Learning Outcome #1
Literary and cultural theory

Students will demonstrate expert knowledge of literary and cultural theory appropriate to their chosen field of study.

Assessment Method 1: Portfolio Review
Assessment Method Description
General Doctoral Exam Review. Two raters independently reviewed General Doctoral Exams (GDE) for four PhD students focusing in literature. Student exams were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” See Appendix A for a detailed rubric rating for each outcome.

Findings
Four sets of General Doctoral Exams were reviewed. The mean score was 2.8, with a range of 2 (acceptable) to 4 (excellent) indicating good performance.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed. The individualized nature of the results made it difficult to pursue a particular course of action, but the faculty agreed that the inclusion of results from doctoral dissertations (planned for 2014 assessment) would provide useful information with regard to this outcome. Faculty agreed to stress the importance of this outcome in graduate literature teaching and in the mentoring of students for doctoral exams. While two graduate courses in literary/cultural theory are available to graduate students, it may be worth considering one of these as a required course, depending on future assessments.

Additional Comments
None
Learning Outcome #2
Literary movements and genres
Students will demonstrate expert knowledge of significant literary movements and literary genres appropriate to their chosen field of study.

Assessment Method 1: Portfolio Review
Assessment Method Description
General Doctoral Exam Review. Two raters independently reviewed General Doctoral Exams (GDE) for four PhD students focusing in literature. Student exams were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” See Appendix A for a detailed rubric rating for each outcome.

Findings
Four sets of General Doctoral Exams were reviewed. The mean score was 2.8, with a range of 2 (acceptable) to 4 (excellent).

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed. The individualized nature of the results made it difficult to pursue a particular course of action, but the faculty agreed that the inclusion of results from doctoral dissertations (planned for 2014 assessment) would provide valuable information with regard to this outcome.

Additional Comments
None
Learning Outcome #3
Historical and cultural contexts
Students will demonstrate expert understanding of the historical and cultural contexts appropriate to their chosen field of study.

Assessment Method 1: Portfolio Review
Assessment Method Description
General Doctoral Exam Review. Two raters independently reviewed General Doctoral Exams (GDE) for four PhD students focusing in literature. Student exams were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” See Appendix A for a detailed rubric rating for each outcome.

Findings
Four sets of General Doctoral Exams were reviewed. The mean score was 2.5, with a range of 2 (acceptable) to 4 (excellent). Only one exam was rated excellent.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed. The individualized nature of the results made it difficult to pursue a particular course of action, but the faculty agreed that the inclusion of results from doctoral dissertations (planned for 2014 assessment) would provide valuable information with regard to this outcome. Faculty will stress the importance of this outcome in graduate literature teaching and in the mentoring of students for doctoral exams.

Additional Comments
None
Learning Outcome #4
Innovation
Students will demonstrate familiarity with innovations in critical and theoretical approaches to English studies of the last decade.

Assessment Method 1: Portfolio Review
Assessment Method Description
General Doctoral Exam Review. Two raters independently reviewed General Doctoral Exams (GDE) for four PhD students focusing in literature. Student exams were rated on each outcome according to a 4-point scale, with 1 being “not acceptable,” 2 “acceptable,” 3 “good,” and 4 “excellent.” See Appendix A for a detailed rubric rating for each outcome.

Findings
Four sets of General Doctoral Exams were reviewed. The mean score was 2.4, with a range of 1 (unacceptable) to 3 (good). One set of exams was rated unacceptable.

How did you use findings for improvement?
The findings were distributed to graduate faculty, and discussed. The individualized nature of the results made it difficult to pursue a particular course of action, but the faculty agreed that the inclusion of results from doctoral dissertations (planned for 2014 assessment) would provide crucial information with regard to this outcome. Faculty will stress the importance of this outcome in graduate literature teaching and in the mentoring of students for doctoral exams. Also, the graduate committee is developing a new writing course focused on publication that will necessarily stress student engagement with recent innovations in English studies.

Additional Comments
None
<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>Literary/Cultural Theory</td>
<td>Demonstrates expert knowledge of literary and cultural theory appropriate to chosen field of study.</td>
<td>Inadequate knowledge of literary and cultural theory appropriate to chosen field of study; exam responses reveal little or no attention to literary or cultural theory appropriate to chosen field of study; exam responses discuss literary and cultural theory vaguely or inaccurately.</td>
<td>Adequate knowledge of literary and cultural theory appropriate to chosen field of study; exam responses reveal adequate level of depth and expertise in appropriate areas of literary and cultural theory.</td>
<td>Competent knowledge of literary and cultural theory appropriate to chosen field of study; exam responses reveal a competent level of depth and expertise in appropriate areas of literary and cultural theory.</td>
<td>Strong knowledge of literary and cultural theory appropriate to chosen field of study; exam responses reveal a high level of depth and expertise in appropriate areas of literary and cultural theory.</td>
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<tr>
<td>Literary Movements/Genres</td>
<td>Demonstrates expert knowledge of significant literary movements and literary genres appropriate to chosen field of study.</td>
<td>Inadequate knowledge of significant literary movements and literary genres appropriate to chosen field of study; exam responses reveal little or no attention to significant literary genres or movements; exam responses discuss literary movements and genres vaguely or inaccurately.</td>
<td>Adequate knowledge of significant literary movements and literary genres appropriate to chosen field of study; exam responses reveal adequate level of depth and expertise in appropriate literary movements and genres.</td>
<td>Competent knowledge of significant literary movements and literary genres appropriate to chosen field of study; exam responses reveal a competent level of depth and expertise in appropriate literary movements and genres.</td>
<td>Strong knowledge of significant literary movements and literary genres appropriate to chosen field of study; exam responses reveal a high level of depth and expertise in appropriate literary movements and genres.</td>
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<tr>
<td>Historical and Cultural Contexts</td>
<td>Demonstrates expert knowledge of historical and cultural contexts appropriate to chosen field of study.</td>
<td>Inadequate knowledge of historical and cultural contexts appropriate to chosen field of study; exam responses reveal little or no attention to appropriate historical and cultural contexts; exam responses discuss cultural and historical contexts vaguely or inaccurately.</td>
<td>Adequate knowledge of historical and cultural contexts appropriate to chosen field of study; exam responses reveal adequate level of depth and expertise in appropriate historical and cultural contexts.</td>
<td>Competent knowledge of historical and cultural contexts appropriate to chosen field of study; exam responses reveal a competent level of depth and expertise in appropriate historical and cultural contexts.</td>
<td>Strong knowledge of historical and cultural contexts appropriate to chosen field of study; exam responses reveal a high level of depth and expertise in appropriate historical and cultural contexts.</td>
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<tr>
<td>Critical/Theoretical Innovation</td>
<td>Demonstrates familiarity with innovations in critical and theoretical approaches to English studies of the last decade.</td>
<td>Inadequate familiarity with innovations in critical and theoretical approaches to English studies of the last decade; exam responses reveal little or no awareness of recent innovations in English studies.</td>
<td>Adequate familiarity with innovations in critical and theoretical approaches to English studies of the last decade; exam responses reflect adequate knowledge of recent innovations in English studies.</td>
<td>Competent familiarity with innovations in critical and theoretical approaches to English studies of the last decade; exam responses reflect competent knowledge of innovations in English studies.</td>
<td>Strong familiarity with innovations in critical and theoretical approaches to English studies of the last decade; exam responses reflect strong grasp of recent innovations in English studies.</td>
</tr>
</tbody>
</table>