### SLO1: Students in the M.A. in English program will be able to use close reading and textual analysis to interpret literary and cultural texts.

**Please note:** Considering our low program enrollment and, as a consequence, very small sample sizes in our annual assessments, while we may discuss the results, conclusions should not be drawn from them. We have thus undertaken last year’s and this year’s assessments as benchmarking exercises, with a goal of being able to draw some conclusions beginning in the assessment for AY 2019-20. Three are two direct measures for this outcome.

**Measure 1:** Formal, high-stakes papers written in appropriate classes (literary, film, or cultural studies) with the following assignment characteristics: requiring textual interpretation, secondary research, and engagement with scholarship and criticism. These will be papers by students in their first nine hours of study. Scored with a rubric (see attached)

**Performance Target:** not set, see note above regarding benchmarking.

**Measure 2:** ePortfolios submitted by graduating students. Scored with a rubric (see attached).

**Performance Target:** not set, see note above regarding benchmarking.

---

### SLO2: Students in the M.A. in English program will be able to discover and employ relevant professional literary and cultural criticism and scholarship within the context of specific assignments or projects.

**Please note:** Considering our low program enrollment and, as a consequence, very small sample sizes in our annual assessments, while we may discuss the results, conclusions should not be drawn from them. We have thus undertaken last year’s and this year’s assessments as benchmarking exercises, with a goal of being able to draw some conclusions beginning in the assessment for AY 2019-20. Three are two direct measures for this outcome.

**Measure 1:** Formal, high-stakes papers written in appropriate classes (literary, film, or cultural studies) with the following assignment characteristics: requiring textual interpretation, secondary research, and engagement with scholarship and criticism. These will be papers by students in their first nine hours of study. Scored with a rubric (see attached)

**Performance Target:** not set, see note above regarding benchmarking.

**Measure 2:** ePortfolios submitted by graduating students. Scored with a rubric (see attached).

**Performance Target:** not set, see note above regarding benchmarking.

---

### SLO3: Students in the M.A. in English program will be able to engage professional literary and cultural criticism and scholarship in order to establish or engage in extant critical and/or scholarly conversation around literary and cultural texts.

**Please note:** Considering our low program enrollment and, as a consequence, very small sample sizes in our annual assessments, while we may discuss the results, conclusions should not be drawn from them. We have thus undertaken last year's and this year's assessments as benchmarking exercises, with a goal of being able to draw some conclusions beginning in the assessment for AY 2019-20. Three are two direct measures for this outcome.

**Measure 1:** Formal, high-stakes papers written in appropriate classes (literary, film, or cultural studies) with the following assignment characteristics: requiring textual interpretation, secondary research, and engagement with scholarship and criticism. These will be papers by students in their first nine hours of study. Scored with a rubric (see attached)

**Performance Target:** not set, see note above regarding benchmarking.

**Measure 2:** ePortfolios submitted by graduating students. Scored with a rubric (see attached).

**Performance Target:** not set, see note above regarding benchmarking.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Students in the M.A. in English program will recognize a range of options for career goals or paths and understand how the MA can serve as preparation and/or credential for at least one particular career or for advancement within a current career. | Please note: Considering our low program enrollment and, as a consequence, very small sample sizes in our annual assessments, while we may discuss the results, conclusions should not be drawn from them. We have thus undertaken last year's and this year's assessments as benchmarking exercises, with a goal of being able to draw some conclusions beginning in the assessment for AY 2019-20. Three are two direct measures for this outcome. There are two direct and one indirect measures for this outcome. Direct measures are:  
**Measure 1:** Students statements of intent from their applications to the program.  
**Measure 2:** MA and Career Goals Research Project from ENGL 511 - Introduction to Graduate English Studies Both of these measures will be scored by the joint committee on survey employing 5-point Likert scales, with options for responding to a statement ranging from "strongly disagree" (1) to "strongly agree" (5). (see attached).  
**Performance Target:** not set, see note above regarding benchmarking.  
**Measure 3:** The indirect measure is a survey to be completed by students in their last nine hours of coursework toward the MA (see attached). This survey produces qualitative and quantitative data. The joint program committee will discuss the qualitative results to see what patterns or themes emerge. This survey also includes three questions that employ a 5-point Likert scale, with options for responding to a statement ranging from "strongly disagree" (1) to "strongly agree" (5).  
**Performance Target:** not set, see note above regarding benchmarking. |