

**ASSESSMENT REPORT FOR
DEPARTMENT OF HUMANITIES**

English Program

2007-8

(Assessment Period Covered)

July, 2008

(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, English Program, Department of Humanities; Faculty Assessment Representative.

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

August 2007-July 2008

(Assessment Period Covered)

July 2008

(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

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)
2007 - 2008	August 2008
(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: 4

Student 2: 5

Student 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 three students met the required score.

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

Student 2: 5; 5; = 5

Student 3: 4; = 5

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

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; 3.5; 5 = 4.6

Student 2: 5; 5; 3; 4; 5; 5; = 4.5

Student 3: 5; 5; 4; 4; = 4.5

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.

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.

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: 4; 3.5; = 3.7

Student 2: 5; 5; 5; = 5

Student 3: 4; 4; 5 = 4.3

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.

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.

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; 4; 5; 4; 5; 4; 5; 5; 5; = 4.5

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

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.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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: 5 = 5

Student 2: 4 = 4

Student 3: 5 = 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, even though two students were concentrating in creative writing, and in the past we have had problems with their approach to theory. Happily, the two graduate students with the creative writing concentration saw good reason for mastering the theories of their concentration.

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
Student 2: 4; 5; = 4.5
Student 3: 3; = 3.0

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

Two students met the required score, but Student 3 did not. The assessor commented that while the proposal presentation did not demonstrate the student's expansion of some critical and theoretical readings, the student is comfortable and knowledgeable in these areas. The assessment of his other work confirms this, so perhaps more advisement needs to be done by thesis committee chairs to ensure that students fully demonstrate their knowledge in their thesis proposal presentations.

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
Student 2: 5; 5; = 5
Student 3: 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.

Students met the required score.

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: 4; 5; 4 = 4.3

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.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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: 5; = 5

Student 3: 5; = 5

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

All three students met the required score.

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

Student 2: 5; 5; = 5

Student 3: 4; = 4

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.

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; 4; = 4.5

Student 2: NA Creative Writing Thesis

Student 3: NA 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.

Student1 met the required score; and assessment of the creative writing thesis does not include this 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.

Oral Defense of 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: N/A

Student 2: N/A

Student 3: 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)
2007 - 2008	July 2008
(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: 5; 5; = 5

Student 2: 5; 4; = 4.5

Student 3: 5; 5; = 5

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.

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

Student 2: 4; 5; = 4.5

Student 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.

Students 1 and 2 met the required score. Student 3 did not. The assessor noted that Student 3 writes clearly and has good enthusiasm and knowledge of the subject, but that the exam answer did not show the full force of the student's knowledge, and that the student needed more coaching beforehand. Again, the assessment suggests that thesis committee advisers need to work more closely with students in preparing for this 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; 5; 4.5 = 4.8

Student 2: N/A

Student 3: 4; 5; 5; 5; = 4.7

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.

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; 4; = 4.8

Student 2: 5; 5; 5; 5; 4; 4; = 4.6

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

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.

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: N/A

Student 2: N/A

Student 3: 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)

2007- 2008

(Period Covered)

July 2008

(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: 4; = 4

Student 2: 4; = 4

Student 3: 5; = 5

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.

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; 5; = 4.3

Student 3: 3.5; = 3.5

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.

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; 5; 5; 5 = 5

Student 3: 5; 5; = 5

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.

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.

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

Student 3: 4; 4; 5; = 4.3

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.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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 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

Student 2: 5; 5; 4; = 4.6

Student 3: 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.

Students met the required score.

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.

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; 5; 4; 3; 4; 5; 4; 5; 5; 5; 5; 5; 4; 5; 4; 5; 5; 5; 5; 5; = 4.6

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

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.

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.

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: N/A

Student 2: N/A

Student 3: 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)
2007 - 2008	July 2008
(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.

Evaluation of tutoring form 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: 5; 5; 5; 5; 5; 5; = 5

Student 2: 5; 5; 5; 5; 5; 5; 5; = 5

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

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.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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: There narrative assessments of Student 1 were extremely positive in commenting on the student instructor's rapport with students, organization of class lesson, and excellent teaching performance.

Student 2: There was no narrative assessment completed for this student. However, the Graduate Teaching Observation form included some remarks that indicated this students established ease and rapport with his students that was enviable. He is organized and good at keeping students on track.

Student 3: No narrative assessments of this student's teaching were provided for the Outcomes Assessment report. Nonetheless, on completing his MA degree, this student was awarded one of only two full-time Instructor positions in composition, so presumably,

relevant faculty regarded his teaching highly. It would help this assessment process if the Outcomes Assessment forms were completed on all students.

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

It is evident that these three students excelled in the classroom. Clearly, the MA English Program is successful in training graduate students to be effective instructors. Faculty must provide more narrative teaching evaluations and complete the Outcomes Assessment forms.

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 data is available.

Student 2: No data is available.

Student 3: No data is available.

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

NA

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: 5; 4; 4; 4; 4; 5; 5; 5; 5; 5; 5; 5; 5 = 4.6

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

Student 3: No data provided by faculty

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

Students 1 and 2 met the required score. No assessment was provided for Student 3, but since he has been given one of only two full-time instructor positions for the 2008-9 academic year, presumably faculty were impressed with his teaching.

ASSESSMENT REPORT FOR

Master of Arts in English

M.A.

(Instructional Degree Program)

(Degree Level)

2007 - 2008

(Period Covered)

July 2008

(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: N/A

Student 2: N/A

Student 3: N/A

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

Outcomes Assessment forms need to be completed consistently for all Practicum course credit for work on the English Program literary magazine: *Picayune*.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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

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

Outcomes Assessment forms need to be completed consistently for all Practicum course credit for work on the English Program literary magazine: *Picayune*.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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: 5; = 5

Student 2: N/A

Student 3: N/A

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

Outcomes Assessment forms need to be completed consistently for all Practicum course credit including, for example, work for the English Program literary magazine: *Picayune*, the Michael T. Carroll Lectures; and any assistance given to the Director of Composition.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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: 5; = 5

Student 2: N/A

Student 3: N/A

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

Outcomes Assessment forms need to be completed consistently for all Practicum course credit for organizing the Michael T. Carroll Lectures and any other event.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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 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: 5; = 5

Student 2: N/A

Student 3: N/A

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

Outcomes Assessment forms need to be completed consistently for all Practicum course credit including, for example, work for the English Program literary magazine: *Picayune*, the Michael T. Carroll Lectures; and any assistance given to the Director of Composition.

ASSESSMENT REPORT FOR

Master of Arts in English	M.A.
(Instructional Degree Program)	(Degree Level)
2007 - 2008	July 2008
(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 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: 5; = 5

Student 2: N/A

Student 3: N/A

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

Outcomes Assessment forms need to be completed consistently for all Practicum course credit including, for example, work for the English Program literary magazine: *Picayune*, the Michael T. Carroll Lectures; and any assistance given to the Director of Composition.

MASTER OF ARTS IN ENGLISH
NEW MEXICO HIGHLANDS UNIVERSITY

Academic Outcomes Assessment Report

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 assistantships 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 coordinators 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. **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.
 2. **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.
 3. **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
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
8. what are the strengths of the paper?						

9. What are the weaknesses of the paper?

10. Additional comments:

Qualifying Examination 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 theoretical concepts	1	2	3	4	5	N/A
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3. mastery of subject matter	1	2	3	4	5	N/A
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4. interpretive and analytical skills	1	2	3	4	5	N/A
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5. critical thinking skills	1	2	3	4	5	N/A
-----------------------------	---	---	---	---	---	-----

6. familiarity with research and creative work in the field	1	2	3	4	5	N/A
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8. What are the strengths of the examination?

9. What are the weaknesses of the examination?

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. qualify 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 in 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?

10. Additional comments:

M.A. Thesis Evaluation: Creative Writing - Fiction

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

FICTION

1. ability to develop characters	1	2	3	4	5	N/A
2. ability to develop plot	1	2	3	4	5	N/A
3. narrative voice	1	2	3	4	5	N/A
4. originality and innovation	1	2	3	4	5	N/A
5. mastery of fiction writing	1	2	3	4	5	N/A
6. cohesion and coherence of the thesis	1	2	3	4	5	N/A
7. overall quality of the fiction	1	2	3	4	5	N/A
8. What are the strengths of the project?						

9. What are the weaknesses of the project?

10. Additional comments:

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

Student _____			Semester _____		
Rating Scale:	Poor 1	Below Average 2	Average 3	Above Average 4	Excellent 5
1. How well did you understand the material presented in the lecture?					
2. How well did you understand the material presented in the lab?					
3. How well did you understand the material presented in the seminar?					
4. How well did you understand the material presented in the reading assignment?					
5. How well did you understand the material presented in the video assignment?					
6. How well did you understand the material presented in the discussion assignment?					
7. How well did you understand the material presented in the final exam?					

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:

M.A. Outcomes Assessment

Editing Assistantship Evaluation

Student: _____

Semester: _____

Please rate the editorial assistant 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. Ability to copyedit thoroughly | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Ability to help authors revise and clarify arguments | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Ability to pursue and research editorial questions | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Familiarity with subject matter | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Familiarity with MLA and Chicago style | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Professionalism (dependability, attitude) | 1 | 2 | 3 | 4 | 5 | N/A |

Comments:

Conference Coordinator Evaluation

Semester: _____

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

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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?