Learning Outcome #1
Literary/Historical/Cultural Contexts
Students will demonstrate knowledge of significant movements in literary history as well as historical and cultural contexts significant to literary production.

Assessment Method 1: Portfolio Review
Assessment Method Description
The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” In 2013, the two primary members of each MA portfolio committee independently rated the portfolio submitted by the student, 8 students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Eight portfolios were rated. The range was from 2 (acceptable), to 4 (excellent), with a mean rating of 3.5. The majority of portfolios were rated excellent; only one was rated acceptable.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. Faculty will investigate ways to move all students beyond basic competency in this area.

Additional Comments
None.
Learning Outcome #2
Literary and Cultural Theory
Students will demonstrate knowledge of literary and cultural theory, including innovations in English Studies in the last decade.

Assessment Method 1: Portfolio Review
Assessment Method Description
The portfolios of graduating students were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” The two primary members of each MA portfolio committee independently rated the portfolios submitted by the students, 6 students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Eight portfolios were rated. The range was from 2 (acceptable), to 4 (excellent), with a mean rating of 3.6. The majority of portfolios were rated excellent; only one was rated acceptable.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. Discussion focused on the success and possible adjustments in the annual graduate survey of Literary Theory.

Additional Comments
None.
Learning Outcome #3
Literary Genres
Students will demonstrate knowledge of literary genres.

Assessment Method 1: Portfolio Review
Assessment Method Description
The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” In 2013, the two primary members of each MA portfolio committee independently rated the portfolio submitted by the student, 6 students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Eight portfolios were rated. The range was from 3 (good), to 4 (excellent), with a mean rating of 3.8. Almost all portfolios were rated excellent.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. There was some discussion of other possible student outcomes that might distinguish weaknesses and strengths more productively for assessment purposes.

Additional Comments
None.
Learning Outcome #4
Research
Students will produce a research essay of original scholarship that reflects understanding of the relevant literary or cultural subject matter and current scholarship in the field.

Assessment Method 1: Portfolio Review
Assessment Method Description
The portfolios were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” In 2013, the two primary members of each MA portfolio committee independently rated the portfolio submitted by the student, 6 students in total. See Appendix A for a detailed rubric rating for each outcome.

Findings
Six portfolios were rated. The range was from 3 (good), to 4 (excellent), with a mean rating of 3.8. All but one portfolio were rated excellent.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed during assessment meetings. While faculty were satisfied with this result, there was some discussion of other possible student outcomes that might distinguish weaknesses and strengths more productively for assessment purposes.

Additional Comments
None.
### Appendix A. MA Assessment Rubric Concentration in Literature: AY 2012-13

<table>
<thead>
<tr>
<th>Goal Category</th>
<th>Learning Outcomes</th>
<th>1 Not acceptable</th>
<th>2 Acceptable</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literary/Historical/Cultural Contexts</td>
<td>Inadequate knowledge of literary history and movements; discusses literary</td>
<td>Adequate or basic working knowledge of literary history and movements.</td>
<td>Competent grasp of literary history and movements. Discusses literary</td>
<td>Strong grasp of literary history and movements. Discusses literary</td>
</tr>
<tr>
<td></td>
<td>Demosntrates knowledge of significant movements in literary history as well as</td>
<td>movements and related historical and cultural contexts inaccurately or vaguely.</td>
<td>Discusses literary movements and related historical and cultural contexts</td>
<td>movements and related historical and cultural contexts with accuracy</td>
<td>movements and related historical and cultural contexts with accuracy,</td>
</tr>
<tr>
<td></td>
<td>historical and cultural contexts significant to literary production.</td>
<td></td>
<td>accurately.</td>
<td>and specificity.</td>
<td>specificity, and insight.</td>
</tr>
<tr>
<td>2</td>
<td>Literary/Cultural Theory</td>
<td>Inadequate knowledge of literary and cultural theory; little or no attention to</td>
<td>Adequate or basic working knowledge of literary and cultural theory;</td>
<td>Competent grasp of literary and cultural theory; uses theory to enhance</td>
<td>Strong grasp of literary and cultural theory; uses theory to inform and</td>
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<tr>
<td></td>
<td>Demonstrates knowledge of literary and cultural theory, including innovations in</td>
<td>theoretical or critical issues important to literary studies; discussion and</td>
<td>shows attention to theoretical or critical issues important to literary</td>
<td>textual analysis; discussion and works cited reflect up-to-date</td>
<td>elucidate textual analysis; discussion and works cited reflect full and</td>
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<tr>
<td></td>
<td>English studies of the last decade.</td>
<td>works cited reflect little or no engagement with relevant literary or cultural</td>
<td>studies; discussion and works cited reflect some engagement with up-to-date</td>
<td>engagement with relevant literary or cultural criticism and theory.</td>
<td>up-to-date engagement with relevant literary or cultural criticism and</td>
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<td></td>
<td></td>
<td>criticism and theory.</td>
<td></td>
<td></td>
<td>theory.</td>
</tr>
<tr>
<td>3</td>
<td>Genre</td>
<td>Inadequate knowledge of literary genres. No discussion of or reference to literary</td>
<td>Adequate or basic working knowledge of literary genres; discusses genre</td>
<td>Competent understanding of literary genres; attention to genre informs</td>
<td>Strong understanding of literary genres; attention to genre informs and</td>
</tr>
<tr>
<td></td>
<td>Demosntrates knowledge of literary genres.</td>
<td>genres; discusses genre vaguely or inaccurately.</td>
<td>accurately.</td>
<td>and elucidates textual analysis.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Research</td>
<td>Inadequate scholarly engagement with subject and texts under analysis; cites no</td>
<td>Adequate scholarly engagement with subject and texts under analysis;</td>
<td>Detailed scholarly engagement with subject and texts under analysis;</td>
<td>In-depth scholarly engagement with subject and texts under analysis;</td>
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<tr>
<td></td>
<td>Produces a research essay of original scholarship that reflects understanding of</td>
<td>or no relevant secondary sources; analysis is not adequately developed or</td>
<td>discussion and works cited reflect awareness of current scholarship in</td>
<td>discussion and works cited reflect full understanding of current</td>
<td>discussion and works cited reflect full understanding of current</td>
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<tr>
<td></td>
<td>the relevant literary or cultural subject matter and current scholarship in the</td>
<td>supported.</td>
<td>field; analysis is clear and well supported.</td>
<td>scholarship in field; analysis is insightful, well supported, and fully</td>
<td>scholarship in field; analysis is insightful, well supported, and fully</td>
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<tr>
<td></td>
<td>field.</td>
<td></td>
<td></td>
<td>developed.</td>
<td>developed.</td>
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