How did you use findings for improvement?

We will continue to stress the importance of this outcome in graduate rhetoric and composition teaching and in the mentoring of our students.

Additional comments:

None.

Expected Outcomes: Rhetoric and Composition Digital Communication

Students will be able to design and assemble a digital portfolio that effectively showcases their contributions to the fields of rhetoric and composition.

Assessment methods

Method: Portfolio Review
Tworaters independently reviewed the portfolio from one graduate in the rhetoric and composition concentration. The portfolio was rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only one student’s work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

Findings:

The average score was 4, indicating excellent performance.

How did you use findings for improvement?

We will continue to stress the importance of this outcome in graduate rhetoric and composition teaching and in the mentoring of our students.

Additional comments:

None.

Expected Outcomes: Creative Writing Track—Creativity

Students will produce a substantial portfolio of quality creative work.

Assessment methods

Method: Portfolio Review

Tworaters independently reviewed portfolios from two graduates in the creative writing concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only two students’ work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

Findings:

The average score was 3.25, indicating good performance.

How did you use findings for improvement?

We will continue to stress the importance of this outcome in creative writing teaching and in the mentoring of our students.

Additional comments:

None.

Expected Outcomes: Creative Writing Track—Form and Style

Students will demonstrate understanding of the formal and stylistic features of their work.

Assessment methods

Method: Portfolio Review

Two raters independently reviewed portfolios from two graduates in the creative writing concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only two students’ work was being assessed, it should be understood that the value of the results for overall program assessment are limited.
Findings:

The average score was 3.25, indicating good performance.

How did you use findings for improvement?

We will continue to stress the importance of this outcome in creative writing teaching and in the mentoring of our students.

Additional comments:

None.

Expected Outcomes: Creative Writing Track--Contemporaneity

Students will demonstrate familiarity with contemporary creative writing of the last decade.

Assessment methods

Method: Portfolio Review

Two raters independently reviewed portfolios from two graduates in the creative writing concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only two students’ work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

Findings:

The average score was 2, indicating acceptable performance.

How did you use findings for improvement?

The lower score on this outcome relative to other creative writing learning outcomes suggests that it may be a potential area for improvement. We will monitor this outcome closely next year to see if the findings suggest a trend and the need to develop strategies for improvement. We will also consider ways of revising or modifying this outcome in response to faculty concerns that the ten-year time frame used to measure contemporaneity is too short.

Additional comments:

None.

Expected Outcomes: Creative Writing Track--Genre and Literary History

Students will be able to discuss their work in relation to significant literary genres and movements.

Assessment methods

Method: Portfolio Review

Two raters independently reviewed portfolios from two graduates in the creative writing concentration. The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” A detailed rubric rating for each outcome was developed. Since only two students’ work was being assessed, it should be understood that the value of the results for overall program assessment are limited.

Findings:

The average score was 2.5, indicating acceptable to good performance.
How did you use findings for improvement?

The lower score on this outcome relative to other creative writing learning outcomes suggests that it may be a potential area for improvement. We will monitor this outcome closely next year to see if the findings suggest a trend and the need to develop strategies for improvement.

Additional comments:

None.