

**ASSESSMENT REPORT FOR
DEPARTMENT OF ENGLISH**

August 2008- May 2009
(Assessment Period Covered)

May, 2009
(Date Submitted)

Assessment Reports are included for those instructional programs listed below:

Master of Arts in English
Instructional Degree Program

M.A.
Degree Information

Submitted by: Dr. Helen Blythe, Director of Graduate Studies in English, Department of English; Faculty Assessment Representative.

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

August 2008-July 2009

May 2009

(Assessment Period Covered)

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

“The university is committed to excellence in teaching, discovering, preserving and applying knowledge, and is responsive to new opportunities for teaching, learning, research and public service created by a changing environment.”

“The university aspires to develop broadly literate students and leaders, educated in analytical and critical thought and in the appreciation of the arts and sciences.”

“In essence, through educational excellence and a dedication to society’s needs, the university is committed to the cultivation and enrichment of the human mind and spirit.”

Program’s Goals in support of Institutional Mission:

- 1. “The goals of teaching in the College [of Arts and Sciences] encompass not only imparting to its students the knowledge, the verbal and cognitive skills, and the values and attitudes which comprise the basis of a liberal education, but also instilling in them the ability and desire to think and work independently and creatively . . .”**
 - 2. “The purpose of research in the College is to amend and extend the bases of knowledge and creative activity . . .”**
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Intended Educational (Student) Outcomes:

All students graduating from the English M.A. program will demonstrate proficiency in the areas listed below by achieving a score of at least 3.5 on the overall scale:

Assessment Scale: 1 = poor 2 = below average 3 = average 4 = excellent

-
- 1. Though command of the English language in written and oral work**

 - 2. Mastery of current literary, linguistic, aesthetic, or writing theories, depending on the emphasis area.**

 - 3. Ability to interpret and analyze texts**

 - 4. Mastery of the subject matter and critical or creative methods of one of the three emphasis areas: literature; languages, rhetoric, and composition; or creative writing.**

 - 5. Ability to conduct, synthesize, interpret, and document research**

 - 6. Ability to apply acquired knowledge, research methods, and critical or creative skills to complete an original research or creative project**

All teaching assistants in the English M.A. program will demonstrate proficiency in the areas listed below by achieving at least a 3.5

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- 7. Mastery of pedagogy of tutoring and ability to tutor students who are having difficulty with writing.**

 - 8. Mastery of pedagogy of composition and ability to teach college composition effectively in the classroom**

All editing assistants in the English M.A. program will demonstrate proficiency in the areas listed below by achieving at least a 3.5. Please note that this assistantship is not offered every year, and thus will not always be part of the assessment report. Availability of the editing assistantship depends on the university funding. The editing assistantship was not offered this year, and thus the following outcome will not appear in this year's report.

9. Mastery of style concerns and the ability to pursue and research editorial questions with accuracy.

10. Ability to work with authors and clarify arguments

All assistant conference coordinators in the English M.A. program will demonstrate proficiency in the areas listed below by achieving at least a 3.5. Please note that this assistantship is not offered every year, and thus will not always be part of the assessment report. The department does not host a yearly conference.

11. Ability to work independently and take initiative

12. Ability to work with presenters and guest speakers

13. Organization

14. Professionalism

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 1:

Thorough command of the English language in written and oral work.

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

First year paper

Evaluation by Director of Graduate Studies

Criteria for evaluating each of the above items are stated on the evaluation forms. See attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5 = 5

Student 2: 5 = 5

Student 3: 5 = 5

Student 4: 5 = 5

Student 5: 4 = 4

Student 6: 5 = 5

Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the intended score of 3.5. Student 7 took five years to complete her degree and her file was incomplete.

Second Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Qualifying Exam

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. See attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5
Student 2: 5 = 5
Student 3: 5 = 5
Student 4: 5 = 5
Student 5: 5 = 5
Student 6: 5 = 5
Student 7: 3; 3 = 3

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Student 1-6 met the criteria. Student 3 did not. This student was local and completed her BA degree at Highlands University, and, unfortunately, as is the case with a number of local students, her graduate level work was uneven. She dropped out of the graduate program on various occasions, but finally managed to complete her thesis in 2008. Her final work received scores of more than 3.5, suggesting that she improved over the course of her studies.

Third Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis Proposal

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. See attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5 = 5
Student 2: 5 = 5
Student 3: 5; 5 = 5
Student 4: 4; 4 = 4
Student 5: 4; 5 = 4.5
Student 6: No data submitted.
Student 7: 4; 4; 4 = 4

All students met the required score of 3.5 with the exception of Student 6, for whom no data was submitted by faculty for evaluation.

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Student met the criteria

Fourth Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis

3 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. See attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5
Student 2: 5; 5; 5 = 5
Student 3: 5; 5; 4 = 4.6
Student 4: 5; 4 = 4.5
Student 5: 5; 5 = 5
Student 6: 4 = 4
Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required goal of 3.5 with the exception of Student 7 for whom no data was submitted. This was partly because Student 7 left the program on a number of occasions, and faculty neglected to submit the evaluation forms to the Director of Graduate Studies. More needs to be done to enlist faculty support for the Outcomes Assessment process.

Fifth Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Oral Thesis Defense

3 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. See attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5; 5; 5; 5; 5 = 5

Student 2: 4; 5;4; 5; 5; 5; 4; 4; 3 = 4.3

Student 3: 5; 5; 5; 5; 5; 5; 5; 5 = 5

Student 4: 5; 5; 5; 4; 4; 4 = 4.5

Student 5: 5; 5;5; 5; 5; 5; 5; 5 = 5

Student 6: 4; 5; 4; 5; 4; 5; 5; 5; 5 = 4.6

Student 7: 4; 5; 5; 4; 4; 3 = 4.1

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required goal of 3.5

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

August 2008 – May 2009

May 2009

(Period Covered)

(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 2:

Mastery of current literary, linguistic, aesthetic, or writing theories, depending on the emphasis area.

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

First Year Paper

Evaluation by Director of Graduate Studies

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 4 = 4

Student 2: 4 = 4

Student 3: 4 = 4

Student 4: 4 = 4

Student 5: 5 = 5

Student 6: 5 = 5

Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score of 3.5 with the exception of Student 7 for whom no data was submitted. Faculty members need to be reminded more often to submit the completed evaluation forms to the Director of Graduate Studies.

Second Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Qualifying Exam

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5
Student 2: 4 = 4
Student 3: 4 = 4
Student 4: 4; 4 = 4
Student 5: 5 = 5
Student 6: 5 = 5
Student 7: 3; 4 = 3.5

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score of 3.5.

Third Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis Proposal

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5 = 5
Student 2: 4 = 4
Student 3: 4 = 4
Student 4: 3; 4 = 3.5
Student 5: 5; 5 = 5
Student 6: no data submitted
Student 7: 4; 3; N/A = 3.5

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score with the exception of Student 6, for whom no data was submitted. Faculty members will need to be reminded more often to complete the Outcomes Assessment forms. It is apparent that the Outcomes Assessment form for the Thesis Proposal offers no possibility for evaluating the oral presentation. The revised forms will solve this problem.

Fourth Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis

3 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5; 5 = 5

Student 2: 3; 5; 5 = 4.3

Student 3: Outdated forms used, but the thesis received scores of 5; 5; 5; 5; 5; 5; 5; 5; 5; 5; 4; 5; 5; 5; 4; 4; 5; 4; 4; 4 = 4.6, which suggests that the student's work would have met the required score of 3.5.

Student 4: 5; 4 = 4.5

Student 5: 5; N/A = 5

Student 6: 4 = 4

Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Students met the required score with the exception of Student 7, for whom no data was submitted. Faculty members need to complete the Outcomes Assessment forms.

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

August 2008 – May 2009

May 2009

(Period Covered)

(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 3:

Ability to interpret and analyze texts

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

First Year Paper

Evaluation by Director of Graduate Studies

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5 = 5
Student 2: 4 = 4
Student 3: 5 = 5
Student 4: 5 = 5
Student 5: 4 = 4
Student 6: 5 = 5
Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score with the exception of Student 7, who entered the program at least six years before graduating in 2008. Her paperwork is not complete.

Second Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Qualifying Exam

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5
Student 2: 5 = 5
Student 3: 5 = 5
Student 4: 3; 4 = 3.5
Student 5: 5 = 5
Student 6: 5 = 5
Student 7: 3; 3 = 3

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score with the exception of Student 3, who was regarded as weak in her work from the beginning of her studies. She dropped from the program on several occasions before finally completing her creative writing thesis and graduating in the fall of 2008. The evaluation of her later work suggests that she improved and completed an effective graduate-level thesis.

Third Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis

3 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5
Student 2: N/A Creative Writing Thesis
Student 3: N/A Creative Writing Thesis
Student 4: 5; 5 = 5
Student 5: 5; 5 = 5
Student 6: 4 = 4
Student 7: No data submitted, but N/A Creative Writing Thesis.

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

The students of literature, and rhetoric, and composition theses (Students 1; 4; 5; and 6) met the required score. At present the outcomes assessment forms for Creative Writing Thesis do not

include analysis and interpretation of texts, despite each thesis having a critical introduction requiring some textual analysis. The revised forms to be used from 2009-2010 onwards will solve this problem.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008- May 2009	May 2009
(Period Covered)	(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 4:

Mastery of the subject matter and critical or creative methods of one of the three emphasis areas: literature; language, rhetoric, and composition; or creative writing

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

First Year Paper

Evaluation by Director of Graduate Studies

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 4; 5 = 4.5

Student 2: 4; 4 = 4

Student 3: 4; 4 = 4

Student 4: 5; 4; = 4.5

Student 5: 5; 5 = 5

Student 6: 5; 4 = 4.5

Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score with the exception of Student 7 for whom no data was submitted. Student 7 entered the program years ago, and there is no record in her file. This

Intended Education Outcome has been confusing over the years and has been simplified for the future.

Second Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Qualifying Exam

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 4; 5; 5; 5 = 4.7

Student 2: 4; 5 = 4.5

Student 3: 4; 5 = 4.5

Student 4: 4; 4; 5; 4 = 4.2

Student 5: 5; 5 = 5

Student 6: 5; 5 = 5

Student 7: 4; 3; 4; 3 = 3.5

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score of 3.5, illustrating that the Graduate Program is successfully meeting its goals.

Third Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis Proposal

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5; 5; 5 = 5

Student 2: 5; 5 = 5
Student 3: 5; 4; 5; 5 = 4.7
Student 4: 4; 4; 4; 3 = 3.7
Student 5: 5; 5; 5; 5 = 5
Student 6: No data submitted
Student 7: 4; 4; 3; 4; 5; 4 = 4.6

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score with the exception of Student 6, for whom no data was submitted. However, the certain success of 6 out of 7 graduate students illustrates that the graduate program is currently effective at meeting its goals.

Fourth Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis

3 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5; 5; 5 = 5
Student 2: 5; 5; 5; 5; 3; 5 = 4.6
Student 3: 4.6 Wrong forms used (creative writing). However, the student's scores were high, suggesting that were her thesis to be evaluated according to the criteria listed here, it would receive a score of 4.6.
Student 4: 5; 4; 5; 5 = 4.7
Student 5: 5; 5; 5; 5 = 5
Student 6: 3; 4 = 3.5
Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score of 3.5 with the exception of Student 7 for whom no data was submitted. However, the certain success of six out of seven students illustrates that the graduate program currently remains very effective at meeting its goals

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 5:

Ability to conduct, synthesize, and document research

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

First Year Paper

Evaluation by Director of Graduate Studies

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5 = 5

Student 2: 4 = 4

Student 3: 5 = 5

Student 4: 5 = 5

Student 5: 4 = 4

Student 6: 5 = 5

Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students surpassed the required score of 3.5 with the exception of Student 7, for whom no data was submitted. The scores of 4 and 5 for six out of seven students illustrate that the graduate program presently is maintaining high student achievement in an area that used to be weak. It is

gratifying to see that the greater attention paid by faculty to graduate student research has paid off.

Second Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Qualifying Exam

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5

Student 2: 5 = 5

Student 3: 5 = 5

Student 4: 4; 5 = 4.5

Student 5: 5 = 5

Student 6: 5 = 5

Student 7: 4; 4 = 4

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students far surpassed the required score of 3.5, showing that the graduate program presently is very successful in aiding students' production of high-quality graduate research, when previously students needed to improve in this area. It also demonstrates the benefit of providing more detailed information in the handbook on what is required in the Qualifying Exam.

Third Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis Proposal

2 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: 5 = 5
Student 2: 5 = 5
Student 3: 4; 4 = 4
Student 4: 4; 4 = 4
Student 5: 5; 5 = 5
Student 6: no data submitted
Student 7: 4; 3; N/A = 3.5

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Five students far surpassed the required score of 3.5, while a sixth student did meet the score of 3.5, and no data was submitted for the seventh student. These figures suggest that the graduate program is successful in helping students to research their thesis subject successfully prior to their thesis proposal presentation.

Fourth Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis

3 (or more) evaluations by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5
Student 2: 5; 5; 5 = 5
Student 3: Outdated forms used, but overall score of 4.6 suggests that the student's work would meet the required score of 3.5. And especially since the student received a score of 4.3 for mastery of research at the oral defense
Student 4: 4; 5 = 4.5
Student 5: 5; 5 = 5
Student 6: 4 = 4
Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students far surpassed the required score of 3.5 with the exception of Student 7, for whom no data was submitted. The certain success of six out of seven students in the area of research illustrates that the graduate program is maintaining its high level of academic performance.

Fifth Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Oral Defense of Thesis

3 evaluations (or more) by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5

Student 2: 5; N/A; 5 = 5

Student 3: 5; 5; 3 = 4.3

Student 4: 5; 5 = 5

Student 5: 5; 5; 5 = 5

Student 6: 4; 5; 5 = 4.6

Student 7: 4; 4 = 4

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students surpassed the required score of 3.5, demonstrating the success of increased efforts by faculty to improve graduate student research in recent years.

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

August 2008 – May 2009

May 2009

(Period Covered)

(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 6:

Ability to apply acquired knowledge, research methods, and critical or creative skills to complete an original research or creative project.

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Thesis

3 evaluations (or more) by faculty

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: 5; 5 = 5

Student 2: 4; 5; 4 = 4.3

Student 3: 5; 5; 5 = 5

Student 4: 5; 5 = 5

Student 5: 5; 5 = 5

Student 6: 3 = 3

Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Five students far surpassed the required score of 3.5 in terms of producing original work for their thesis, suggesting that the graduate program continues to maintain its high level of original production. A sixth student did not meet the required score, but since only one evaluation out of three was received, it is difficult to know whether the other committee members would have

graded the thesis as poorly. The faculty member did approve the thesis, suggesting that s/he was unaware that an OA score of 3 was not a pass. Some clarification of the evaluation criteria might be in order at the beginning of the new academic year.

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

August 2008 – May 2009

May 2009

(Period Covered)

(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 7:

Mastery of pedagogy of tutoring and ability to tutor students who are having difficulty with writing

Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Narrative evaluation of tutoring by the Director of the Writing Center

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: A caring, gifted, and confident tutor, who was a real asset to the Writing Center.

Student 2: A reliable and excellent writing tutor.

Student 3: An outstanding, reliable, popular, and excellent writing tutor.

Student 4: An excellent tutor, who was friendly, created a warm atmosphere for students.

Student 5: A terrific asset to the Writing Center.

Student 6: A terrific tutor for the Writing Center.

Student 7: No data submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All student tutors in the Writing Center were rated highly with the exception of Student 7, for whom no data was submitted.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 8:

Master of pedagogy of composition and ability to teach college composition effectively in the classroom

First Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Qualitative written reviews of teaching, based on observation by faculty teaching mentor.

Criteria for evaluating each of the above items are stated on the evaluation forms. See attached forms.

Goal: Favorable reviews of teaching and grading

B. RESULTS: Summarize results from data collected.

Student 1: No narrative evaluation submitted.

Student 2: No narrative evaluation submitted.

Student 3: No narrative evaluation submitted.

Student 4: Narrative was very favorable, except for a criticism of the student chewing gum while teaching.

Student 5: Narrative critical of student's level of enthusiasm for the course material and tendency to repetition. More at ease working with individual students. Professional in other respects.

Student 6: Extensive narrative material on this student, demonstrating her growth in confidence over the semesters and eventual excellence as a composition instructor.

Student 7: A favorable commentary, especially on the student's organization skills.

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Although there were one or two criticisms of individual teaching practices, the overall impression gained from the teaching evaluations is that the graduate program is training its instructors to be excellent, professional teachers. The ongoing class observations are very important in providing feedback to individual instructors and alerting faculty to the various issues. This group of program graduates is the last in which some students were teaching prior to the arrival of the current Director of Composition. In the past, then, some students received uneven mentoring, which may be visible in their Outcomes Assessment evaluations. However, current student teachers are trained more consistently through the mentoring by the Director of Composition.

Second Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Qualitative written commentary on a set of graded papers by faculty teaching mentor.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Favorable reviews of teaching and grading

B. RESULTS: Summarize results from data collected.

Student 1: No commentary submitted
Student 2: No commentary submitted
Student 3: No commentary submitted
Student 4: No commentary submitted
Student 5: No commentary submitted
Student 6: No commentary submitted
Student 7: No commentary submitted

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

This criterion for success was relevant to the graduate program when different faculty members mentored different graduate student instructors. Now that the Director of Composition mentors all the students, henceforth the evaluation of their grading practices will be conducted by the Director of Composition and included in the annual Assessment Report of the Composition Program.

Third Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Numerical evaluation of classroom teaching, based on observation by faculty teaching mentor.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: 4; 4; 5; 4; 5 = 4.5

Student 2: 5; 4; 4; 4; 4 = 4.2

Student 3: 5; 4; 5; 4; 4 = 4.4

Student 4: No data submitted.

Student 5: 4; 4; 3; 3; 4; 5; 3; 2; 3; 4; 5; 4 = 3.6

Student 6: 5; 5; 5; 4; 5; 5; 4; 5; 5; 5; 5; 5; 5; 5 = 4.8

Student 7: 4; 5; 5; 4; 5; 5; 5 = 4.5

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

All students met the required score of 3.5, showing that the instructional training provided to graduate students remains successful. However, this evaluation was relevant to this study only while different faculty members mentored the graduate students. Now that the mentoring is undertaken only by the Director of Composition, in subsequent years, this outcome will be evaluated only by the Director of Composition and included in the annual Outcomes Assessment Report of the Composition Program.

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

August 2008 – May 2009

(Period Covered)

May 2009

(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 9:

Mastery of style concerns and the ability to pursue and research editorial questions with accuracy.

Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Evaluation by supervising faculty member.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Favorable reviews of teaching and grading

B. RESULTS: Summarize results from data collected.

Student 1: No evaluation submitted.

Student 2: No evaluation submitted

Student 3: No evaluation submitted

Student 4: N/A

Student 5: N/A

Student 6: 5 = 5

Student 7: N/A

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Since Students 1, 2, and 3 were editors and co-editors of *Picayune Literary Review*, their work could have been evaluated by the faculty advisor, but no data was submitted. A simplified

revised evaluation form for Practicum credit work has been created to substitute for this intended outcome and will be used instead in subsequent assessment reports. Student 6 received Practicum credit for designing a successful web-site and brochures for the Michael T. Carroll Lectures on Popular Culture. Students 4 and 7 undertook no extra-curriculum work in this area.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 10:

Ability to work with authors and clarify arguments

Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Evaluation by supervising faculty member.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: N/A
Student 2: N/A
Student 3: N/A
Student 4: N/A
Student 5: N/A
Student 6: N/A
Student 7: N/A

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

No data was submitted, but since students 1-3 were editors of *Picayune Literary Review*, they might have been evaluated for this outcome if they worked closely with authors submitting their work for inclusion in the review.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 11:

Ability to work independently and take initiative

Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Evaluation by supervising faculty member.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:

Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent

B. RESULTS: Summarize results from data collected.

Student 1: student was editor of Picayune, so he could have been evaluated for this outcome

Student 2: N/A student was co-editor of Picayune, so she could have been evaluated for this outcome.

Student 3: N/A student was co-editor of Picayune, so she could have been evaluated for this outcome

Student 4: 5 = 5

Student 5: N/A

Student 6: 5 = 5

Student 7: N/A

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Faculty members acting as Faculty Advisors need to be encouraged to complete evaluations of students receiving practicum credit for extra-curricular work. Student 4 and 6 worked extensively for the Michael T. Carroll Lectures on Popular Culture, helping to create a very successful series.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Note: Provide the following information for each outcome from the previous page. Enlarge the space under each category as needed.

Intended Educational Outcome 12:

Ability to work with presenters and guest speakers

Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Evaluation by supervising faculty member.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: N/A
Student 2: N/A
Student 3: N/A
Student 4: N/A
Student 5: N/A
Student 6: N/A
Student 7: N/A

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Intended Educational Outcome 13:

Organization

Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Evaluation by supervising faculty member.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: N/A
Student 2: N/A
Student 3: N/A
Student 4: 5 = 5
Student 5: N/A
Student 6: 5 = 5
Student 7: N/A

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Students 4 and 6 demonstrated their fine organizational abilities in helping to organize and run the Michael T. Carroll Lectures on Popular Culture. It is a strength of the graduate program that it offers such opportunities for graduate students.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
August 2008 – May 2009	May 2009
(Period Covered)	(Date Submitted)

Intended Educational Outcome 14:

Professionalism

Means of Assessment for the Above Outcome

A. Means of Assessment and Criteria for Success: Describe assessment data, methods for collecting data, and criteria for successful performance.

Evaluation by supervising faculty member.

Criteria for evaluating each of the above items are stated on the evaluation forms. Please see attached forms.

*Goal: Each portfolio will achieve a score of at least 3.5 on the following scale:
Assessment scale: 1=poor, 2=below average, 3=average, 4=good, 5=excellent*

B. RESULTS: Summarize results from data collected.

Student 1: N/A
Student 2: N/A
Student 3: N/A
Student 4: N/A
Student 5: N/A
Student 6: 5 = 5
Student 7: N/A

C. USE OF RESULTS: Describe how results are used for program decision-making and improvement, with evidence of how decisions are implemented.

Students 1-3 could have been evaluated for their effective practicum work with *Picayune Literary Review*. Students 4 and 6 demonstrated their professionalism in helping to organize and run the Michael T. Carroll Lectures on Popular Culture. It is a sign of the graduate program's strength that it offers students the opportunity for professional development not only as instructors of composition, but as editors and lecture series organizers.

MASTER OF ARTS IN ENGLISH
NEW MEXICO HIGHLANDS UNIVERSITY

Academic Outcomes Assessment Plan

Mission

The mission of the Master of Arts in English is to provide advanced instruction in three emphasis areas: (1) literature, (2) language, rhetoric, and composition, and (3) creative writing. Students will develop a strong foundation in advanced research methods, history and development of the English language, and current theories and subject matter for their emphasis area. Teaching assistants will receive special training in tutoring and in teaching composition in the classroom. This M.A. program has been designed to serve the needs of regional secondary school teachers, prospective community college teachers, students who plan to enter Ph. D. programs, and students who seek stronger credentials in English for careers in journalism, publication, and professional writing.

Intended Outcomes

Students who complete the M.A. in English from New Mexico Highlands University will demonstrate the following:

- 1. thorough command of the English language in written and oral work**
- 2. mastery of current literary, linguistic, or writing theories, depending on the emphasis area**
- 3. ability to interpret and analyze texts**
- 4. mastery of the subject matter and critical or creative methods of one of the three emphasis areas: literature; language, rhetoric, and composition; or creative writing**
- 5. ability to conduct, synthesize, interpret, and document research**
- 6. ability to apply acquired knowledge, research methods, and critical or creative skills to complete an original research or creative project**

Students who receive teaching assistantships will demonstrate the following:

- 7. mastery of pedagogy of tutoring and ability to tutor students who are having difficulty with writing**
 - 8. mastery of pedagogy of composition and ability to teach college composition effectively in the classroom.**
-

All students who receive editing work will demonstrate the following:

9. mastery of house style and the ability to pursue and research editorial questions with accuracy
 10. ability to work with authors to revise and clarify arguments
-

All students who serve as assistant conference and lecture series coordinators and will demonstrate the following:

11. ability to work independently and take initiative
 12. ability to work with presenters and guest speakers
 13. organization
 14. professionalism
-

Assessment of Student Work

The Director of Graduate Studies will establish a portfolio for each student, which will contain the following assessment materials:

1. **First-Year Course Work.** A final paper from one course in the student(s) first year will be evaluated by the Director of Graduate Studies, using the Course Paper Evaluation form. **Outcomes Assessed: 1-6.**

2. **Qualifying Examination.** Two members of the student(s) thesis committee will grade this examination and fill out the Qualifying Examination Evaluation form. Copies of the examination will be kept in the student's portfolio. **Outcomes Assessed: 1-5.**

3. **Thesis Proposal.** The proposal will be evaluated by at least two members of the graduate faculty, using the Proposal Evaluation form. **Outcomes Assessed: 1-6.**

4. **Thesis.** At least two members of the thesis committee will evaluate the thesis, using the Thesis Evaluation form. **Outcomes Assessed: 1-6.**

5. **Oral Defense of Thesis.** At least two members of the thesis committee will evaluate the oral defense of the thesis, using the Oral Defense Evaluation form. **Outcomes Assessed: 1-6.**

Assessment of Tutors and Teaching Assistants

- 6. Review of Tutors.** Each semester the Director of the Writing Center will monitor the tutoring of the graduate students working in the Writing Center and evaluate their work, using the Tutoring Evaluation form. **Outcome Assessed: 7.**
-

- 7. Review of Teaching.** Each semester the Director of Composition will observe classes taught by teaching assistants and provide written commentaries for them. The Director of Composition will also give a copy of these written evaluations and a numerical evaluation, using the Teaching Assistant Classroom Observation form to the Director of Graduate Studies. **Outcome Assessed: 8.**
-

Assessment of Editorial Assistant and Assistance Conference Coordinator

- 8. Editorial Assistant and Assistant Conference Coordinator.** Depending on funding and program needs, graduate students may have the opportunity to hold a summer TA line fulfilling the duties of an Editorial Assistant or Assistant Conference Coordinator.
Editorial Assistant Outcomes Assessed: 9-10
Assistant Conference Coordinator Outcomes Assessed: 11-14
-

Overall Assessment of Program

The following assessment activities are designed to identify strengths and weaknesses of the program for the purpose of improving it:

- 1. First-Year Evaluation.** All faculty members will evaluate the students at the end of their first year, using the First-Year Evaluation. The Director of Graduate Studies will tabulate the results and send the students a written summary of their performance. **Outcomes Assessed: 1-14**
 - 2. Exit Survey.** Students who have successfully defended their theses will be asked to evaluate the strengths and weaknesses of the program, using the Exit Survey form.
 - 3. Alumni Survey.** Periodically the Director of Graduate Studies will conduct a survey of alumni, using the Alumni Survey form, to determine how well the program has prepared students for doctoral or professional work.
 - 4. Annual Assessment Report.** At the end of each academic year the Director of Graduate Studies will provide the Chair with an Outcomes Assessment Report and a Director of Graduate Studies Report. This information will be used to institute changes that will improve the program.
-

First-Year Paper Evaluation

Student: _____

Semester: _____

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. proficiency of writing	1	2	3	4	5	N/A
---------------------------	---	---	---	---	---	-----

2. mastery of current literary, linguistic, aesthetic, or writing theories depending on the emphasis area	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

3. ability to interpret and analyze texts	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

4. mastery of subject matter	1	2	3	4	5	N/A
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5. mastery of critical or creative methods	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

6. ability to conduct, synthesize, interpret, and document research	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

7. originality of the paper	1	2	3	4	5	N/A
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8. what are the strengths of the paper?

9. What are the weaknesses of the paper?

10. Additional comments:

Thesis Proposal Evaluation

Student: _____

Semester: _____

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. mastery of subject matter	1	2	3	4	5	N/A
2. clarity of purpose and objectives	1	2	3	4	5	N/A
3. mastery of research or creative methods and design	1	2	3	4	5	N/A
4. mastery of theoretical concepts	1	2	3	4	5	N/A
5. familiarity with research or creative work in the field	1	2	3	4	5	N/A
6. originality of the project	1	2	3	4	5	N/A
7. quality of the written proposal	1	2	3	4	5	N/A
8. effectiveness of the oral presentation	1	2	3	4	5	N/A
9. What are the strengths of the project?						

9. What are the weaknesses of the project?

10. Additional comments:

M.A. Thesis Evaluation: Literature or Language, Rhetoric, and Composition

Student: _____

Semester: _____

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. proficiency of writing	1	2	3	4	5	N/A
2. mastery of current literary, linguistic, or writing theories	1	2	3	4	5	N/A
3. ability to interpret and analyze texts	1	2	3	4	5	N/A
4. mastery of subject matter	1	2	3	4	5	N/A
5. mastery of critical or creative methods	1	2	3	4	5	N/A
6. ability to conduct, synthesize, interpret, and document research	1	2	3	4	5	N/A
7. originality of the thesis	1	2	3	4	5	N/A

8. What are the strengths of the thesis?

9. What are the weaknesses of the thesis?

10. Additional comments:

M.A. Thesis Evaluation: Creative Writing - Poetry

Student: _____

Semester: _____

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

CRITICAL INTRODUCTION

1. proficiency of writing	1	2	3	4	5	N/A
2. mastery of relevant creative writing theories	1	2	3	4	5	N/A
3. mastery of subject matter	1	2	3	4	5	N/A
4. mastery of critical or creative methods	1	2	3	4	5	N/A
5. ability to conduct, synthesize, interpret and document research	1	2	3	4	5	N/A

POETRY

1. the ability to explore important content I the poems	1	2	3	4	5	N/A
2. the use of figurative language (metaphor, symbol, image, etc.)	1	2	3	4	5	N/A
3. ability with formal techniques (line breaks and length, formatting stanza form, spacing, etc.)	1	2	3	4	5	N/A
4. ability to create music, rhythm, and momentum in poems	1	2	3	4	5	N/A
5. the cohesion and coherence of the thesis as a whole	1	2	3	4	5	N/A
6. level of originality and innovation	1	2	3	4	5	N/A
7. effectiveness of the oral presentation	1	2	3	4	5	N/A
8. What are the strengths of the thesis?						

9. What are the weaknesses of the thesis?

Oral Thesis Defense

Student: _____ Semester: _____

Please rate the oral thesis defense using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

Initial Presentation

1. clarity and coherence of the presentation	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

2. thorough coverage of important features of the thesis	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

3. ability to present material in an interesting & dynamic way	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Questioning Period

4. familiarity with research and creative work in the field	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

5. thoroughness and competence of responses to questions	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

6. What are the strengths of the oral defense?

7. What are the weaknesses of the oral defense?

8. Additional Comments

Graduate Teaching Assistant Class Observation

Student _____

Semester _____

Please rate the instructor and the class using the criteria below, bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Creates an engaging classroom atmosphere	1	2	3	4	5	N/A
2. Manages time effectively	1	2	3	4	5	N/A
3. Planning of related activities	1	2	3	4	5	N/A
4. Mastery of pedagogical methods	1	2	3	4	5	N/A
5. Mastery of subject matter	1	2	3	4	5	N/A
6. Assignments reflect course goals	1	2	3	4	5	N/A
7. Originality of approach	1	2	3	4	5	N/A

8. What were the strengths of the class session?

9. What are some suggestions for improvement?

10. Additional comments:

**PRACTICUM CREDIT
OUTCOMES ASSESSMENT**

Student: _____ **Sem/Year:** _____

Work undertaken: _____

Please rate the student using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. Mastery of style concerns and the ability to pursue and research editorial questions with accuracy.

1 2 3 4 5 N/A

2. Ability to work with authors and clarify arguments

1 2 3 4 5 N/A

3. Ability to work independently and take initiative

1 2 3 4 5 N/A

4. Ability to work with presenters and guest speakers

1 2 3 4 5 N/A

5. Organization

1 2 3 4 5 N/A

6. Professionalism

1 2 3 4 5 N/A

7. Student's strengths:

8. Suggestions for improvement:

9. Additional comments:

FIRST-YEAR GRADUATE STUDENT EVALUATION

Student: _____ Year: _____

Please check:

Required Course: _____ Elective Course: _____ Practicum: _____
 Writing Center Tutoring: _____ Workshop Facilitation: _____
 Classroom Teaching: _____ Thesis & Reading List Preparation: _____

Please rate the student using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

1. participation in courses	1	2	3	4	5	N/A
2. proficiency in academic writing	1	2	3	4	5	N/A
3. proficiency in research	1	2	3	4	5	N/A
4. first-semester Writing Center tutoring (score from OAE)	1	2	3	4	5	N/A
5. apprenticeship classroom performance (score from OAE)	1	2	3	4	5	N/A
6. professional practice	1	2	3	4	5	N/A

7. student's strengths:

7. suggestions for improvement:

8. additional comments:

Exit Survey

Year: _____

Please rate the English M.A. program using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

All Students

1. quality of academic advising during the program	1	2	3	4	5	N/A
2. quality of instruction	1	2	3	4	5	N/A
3. accessibility and helpfulness of faculty	1	2	3	4	5	N/A
4. mentoring by the thesis director	1	2	3	4	5	N/A
5. quality of courses	1	2	3	4	5	N/A
6. variety of courses	1	2	3	4	5	N/A
7. the way the program is set up (including required courses, course progression, proposal, examinations, thesis, and defense)	1	2	3	4	5	N/A
8. clarity of requirements and procedures	1	2	3	4	5	N/A
9. overall experience in the graduate program	1	2	3	4	5	N/A

Teaching Assistants

10. preparation for and assistance with tutoring	1	2	3	4	5	N/A
11. preparation for and assistance with teaching in the classroom	1	2	3	4	5	N/A

What are the strengths of the program?

What are the weaknesses of the program?

Additional Comments:

**Alumni Survey
Master's Program in English
New Mexico Highlands University**

Please help us to evaluate the effectiveness of the NMHU Master's Program in English by answering the following questions.

Scale: 1 = poor 2 = below average 3 = average 4 = good 5 = excellent

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. How would you rate your overall experience in our program? | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. How would you rate the academic quality of the M.A. program in English? | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. How would you rate the reputation of the M.A. program in English? | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Rate how well the M.A. program in English prepared you for | | | | | | |
| a. your current position (name position) _____ | 1 | 2 | 3 | 4 | 5 | N/A |
| b. graduate or professional school | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Please rate | | | | | | |
| a. breadth of knowledge of the discipline provided by our program | 1 | 2 | 3 | 4 | 5 | N/A |
| b. depth of knowledge in your emphasis area | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. To what extent has the education from the English graduate program been | | | | | | |
| a. professionally rewarding | 1 | 2 | 3 | 4 | 5 | N/A |
| b. personally rewarding | 1 | 2 | 3 | 4 | 5 | N/A |
| c. financially rewarding | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Overall, how would you rate the English M.A. program in the following areas: | | | | | | |
| a. quality of courses | 1 | 2 | 3 | 4 | 5 | N/A |
| b. variety of courses | 1 | 2 | 3 | 4 | 5 | N/A |
| c. accessibility & helpfulness of faculty | 1 | 2 | 3 | 4 | 5 | N/A |
| d. quality of instruction by faculty | 1 | 2 | 3 | 4 | 5 | N/A |
| e. quality of academic advising | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. What do you think the English Master's program does well? | | | | | | |

9. How do you think the English Master's program could be improved?

10. Would you recommend the NMHU English M.A. program to others?

11. Please provide the following information so we can determine how different groups evaluate the English Master's program?

Did you attend another school after you graduated? Yes _____ No _____

What is your current occupation?

