

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: MA in English and Humanities

SUBMITTED BY: Marguerite Rippy

DATE: September 15, 2019

Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment*
1. Design an approach for scholarly or professional inquiry that is theoretically informed and original	N/A		2020-21
2. Conduct original research with informed consideration of source material	N/A	Y	2018-19
3. Demonstrate advanced critical thinking skills by synthesizing research or professional findings in a substantive written work	N/A		2021-22
4. Deliver professional and engaging digital and/or oral presentations of academic work that demonstrate thorough research and preparation	N/A	Y	2018-19. 2020-21
5. Demonstrate a mastery of language, purpose, and rhetorical strategy	N/A		2021-22

**Program Review will take place in AY 2019-20, so no outcomes are scheduled for assessment in that year.*

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues *(generally not more than two paragraphs, may use bullet points)*:



The department relies on shared rubrics to assess direct capstone learning experiences in the program. We also use alumni surveys, graduating student data, and information from informal surveys and discussion groups of current students with the director for indirect feedback regarding the student learning experience.

In 2018-19, we focused on research presentation and proposal outcomes this year (Outcomes 2 and 4). We agreed that, following our 2019-20 program review, we will assess capstone essays and presentations using Outcomes 1 and 4. Outcomes 3 and 5 would be assessed in 2021-22 using capstone proposals and essays. Assessment rubrics will be used each year at oral presentations, so outcome 4 will be more regularly assessed even when not part of the formal assessment report.

The strengths of our process include

- Full faculty participation
- Assessment of capstone learning experiences from the proposal stage through completion and presentation
- Assessment of a broad range of research, writing, and presentation skills on a regular basis

Weaknesses include

- A shift away from formative assessment from entry into the program to student graduation to assessment of capstone experiences
- Assessment of capstone ideas at an early stage of the process may lead to student stress at an early and creative stage of project design, or to underrating the merits of the proposal since it is in early conceptual stages

Faculty discussed these relative strengths and weaknesses at our September 2019 meeting and decided that the process as a whole worked well and produced satisfactory insight into the student learning experience. We have a clear culture of assessment in that we regularly discuss our planned assessment process at department meetings at least 3 times per year and each faculty member participates in the process. We discuss the results of our own assessment at our September meeting, the results of the UAC review process at our November or December meeting, depending on timing, and our plans for assessment at our March or April meeting.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
All new outcomes, 1-5 (See Appendix F for 2018-19 SLA Plan, including prior outcomes)	Design updated outcomes and expanded rubrics to support assessment. Assess outcomes 2 and 4, using thesis/practicum proposals and defense presentations.	New outcomes were planned at a Department meeting in December, 2018, submitted to the UAC and PIE, and piloted with one December thesis before being revised (Appendix E). New rubrics and outcomes were then used to assess two outcomes for 7 capstone proposals and defenses from May-

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
		August 2019. Capstone proposals were shared via a google folder and capstone presentations were assessed on three consecutive days of final student presentations in May 2019. Each proposal and presentation had at least two faculty reviewers, neither of whom were the capstone project chair.

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

In response to last year’s feedback from the University Assessment Committee, the department discussed changes to the program’s graduate learning outcomes at our December 2018 meeting. The MA program director worked with PIE to update our program learning outcomes and design expanded rubrics, and then returned to discuss the revised rubrics at our January department meeting. We used draft rubrics to assess the single thesis defense offered in December 2018, and made adjustments to Part II of the rubric based on faculty input from that experience.

In our 2018-19 SLA Plan, we decided to pilot the assessment of two new outcomes this year by applying the rubrics to capstone proposals (thesis/practicum) and defenses (Appendix F). The new, detailed rubrics (Appendix A) were shared with faculty and students to encourage greater clarity in terms of overall standards for the program. In addition, materials were posted on the program’s Canvas page so that capstone advisers could discuss the learning outcomes in advance with students to ensure clarity and a shared sense of purpose.

University Assessment Committee Recommendations:

UAC recommended that we carefully consider the learning outcomes and the alignment with measures, as well as expand rubrics to include criteria and traits for each of the skills listed in outcomes. Areas II, III, IV and VI were marked as developing, all of which related to clarity of program outcomes and rubrics. UAC noted that the process for assessment was strong, with input from the whole department and a range of assessment products and raters.

Response: New outcomes were planned at a Department meeting in December, 2018 and submitted to the UAC and PIE. New rubrics and outcomes were then used to assess two outcomes as applied to capstone proposals and presentations. Each proposal and presentation had at least two faculty reviewers, neither of whom were the capstone project chair.

While the primary focus of UAC feedback was revision of outcomes/rubrics (Appendix A), our overall process is strong in that we seek input from the entire department and use multiple raters for every assessment product. We relied primarily on the Graduating Student Survey and Alumni Survey for indirect measures of feedback on this year’s two assessed outcomes, but we also piloted a survey of current students through SurveyMonkey (Appendix E). For further discussion of these findings, see individual outcome analysis below.

Outcomes Assessment 2018-2019

Learning Outcome 1:

Outcome 2 Conduct original research with informed consideration of source material

Assessment Activity

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Direct: Thesis and Practicum Capstone proposals (includes bibliography). 7 capstone proposals were posted in google docs for review by assigned faculty teams. No capstone director was assigned to assess his/her student’s project.</p>	<p>Capstone proposals were rated on a 4 point scale, with 1=unacceptable and 4=exceptional. A median score across all assessed products of 2.5 or above on the appropriate rubric. (Appendix A)</p>	<p>Faculty used a rubric (Appendix A) to assess the thesis/practicum proposals and submit their scores to a qualtrics digital rubric for PIE. PIE then provided results to the Director (Appendix B).</p>	<p>Yes, target goals were met. Mean ratings in rubric areas ranged from 2.79 to 3.13, well within target ranges.</p>
<p>Indirect: Feedback on research skills from graduating student surveys and alumni surveys; SurveyMonkey of current students about what drew them to the program.</p>	<p>Ratings that indicate most students (over 50%) and alumni feel well-prepared to conduct research and work with sources in their professional field.</p>	<p>Alumni survey and Graduating Student Survey (Appendix D)</p>	<p>Yes, target goals were met. 100% of alumni felt that the program prepared in the areas directly tied to research, writing, and informational literacy. 75% of graduating students felt their research, writing, and oral presentation skills, as well as their ability to evaluate information were good or excellent.</p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Mean ratings in rubric areas ranged from 2.79 to 3.13, with the strengths being imaginative and thoughtful ideas. Particularly since we were looking at capstone proposals rather than the written result of the capstone itself, we were pleased that students proposed original and imaginative approaches to their capstone project. The preliminary research demanded for the proposal also meant that students were already demonstrating advanced knowledge of their field (3.0 mean rating), and their faculty mentors had provided them with a strong framework for implementing appropriate scholarly inquiry (3.0 mean rating). The lowest rating area came in students’ ability to access and integrate source material, indicating that this is an area in which support for students is critical during the

composition of the final capstone written product (2.79 mean rating). The final two rubric categories, the ability to draw reasoned conclusions and the impact of their research on the field, had mean ratings of 2.93 and 2.87, respectively. These are all within expected ranges for proposals, and would be expected to depend and improve throughout the thesis process.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The program will be undergoing program review this year, so there are no planned improvements for this year. In the following year, however, we will assess the written capstone produce, either thesis or practicum research paper, with an eye to the development of these research skills and their synthesization throughout the thesis process. We are also considering the addition of a course specifically targeting proposal writing as a skill, since the lower rated categories reflect lack of deep preparation rather than lack of originality or potential impact.

Learning Outcome 2:

Outcome 4 Deliver professional and engaging digital and/or oral presentations of academic work that demonstrate thorough research and preparation

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Direct: Thesis and Practicum Capstone presentation/defenses. 7 thesis/practicum defenses were presented over 3 days on May 7-9. Faculty at each presentation evaluated the presentations, with no fewer than 2 faculty raters for any given presentation.</p>	<p>Capstone proposals were rated on a 4 point scale, with 1=unacceptable and 4=exceptional. A median score across all assessed products of 2.5 or above on the appropriate rubric. (Appendix A)</p>	<p>Faculty attending thesis presentations used the rubric provided (Appendix A) to assess the presentations and submit their scores to a qualtrics digital rubric designed by PIE, who then provided results to the Director (Appendix B).</p>	<p>Yes. Capstone presentations were highly rated, with the defense of student findings earning a mean score of 3.24 and the student’s reflection on self and field earning a 3.19.</p>
<p>Indirect: Conference presentations at Student Research Conference or other regional and national conferences. Information was gathered by the director throughout the year via email surveys, personal inquiries, and social media.</p>	<p>Acceptance into competitive conferences to share work publicly; awards and honors given to alumni.</p>	<p>The program director asked students to report presentation acceptances, as well as tracked applications to the Hoare conference travel fund; alumni were asked to report scholarly activity via social media and in person at</p>	<p>Yes. 100% of alumni said they felt prepared to deliver oral presentations, and 75% of graduating students said they felt their preparation for delivering an oral presentation was good or excellent. 4 graduate students presented at the student research conference in the spring; 2 graduate</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
		<p>events like the fall career panel and Homecoming.</p>	<p>students presented at the Virginia Humanities Conference, a competitive regional conference highlighting exceptional work.</p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Overall, faculty were pleased with the arc of improvement and deeper understanding between capstone proposal and capstone presentation. The capstone presentations were highly rated, with the defense of student findings earning a mean score of 3.24 and the student’s reflection on self and field earning a 3.19. No presentation fell into the lowest category, indicating that all students gained at least minimum proficiency on their capstone area of study. However, two student presentations did fall into the 1.5-2.4 mean rating category, and we would prefer that no student scored below at 2.5 mean rating at their capstone defense. We have decided as a program that students could use more support developing strategies for presenting work effectively.

Two students applied for and were awarded support from the Hoare travel award as well as student Discover funding; another student applied for the award to travel to the Association of Writers and Writing Programs but withdrew her conference paper due to time constraints. Anecdotally, alumni are presenting at national and international conferences, being awarded tenure at their own institutions, winning PhD fellowships, and being admitted to programs for further graduate study, all signs of successful presentation skills. Overall, the department relies on social media to reach out to alumni and to encourage current students to report their reserach accomplishments. While we do our best to collect this data, it’s challenging to capture all student successes, and to organize results. **Student and alumni presentation accomplishments are posted at <https://commons.marymount.edu/english/alumni-updates/>**

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The program will be undergoing program review this year, so there are no planned improvements for this year. In the following year, however, we will assess the written capstone produce, either thesis or practicum research paper, with an eye to the development of these research skills and their synthesization throughout the thesis process. We will also make a greater effort to collect standard information from alumni and current students on their success with presentations of their research at academic conferences. An office of the university that specifically tracked student and alumni research acheivement and could provide more standardized results and reporting in this area would greatly enhance our efforts. In addition, that would serve the MU Strategic Planning goal of improved research culture.

Current students and alumni indicated that they were satisfied with capstone skills in research and presentation generally, but we were concerned by a thread of students and alumni wanting more explicit connection of these skills to a professional environment. As a department, we decided we would like more feedback from current students on their experiences to help support possible curriculum changes as we head toward program review. We conducted a SurveyMonkey poll (Appendix E) of current students that focused on why students choose our program in order to consider if our outcomes are appropriate to student expectations. Results from our current students were mainly geared toward marketing and admissions, since we had no specific graduate admissions representative from November 2018-April 2019, but the survey also gave us feedback on the current student experience and the role that alumnae play in recruitment. Most current students had heard of us from an employee at Marymount (not through admissions) or an alumnus. This was a difference from the alumni survey, in which no students reported hearing of us from an alumnus. Current students chose us despite our price: low tuition wasn't selected by anyone as a reason for coming. This, too, is at odds with the alumni data in which students were drawn to the program by Graduate Assistantships and funding. The involvement of alumni with our program appears to be critical to current student satisfaction, as well as alumni satisfaction and recruitment of prospective students. Students and alumni alike looked for convenience and flexibility in the curriculum to make it work effectively for them. Students continue to seek more support with networking and career development, and while these survey findings don't directly tie to any specific SLO, they help the program make explicit connections between our SLOs and the role they play beyond the classroom. It has also been very helpful in seeking out universities for our benchmarking study during Program Review.

Appendices

Appendix A: Evaluation Rubrics

Spring 2019 English and Humanities Rubric

Thesis/Practicum Proposals and Defenses, 2018-19

Instructions: Please use this document to assist you with selecting the performance level response for each assessment criterion from the survey. Definitions for each performance level are provided in the matrices below.

PART 1: Written Capstone Projects and Proposals (Thesis or Practicum)

Assessment Criteria	4 = Exceptional	3 = Strong	2 = Marginal	1 = Unacceptable
1. Proposed project demonstrates imagination and originality of thought	Design/approach explores original topic and holds significant promise to enhance the field.	Design/approach is appropriate or innovative.	Design/ approach has moments of innovation, but lacks originality at times.	Design/approach entirely duplicates previous work.

<p>2. Ability to access and integrate source material into a cohesive overview of current knowledge; ability to critically evaluate the meaning, value, and contribution of published literature in the field</p>	<p>Demonstrates facility with and understanding of the current research literature in the field.</p> <p>Integrates and evaluates source material fluently.</p>	<p>Relates and understands the current research literature in the field.</p> <p>Integrates and evaluates source material appropriately.</p>	<p>Aware of the research literature in the field.</p> <p>Integrates and evaluates source material appropriately, with awkwardness or lack of attention at times.</p>	<p>Knowledge is unrelated to the current research literature in the field.</p> <p>Fails to appropriately integrate and evaluate source material.</p>
<p>3. Demonstration of advanced knowledge in the field</p>	<p>Consistently synthesizes research and applies advanced concepts to topics in subject area.</p>	<p>Frequently applies research and advanced concepts to topics in subject area.</p>	<p>Inconsistently applies research and advanced concepts to topics in subject area.</p>	<p>Fails to apply research and advanced concepts to topics in subject area.</p>

<p>4. Ability to design and implement an appropriate collection and analysis of scholarly inquiry that is theoretically informed</p>	<p>Collection and analysis of resources are exceptionally thorough and detailed.</p> <p>Demonstrates an advanced ability to articulate a critical response to topic or area of professional practice.</p>	<p>Collection and analysis of resources are appropriate.</p> <p>Demonstrates an ability to articulate a critical response to topic or area of professional practice.</p>	<p>Collection and analysis of resources are appropriate, but lacking in certain areas.</p> <p>Demonstrates a limited ability to articulate a critical response to a topic or area of professional practice.</p>	<p>Collection and analysis of resources are inappropriate or insufficient for deep understanding.</p> <p>Lacks the ability to articulate a critical response to a topic or area of professional practice.</p>
<p>5. Ability to draw reasoned conclusions from a body of knowledge</p>	<p>Discussion of findings is superior, accurate, and engaging.</p> <p>Conclusions and analysis are insightful, appropriate, persuasive, and clearly based on evidence.</p>	<p>Discussion of findings is sufficient and accurate.</p> <p>Conclusions and analysis are appropriate and based on evidence.</p>	<p>Major topics or concepts are occasionally superficially described.</p> <p>Conclusions and analysis are not entirely supported by findings/outcomes.</p>	<p>Inaccurate discussion of project findings and poor grasp of material.</p> <p>Considerable relevant source support is missing and conclusions/analysis are not supported.</p>

6. Impact of research on the field	Thesis/Practicum is very relevant or has significant importance to field and will make an important contribution to field.	Thesis/Practicum has fair relevance or significance to field and will make a good contribution to field.	Thesis/Practicum has only moderate relevance or significance to field and will make a nominal contribution to field.	Thesis/Practicum has little relevance or significance to field and will not contribute to field.
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COMMENTS:

PART 2: Thesis or Practicum Presentation

Assessment Criteria	4 = Exceptional	3 = Strong	2 = Marginal	1 = Unacceptable
1. Defense of findings	Masterfully defends research by presenting clear and insightful findings.	Competently defends research by providing findings.	Adequately defends research.	Does not adequately defend research.
2. Reflection on impact of study on self and field	Reflects on impact of study or experience.	Reflects minimally on impact of study or experience.	Reflects on impact of study or experience superficially.	Frequently shows a need for deeper reflection on vital points of study or experience.
3. Depth of understanding and response to questions	Responds with well-informed answers to questions.	Provides helpful answers to questions, but may occasionally manifest need for further reflection on minor points.	Responds to questions, but often with little insight or need for deeper insight.	Does not demonstrate deep knowledge of the topic and does not respond to key questions.

Appendix B

Spring 2019 English and Humanities Capstone Proposals and Presentations Evaluation Data

Prepared by Planning & Institutional Effectiveness (8/20/2019)

Part 1: Written Capstone Projects and Proposals (Thesis or Practicum) -- Please refer to the rubric in Appendix A for description of the performance levels for

each assessment criterion. [Click here to view.](#)

1. Proposed project demonstrates imagination and originality of thought.

Mean Rating	3.13
Number of Ratings	15
Average Ratings¹ - Percentage of proposals in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	0.0%
(3.) 2.5 to 3.4	71.4%
(4.) 3.5 to 4.0	28.6%
Number of Proposals	7

2. Ability to access and integrate source material into a cohesive overview of current knowledge; ability to critically evaluate the meaning, value, and contribution of published literature in the field.

Mean Rating	2.79
Number of Ratings	15
Average Ratings² - Percentage of proposals in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	28.6%
(3.) 2.5 to 3.4	42.9%
(4.) 3.5 to 4.0	28.6%
Number of Proposals	7

3. Demonstration of advanced knowledge in the field.

Mean Rating	3.00
Number of Ratings	15
Average Ratings³ - Percentage of proposals in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	14.3%
(3.) 2.5 to 3.4	42.9%

¹ Percent totals may not add to 100% due to rounding.

² Percent totals may not add to 100% due to rounding.

³ Percent totals may not add to 100% due to rounding.

(4.) 3.5 to 4.0	42.9%
Number of Proposals	7

4. *Ability to design and implement an appropriate collection and analysis of scholarly inquiry that is theoretically informed.*

Mean Rating	3.00
Number of Ratings	15
Average Ratings⁴ - Percentage of proposals in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	14.3%
(3.) 2.5 to 3.4	57.1%
(4.) 3.5 to 4.0	28.6%
Number of Proposals	7

5. *Ability to draw reasoned conclusions from a body of knowledge.*

Mean Rating	2.93
Number of Ratings	15
Average Ratings⁵ - Percentage of proposals in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	14.3%
(3.) 2.5 to 3.4	57.1%
(4.) 3.5 to 4.0	28.6%
Number of Proposals	7

6. *Impact of research on the field.*

Mean Rating	2.87
Number of Ratings	15
Average Ratings⁶ - Percentage of proposals in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	14.3%
(3.) 2.5 to 3.4	57.1%

⁴ Percent totals may not add to 100% due to rounding.

⁵ Percent totals may not add to 100% due to rounding.

⁶ Percent totals may not add to 100% due to rounding.

(4.) 3.5 to 4.0	28.6%
Number of Proposals	7

Part 2: Thesis or Practicum Presentation -- Please refer to the rubric in Appendix A for description of the performance levels for each assessment criterion. [Click here to view.](#)

1. Defense of findings.

Mean Rating	3.24
Number of Ratings	21
Average Ratings⁷ - Percentage of presentations in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(5.) 1.0 to 1.4	0.0%
(6.) 1.5 to 2.4	14.3%
(7.) 2.5 to 3.4	42.9%
(8.) 3.5 to 4.0	42.9%
Number of Presentations	7

2. Reflection on impact of study on self and field.

Mean Rating	3.19
Number of Ratings	21
Average Ratings⁸ - Percentage of presentations in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(5.) 1.0 to 1.4	0.0%
(6.) 1.5 to 2.4	14.3%
(7.) 2.5 to 3.4	42.9%
(8.) 3.5 to 4.0	42.9%
Number of Presentations	7

⁷ Percent totals may not add to 100% due to rounding.

⁸ Percent totals may not add to 100% due to rounding.

3. *Depth of understanding and response to questions.*

Mean Rating	3.10
Number of Ratings	21
Average Ratings⁹ - Percentage of presentations in each range (Scale: 1 - Unacceptable; 4 - Exceptional)	
(5.) 1.0 to 1.4	0.0%
(6.) 1.5 to 2.4	0.0%
(7.) 2.5 to 3.4	85.7%
(8.) 3.5 to 4.0	14.3%
Number of Presentations	7

⁹ Percent totals may not add to 100% due to rounding.

Appendix C Graduating Student Survey, Spring 2019

GSS 18-19 English and Humanities (MA).pdf - Adobe Acrobat Pro

File Edit View Window Help

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey -- Evaluation of Preparation

AS : GR : English and Humanities (M.A.)

	Responses	% Good or Excellent	Mean	Std Dev
Find a job in your field.	4	25.0	2.75	1.26
Succeed in a job in your field.	4	25.0	2.75	1.26
Attain a promotion within your existing employment situation.	4	25.0	3.00	1.63
Pursue more education in your field.	4	25.0	2.75	1.26
Conduct research to support a position.	4	75.0	3.75	1.89
Develop a coherent written argument.	4	75.0	3.75	1.89
Deliver a coherent oral presentation.	4	75.0	3.75	1.89
Use quantitative/qualitative techniques within your professional field.	4	50.0	3.75	0.96
Determine the most ethically appropriate response to a situation.	4	25.0	3.00	1.63
Understand the major ethical dilemmas in your field.	4	25.0	3.25	1.26
Work as part of an effective team.	4	50.0	3.25	1.71
Lead a team.	4	75.0	3.50	1.79
Manage time effectively.	4	25.0	3.00	1.63
Use technology effectively in a workplace environment.	4	75.0	4.00	0.82
Apply knowledge and skills to new situations.	4	50.0	3.25	1.71
Solve problems in your field using your knowledge and skills.	4	25.0	3.00	1.63
Find appropriate sources of information.	4	50.0	4.00	1.15
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4	75.0	4.25	0.96

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

2018-19 Graduating Student Survey -- Faculty, Advisors, and Courses

AS : GR : English and Humanities (M.A.)

	Responses	% Agree or Strongly	Mean	Std Dev
Faculty members have a high level of expertise in their fields.	4	100.0	4.25	0.50
Faculty members are approachable.	4	100.0	4.25	0.50
Faculty members are available to address my needs outside of class.	4	75.0	3.75	1.26
Advisors are available at convenient times.	4	75.0	3.75	1.26
Advisors are helpful with selecting courses.	4	75.0	4.00	1.41
Advisors are knowledgeable about my degree requirements.	4	75.0	4.00	1.41
Advisors explored my career options with me.	4	25.0	3.00	1.41

Graduating Student Survey, Spring 2019

Advisors discussed my future education options.	4	25.0	3.00	1.41
Classes in my major were generally available during semesters I need them.	4	50.0	3.00	1.83
Classes in my major were offered at convenient times.	4	75.0	4.00	1.41
Classes in my major challenged me to apply my knowledge in new ways.	4	75.0	3.50	1.73
Classes in my major were academically challenging.	4	75.0	3.50	1.73
Elective courses were generally available during semesters I need them.	4	50.0	3.00	1.83
Elective courses were offered at convenient times.	4	75.0	3.75	1.26
Sufficient electives were offered to meet my needs.	4	50.0	3.00	1.83
Elective classes were academically challenging.	4	75.0	3.50	1.73
Classes in the liberal arts core were academically challenging.	0	--	--	--

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

2018-19 Graduating Student Survey -- Evaluation of Development

AS : GR : English and Humanities (M.A.)

	Responses	% Agree or Strongly Agree	Mean	Std Dev
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	4	100.0	4.50	0.58
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4	100.0	4.75	0.50
I feel a sense of commitment to serve others throughout my lifetime.	4	100.0	4.75	0.50
I'm aware of how I might apply what I've learned at Marymount to serve my community.	4	75.0	3.25	1.71

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

	Responses	% Somewhat or To a Great Extent	Mean	Std Dev
Interest in lifelong learning	4	75.0	3.25	1.50
Awareness of global issues	4	75.0	2.75	1.26
Self-confidence	4	75.0	3.00	1.41
Openness to new experiences	4	75.0	2.75	1.26
Interest in cultures different from your own	4	50.0	2.75	1.50
Leadership skills	4	75.0	2.75	1.26
Commitment to service	4	50.0	2.25	0.96
The ability to collaborate with others from different backgrounds and experiences	4	75.0	3.25	0.96

Responses on a 4 point scale: 1 (Not at All) to 4 (To a Great Extent)

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey -- Internship

AS : GR : English and Humanities (M.A.)

	Responses	Percent Yes
Did your education at MU include an internship, clinical, or student teaching experience(s)?	4	25.0
The internship, clinical, or student teaching experience(s) allowed you to:		
Explore career interests	0	--
Apply critical thinking skills	1	25.0
Improve oral and written communication	0	--
Improve understanding of responsibilities required in the profession	1	25.0
Network with professionals	0	--
Obtain employment at your internship site	0	--
Work with a team in an organizational setting	0	--
Get professional feedback on career skills and options	1	25.0
Develop a portfolio of work samples	0	--
Improve your competitiveness in the job market	0	--

2018-19 Graduating Student Survey -- Further Education

AS : GR : English and Humanities (M.A.)

	Responses	Percent Yes or Maybe
Do you plan to continue your education formally after graduation?	4	75.0
If you are planning to return to school, when do you plan to return?		
Within the next year	0	--
Within two to three years	1	33.3
More than three years from now	0	--
Unsure about when	2	66.7
What degree do you plan to pursue?		
Masters	0	--
Doctorate	3	100.0
MD	0	--
JD	0	--
Other	0	--

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey - Employment

AS : GR : English and Humanities (M.A.)

	Responses	Percent
What is your current employment status?		
Employed full-time	4	100.0
Employed part-time	0	--
Not employed, but looking	0	--
Not employed, not looking	0	--
Is your current position related to your field of study at MU?		
Directly related	2	50.0
Somehow related	1	25.0
Not at all related	1	25.0
If employed full-time, which sector best describes your job?		
Commercial or for-profit	2	50.0
Not-for-profit	1	25.0
Government	1	25.0
If employed full-time, what is your salary?		
Under \$10,000	0	--
\$10,000 to \$19,999	0	--
\$20,000-\$29,999	0	--
\$30,000-\$39,999	0	--
\$40,000-\$49,999	0	--
\$50,000-\$59,999	1	25.0
\$60,000-\$69,999	2	50.0
\$70,000-\$79,999	0	--
\$80,000-\$89,999	1	25.0
\$90,000-\$99,999	0	--
\$100,000 and above	0	--
What are your employment plans after graduation?		
Obtain a full-time position	0	--
Obtain a part-time position	0	--
Continue in the same position	4	100.0
None	0	--
Other	0	--

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey -- Employment

Job Title:	Employer:	Location:
Program Coordinator	Yale University	New Haven
Senior Business Development Associate	Dev Technology Group	Reston, VA

2018-19 Graduating Student Survey -- Comments (Redacted)

What are the strongest aspects of your MU education?	What aspects of your MU education need the most improvement?	If you have any other comments regarding your MU education, please provide them here.
Research with faculty and the Graduate Assistantships	The ENTIRE English and Humanities program. Not only were pertinent classes offered irregularly but the required classes were dumbed down to barely an undergraduate level. As a graduate student I should not be forced to listen to "how to cite" or "how to use a library database" in EVERY CLASS, EVERY SEMESTER. Furthermore, to be teaching an entire graduate class how to "write a sentence" or how to "write a thesis statement" is a waste of my and other GRADUATE students' time. I taught Comp 101 to freshmen and those were sections in the 101 curriculum. It should not be in the 500+ curriculum, or if it is, should be on a case by case basis. I feel I wasted my time and money in this program. I learned very little, in fact, I used my undergraduate knowledge to cruise through the program. I felt little motivation and would have done better had more of a challenge existed. The only benefit will be the letters after my name and the thesis I wrote, as well as the teaching experience I garnered. Other than that this program needs to give itself a good hard look.	I want to point out that I only received my current position because of my previous experience before MU and because of my experience with OSP and _____. Marymount's education did not improve my skills or hire-ability in any way whatsoever. My graduate assistantships and my research work with Dr. _____ were the saving graces of my education and the only aspects of my education that I felt were worthwhile. As this program is so small, please redact any personal information that I have willingly given you so I do not face backlash from the department heads of this program.

Graduating Student Survey, Spring 2019

I found that professors were very knowledgeable in their fields and passionate about sharing that knowledge. Professors made time to discuss academic progress and provide feedback on assignments. Most courses were thorough and well-designed.

Humanities MA does not offer many options each semester. Allowing students who still struggle with ESL into graduate seminar courses, which depend more heavily on student participation, severely limits class discussion/ collaboration/ workshopping and diminishes overall experience.

2018 Marymount Alumni Data -- By Program

2012-13 Respondents:	3	Graduate
2016-17 Respondents:	1	Design, Arts, and Humanities
Total Respondents:	4	English and Humanities (M.A.)

<i>From your experience at MU, how would you rate each of following?</i>	Percent Good or Excellent*	Valid N
Overall experience	75.0%	4
Academic quality	100.0%	4
Major department or academic program	100.0%	4
Library and Learning services	100.0%	4
Academic advising	50.0%	4
Marymount's academic reputation	75.0%	4

For each of the following skills, please indicate how well you believe your education prepared you to:

Find a job in your field	75.0%	4
Pursue more education in your field	100.0%	4
Find appropriate sources of information	100.0%	4
Evaluate the quality of information	100.0%	4
Conduct research to support a position	100.0%	4
Develop a coherent written argument	100.0%	4
Deliver a coherent oral presentation	100.0%	4
Use quantitative/qualitative techniques within your professional field	75.0%	4
Determine the most ethically appropriate response to a situation	100.0%	4
Understand the major ethical dilemmas in your field	100.0%	4
Use technology effectively in a workplace environment	50.0%	4
Apply knowledge and skills to new situations	100.0%	4
Solve problems in your field using your knowledge and skills	100.0%	4
Work collaboratively with people from diverse backgrounds	100.0%	4
Apply education to serve others in your community	100.0%	4

**Based on a five-point scale: (5) excellent, (4) good, (3) adequate, (2) needs improvement, (1) poor.*

<i>Which of the following statements describes your start at MU? N</i>	Percent
MU was the first college or university I attended	0.0%
I transferred into MU from a community college or four-year college or university	0.0%
I earned a degree from another college or university prior to enrolling at MU	100.0%

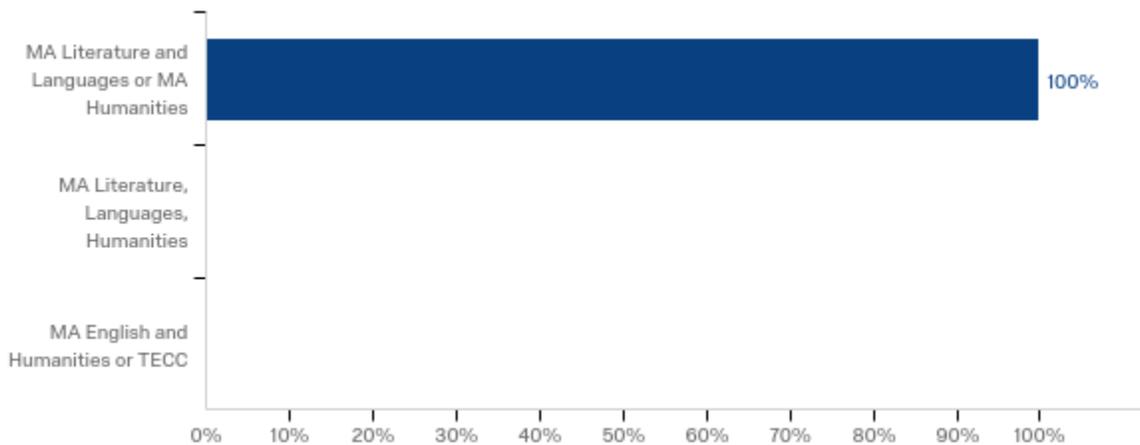
Office of Planning and Institutional Effectiveness

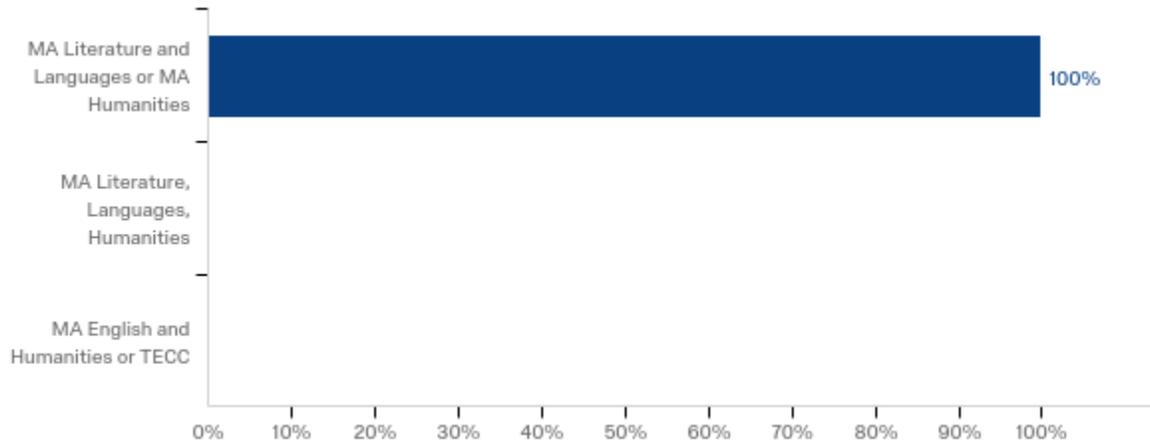
English and Humanities Supplemental Report *2018 Alumni Survey April 9th 2019*

Q1 - Which

**graduate program
did you complete at
Marymount? Check
all that apply. #**

	Answer	%	Count
1	MA Literature and Languages or MA Humanities	100%	4
2	MA Literature, Languages, Humanities	0%	0
3	MA English and Humanities or TECC	0%	0
Total		100%	4





Q4 - Where do you currently work?

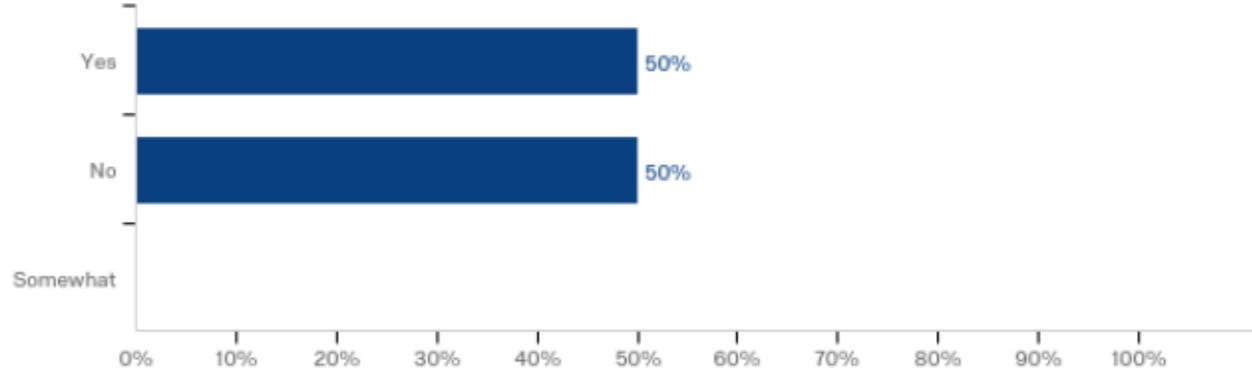
Nowhere

AutoLoop

Dominion Christian School, Reston, VA

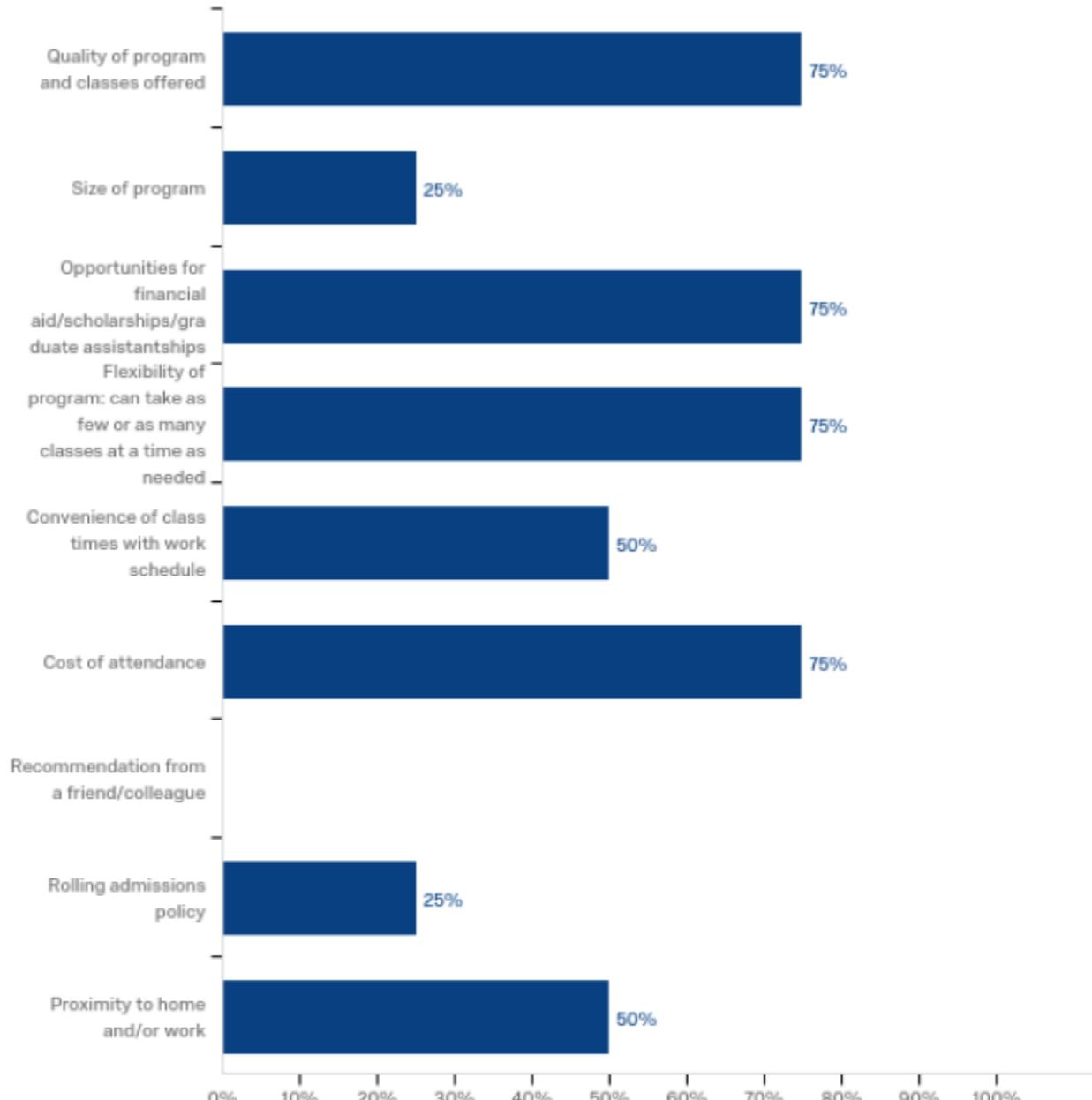
Self-employed researcher

Q5 - Are you currently working in a field related to your graduate degree?



#	Answer	%	Count
1	Yes	50%	2
2	No	50%	2
3	Somewhat	0%	0
	Total	100%	4

**Q6 - What factors influenced your decision to attend graduate school at Marymount?
Check all that apply.**



9	Proximity to home and/or work	11%	2
	Total	100%	18

Q7 - What did you like best about the program?

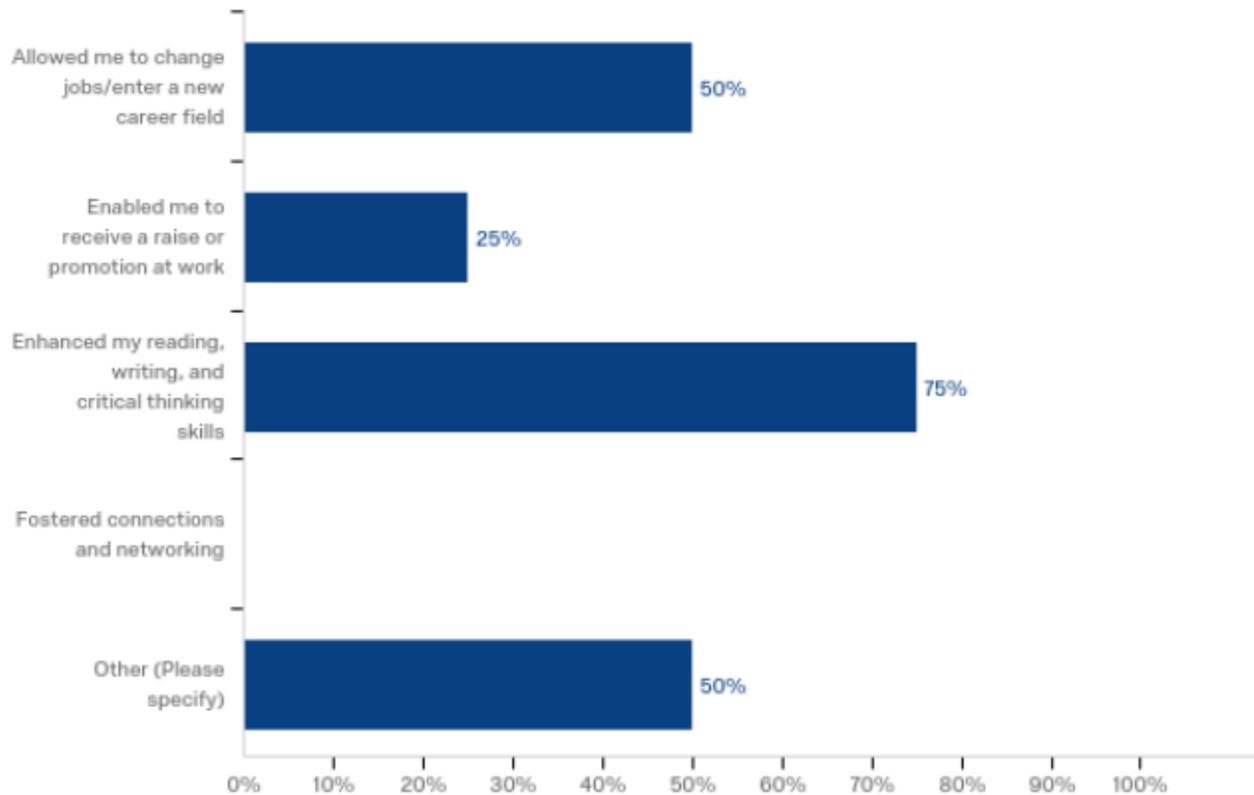
Involvement of Faculty Members

Great staff and faculty helping me challenge beliefs and learn to think differently when necessary.

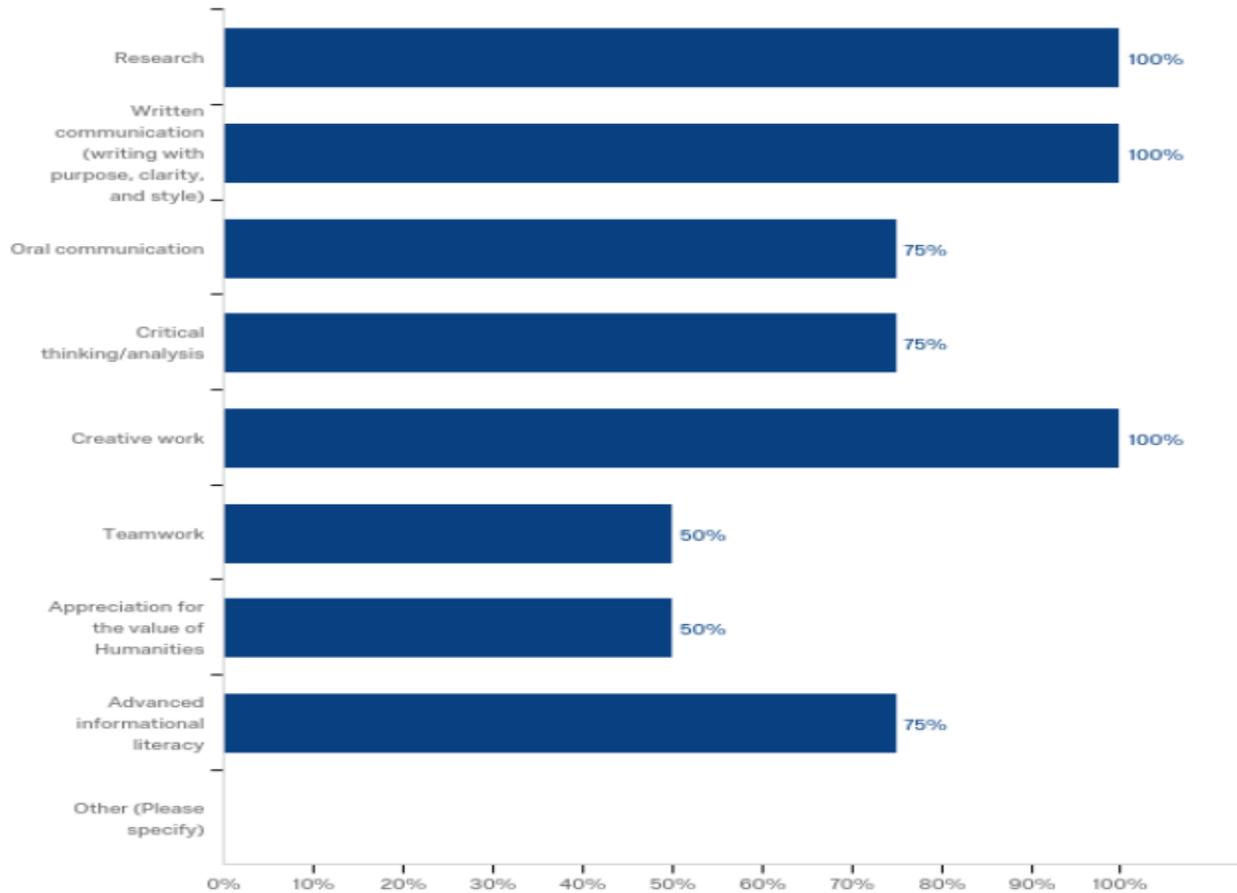
Relationships with the professors.

Knowledgeable, exacting professors.

Q8 - In what ways has the program affected your life? Check all that apply.



Q9 - In what areas did the program help you increase your skills/knowledge? Check all that apply.



#	Answer	%	Count
1	Research	16%	4
2	Written communication (writing with purpose, clarity, and style)	16%	4
3	Oral communication	12%	3
4	Critical thinking/analysis	12%	3
5	Creative work	16%	4
6	Teamwork	8%	2
7	Appreciation for the value of Humanities	8%	2
8	Advanced informational literacy	12%	3

9	Other (Please specify)	0%	0
	Total	100%	25

Q10 - What, if any, improvements to the program would you like to see Marymount's resources going toward in the future?

Helping students to find jobs

Additional information/discussion of conferences that students can present at.

I don't know.

Q11 - What would you say to recommend the program to potential applicants?

The faculty is exceptional.

The size of the program allows you to develop good relationships with the professors. They are willing to put in as much time to help you improve as you are willing to invest.

Difficult, not a fluffy course, but a definite challenge, and will help prepare you mentally for just about anything.

Appendix E SurveyMonkey Results from Current Students

<https://www.surveymonkey.com/results/SM-TRLDRVBNV/>

MA program outreach

Results from a survey of current 2018-19 students

QUESTION SUMMARIES INDIVIDUAL RESPONSES

Q1
Where did you first hear about Marymount's MA program in English and Humanities?
 Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES
From a person at Marymount	4
From a person outside Marymount	1
From social media or a website	1
From a direct mailing or advertisement	0
Other (please specify)	1
TOTAL	7

Q2
Please give us any additional information about who/what made a positive impression when you first heard about the program.
 Answered: 5 Skipped: 1

- I was told there was a lot of availability of courses
4/3/2018 8:17 AM
- Dr. Bluff, specifically, reached out to me, and impressed upon me the benefits of the graduate program at Marymount.
4/1/2018 9:23 PM
- Dr. Brown and Dr. K.
4/1/2018 1:23 PM
- Small class size, attentive faculty
4/1/2018 10:30 PM

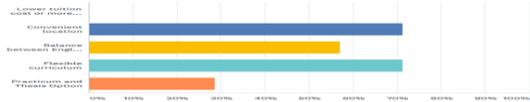
Q3
Did you consider any other Master's programs in Northern Virginia? (If so, where else did you look?)
 Answered: 5 Skipped: 2

- American University, GWU, Georgetown University, GMU
4/3/2018 8:17 AM
- No
4/1/2018 9:23 PM
- Not in VA, but Georgetown and Johns Hopkins.
4/1/2018 1:23 PM
- George Mason
4/1/2018 3:57 AM

Q4
Did you consider any other English or Humanities programs? (If so, which others did you consider?)
 Answered: 3 Skipped: 2

- American University, GWU, Georgetown University, GMU
4/3/2018 8:17 AM
- No
4/1/2018 9:23 PM
- See Q3.
4/1/2018 1:23 PM
- History
4/1/2018 3:57 AM

Q5
Which of the following factors led you to choose Marymount's English and Humanities program?
 Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES
Lower tuition cost or more support	0
Convenient location	5
Balance between English and Humanities Courses	6
Flexible curriculum	5
Practicum and Thesis Option	4
TOTAL Responses:	7

Q6
Do you have any suggestions for places that we should advertise the program?
 Answered: 3 Skipped: 2

- no suggestions for advertising but I do suggest to open more courses during a semester
4/3/2018 8:17 AM
- Catholic churches seem like an easy suggestion, from my perspective.
4/1/2018 9:23 PM
- Reach out to old students and encourage them to refer prospective students.
4/1/2018 3:57 AM
- Bookstores/Libraries
4/1/2018 3:55 AM

Appendix F: 2018-19 SLA Plan**STUDENT LEARNING ASSESSMENT PLAN****PROGRAM: MA IN ENGLISH AND HUMANITIES****SUBMITTED BY: MARGUERITE RIPPY, PROGRAM DIRECTOR****DATE: 12/22/18****Overview of Response to University Assessment Committee (UAC) Recommendations for AY 2018-19**

At the December 2018 meeting, the department of Literature & Languages discussed a response to UAC comments on the 2017-18 assessment report for our MA in English and Humanities. The program director worked with PIE to update our program learning outcomes and design expanded rubrics. The department approved a pilot version of the outcomes and rubrics and decided to focus on assessing only capstone projects (thesis/practicum proposals, defenses, and written products). The proposed outcomes are listed below. We are piloting the assessment of thesis and practicum presentations using the attached rubric. We used draft rubrics to assess the single thesis defense offered in December 2018, and made adjustments to Part II of the rubric based on faculty input from that experience. We expect to have around 5-7 thesis/practicum defenses in May 2019.

Because of the development and piloting of these rubrics, we will focus on a research presentation and proposal outcomes this year (outcomes 2 and 4), then, following our 2019-20 program review, we will assess Thesis and Practicum Essays and Presentations using Outcomes 1 and 4. Outcomes 3 and 5 would be assessed in 2021-22 using MA Thesis and Practicum Proposals and Essays. Assessment rubrics would be used each year at oral presentations, so outcome 4 will be more regularly assessed even when not part of the formal assessment report. The list below represents proposed new program outcomes and a schedule for their assessment.

As indicated in Appendix A below, the new, detailed rubrics will be shared with faculty and students to encourage greater clarity in terms of overall standards for the program. In addition, materials will be posted on the program's Canvas page so that thesis advisers can discuss the learning outcomes in advance with students to ensure clarity and a shared sense of purpose.

University Assessment Committee Recommendations for Next Year's Assessment Process:

Carefully consider the learning outcomes and the alignment with measures. We recommend you expand your rubric to include criteria and traits for each of the skills listed in your outcomes.

Areas II, III, IV and VI were marked as developing with the following comments, all of which related to clarity of program outcomes and rubrics.

II Implemented Improvements from Previous Year

Comments: For Outcome 1, were there discussions about the scoring discrepancies and did these discussions lead to modifications in the scoring or the ways

students were provided with information? If students were encouraged to present at local conferences, how will that improve the scoring discrepancies? For Outcome 5, what were the results of the discussions as to why no paper was rated a “5”? Were there changes made to the scoring process or to the assignment?

III Outcomes

Comments Outcome 1 – the outcome is fine, although it might be more clear to write "Students will be able to analyze source material and develop original arguments" - isn't that the skill you're assessing?. Outcome 2 – this is not clearly understood by the reviewers. In what ways will students demonstrate clarity? Is this in the paper assignment? If so, this outcome focuses on written communication? This outcome also compresses several behaviors into a single outcome. It is possible that a student can demonstrate “audience awareness” to a high level but not provide “organization”. These should be addressed separately. Traits on a rubric must address each skill and analyzed separately.

The committee suggests taking another look at the outcomes, using Bloom’s Taxonomy to ensure that skills are at the graduate level.

IV Assessment Measures/Targets

Comments (*Please comment on each outcome.*): The rubric that you are using to assess both outcomes does not provide you with information on achievement of each of your multi-barreled outcomes. What is a 1 versus a 5? Does a 5 mean that a student performed to expectation (which is?) for clarity, for organization, for grace of expression, AND for audience awareness? What if they did well on 1 but poor on another and middling on a 3rd?

It is not clear to the reviewer how the results from Alumni Data that showed satisfaction with the program measures either learning outcome 1 or 2. This is a measure of student satisfaction, which is not part of either learning outcome.

For the second outcome, this discussion was a bit unclear. Why is a foundational (introductory) course used to determine student achievement of the outcome (except as pre-/post)?

Are all students required to take TRS course? If not, this shouldn’t be used as an assessment measure. If you have a capstone course that all students are required to take, this provides an ideal opportunity to assess outcomes.

VI: Use of Assessment to Improve Effectiveness

Comments: The focus for improvement appears to be on providing an opportunity for discussion with faculty. It isn’t clear how these data will be used for improvement of student learning. Please be specific in your plans.

List all of the program’s learning outcomes: (*regardless of whether or not they are being assessed this year*)

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
1. Design an approach for scholarly or professional inquiry that is theoretically informed and original	N/A		2020-21

2. Conduct original research with informed consideration of source material	N/A		2018-19
3. Demonstrate advanced critical thinking skills by synthesizing research or professional findings in a substantive written work	N/A		2021-22
4. Deliver professional and engaging digital and/or oral presentations of academic work that demonstrate thorough research and preparation	N/A		2018-19
5. Demonstrate a mastery of language, purpose, and rhetorical strategy	N/A		2021-22

Previous program outcomes:

1.) Students will write and create substantial academic papers and projects in which they analyze source material and develop original arguments.	2016-17	X	2019-20
2.) Students will demonstrate clarity, organization, grace of expression, and audience awareness.	2009; 2012; 2015	X	2021-22
3.) Students will analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.	2008, 2010; 2014; 2016		2018-19
4.) Students will deliver professional and engaging oral presentations of their academic work that focus on their arguments and ideas, and that show thorough research and preparation.	2012; 2016		2018-19
5.) Students will fully acknowledge the use of all forms of intellectual property.	2016-17		2019-20

CURRENT YEAR ASSESSMENT

Learning Outcome 1:

Outcome 2: Conduct original research with informed consideration of source material

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain what constitutes an acceptable level of student performance (target).</i>	Data Collection <i>How and when will the data be collected? From whom? Who is responsible? When will it be reported and to whom?</i>
Direct: Thesis and Practicum Capstone proposals (includes bibliography)	A median score across all assessed products of 2.5 or above on the appropriate rubric. (Appendix A, #1)	Faculty will use a rubric to assess the thesis/practicum proposals and submit their scores to the graduate director, who will then input the scores to a qualtrics digital rubric for PIE.
Indirect: Feedback on research skills from graduating student surveys and alumni surveys	Ratings that indicate most students and alumni feel well-prepared to conduct research and work with sources in their professional field.	Work with PIE to make sure questions on alumni survey and for graduating students specifically address research skills.

Learning Outcome 2:

Outcome 4 Deliver professional and engaging digital and/or oral presentations of academic work that demonstrate thorough research and preparation

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain what constitutes an acceptable level of student performance (target).</i>	Data Collection <i>How and when will the data be collected? From whom? Who is responsible? When will it be reported and to whom?</i>
Direct: Thesis and Practicum Capstone presentation/defenses	A median score across all assessed products of 2.5 or above on the appropriate rubric. (Appendix A, Part II)	Faculty attending thesis presentations will use a rubric to assess the presentations and submit their scores to the graduate director, who will then input the scores to a Qualtrics digital rubric for PIE.
Indirect: Conference presentations at Student Research Conference or other regional and national conferences	Acceptance into competitive conferences to share work publicly.	The program director will ask students to report presentation acceptances, as well as track applications to the Hoare conference travel fund; alumni survey asks students to report conference and scholarly activity as well.

Appendix A

GRADUATE STUDENT CAPSTONE ASSESSMENT

The attached evaluation tools (rubrics) are designed to assist in the evaluation of students’ ability to create, prepare, and defend their graduate research through a practicum or thesis experience. The rubrics below include evaluation criteria designed to support program learning outcomes.

This evaluation tool will:

- provide students, prior to their defense, with a clear understanding of the elements of their written thesis/practicum reflection
- provide multiple perspectives on students’ ability to prepare and defend their research and engage in professional discourse about their chosen field of study
- encourage conversations among departmental colleagues about improving graduate student learning outcomes and assessment
- serve as a potential source of program-level data on the accomplishment of the program’s learning outcome objectives, for submission as part of annual assessment reports

Instructions:

First and second readers and students should review and become familiar with the attached criteria prior to submission of the proposal. Faculty will use the attached survey rubrics to assess the proposal, the thesis or practicum essay, and/or its oral presentation.

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable	N/A	Score
PART I: Written Capstone Projects and Proposals (Thesis or Practicum)						
1. Proposed project demonstrates imagination and originality of thought	Design/approach explores original topic and holds significant promise to enhance the field.	Design/approach is appropriate or innovative.	Design/ approach has moments of innovation, but lacks originality at times.	Design/approach entirely duplicates previous work.		
2. Ability to access and integrate source material into a cohesive overview of current knowledge; ability to critically evaluate the meaning, value, and contribution of published literature in the field	Demonstrates facility with and understanding of the current research literature in the field. Integrates and evaluates source material fluently.	Relates and understands the current research literature in the field. Integrates and evaluates source material appropriately.	Aware of the research literature in the field. Integrates and evaluates source material appropriately, with awkwardness or lack of attention at times.	Knowledge is unrelated to the current research literature in the field. Fails to appropriately integrate and evaluate source material		
3. Demonstration of advanced knowledge in the field	Consistently synthesizes research and applies advanced concepts to topics in subject area.	Frequently applies research and advanced concepts to topics in subject area.	Inconsistently applies research and advanced concepts to topics in subject area.	Fails to apply research and advanced concepts to topics in subject area.		
4. Ability to design and implement an appropriate collection and analysis of scholarly inquiry that is theoretically informed	Collection and analysis of resources are exceptionally thorough and detailed. Demonstrates an advanced ability to articulate a critical response to topic or area of professional practice	Collection and analysis of resources are appropriate. Demonstrates an ability to articulate a critical response to topic or area of professional practice	Collection and analysis of resources are appropriate, but lacking in certain areas. Demonstrates a alimited ability to articulate a critical response to a topic or area of professional practice	Collection and analysis of resources are inappropriate or insufficient for deep understanding. Lacks the ability to articulate a critical response to a topic or area of professional practice		

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable	N/A	Score
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5. Ability to draw reasoned conclusions from a body of knowledge	Discussion of findings is superior, accurate, and engaging. Conclusions and analysis are insightful, appropriate, persuasive, and clearly based on evidence.	Discussion of findings is sufficient and accurate Conclusions and analysis are appropriate and based on evidence	Major topics or concepts are occasionally superficially described Conclusions and analysis are not entirely supported by findings/outcomes.	Inaccurate discussion of project findings and poor grasp of material Considerable relevant source support is missing and conclusions/analysis are not supported.		
6. Impact of research on the field	Thesis/Practicum is very relevant or has significant importance to field and will make an important contribution to field.	Thesis/Practicum has fair relevance or significance to field and will make a good contribution to field.	Thesis/Practicum has only moderate relevance or significance to field and will make a nominal contribution to field.	Thesis/Practicum has little relevance or significance to field and will not contribute to field.		

PART II: Thesis or Practicum Presentation

Assessment Criteria	4=Exceptional	3=Strong	2=Marginal	1=Unacceptable		
1. Defense of findings	Masterfully defends research by presenting clear and insightful findings	Competently defends research by providing findings	Adequately defends research	Does not adequately defend research		
2. Reflection on impact of study on self and field	Reflects on impact of study or experience	Reflects minimally on impact of study or experience	Reflects on impact of study or experience superficially	Frequently shows a need for deeper reflection on vital points of study or experience		
3. Depth of understanding and response to questions	Responds with well-informed answers to questions	Provides helpful answers to questions, but may occasionally manifest need for further reflection on minor points	Responds to questions, but often with little insight or need for deeper insight.	Does not demonstrate deep knowledge of the topic and does not respond to key questions		