MARYMOUNT UNIVERSITY

Academic Year: 2014-2015   Program: Graduate Studies in English and Humanities

STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: AMY SCOTT-DOUGLASS
DATE: 30 SEPTEMBER 2015
BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Electronic copies of the written projects are collected by the graduate director and stored in a Google Doc folder.

EXECUTIVE SUMMARY

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

Learning Outcome	Year of Assessment	Year of Next Planned Assessment
1.) Students will write and create substantial academic papers and projects in which they analyze source material and develop original arguments.	2014 (as Writing/Multimedia Work Outcome 3)	Assessed in this report
2.) Students will demonstrate clarity, organization, grace of expression, and audience awareness.	2009, 2012 (as Outcome 3)	Assessed in this report
3.) Students will analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.	2008, 2010; 2014 (as Outcome 1; as Writing/ Multimedia Work Outcome 2)	2015-2016
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 (as applied to Outcomes 2 and 3)	2015-2016
5.) Students will fully acknowledge the use of all forms of intellectual property.	2009, 2012 (as Outcome 4)	Assessed in this report
6.) Students will evaluate pedagogical theories and research.	2013 (Spring 2014) (as TECC Outcome 2)	Assessed in this report
7.) Students will apply pedagogical theories and research to college teaching practices.	N/A	2015-2016

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Retired Outcomes referenced in the above list	Current equivalent
Retired Outcome 1. Graduate students will write substantial academic essays which show an understanding of literary theory and the ability to analyze a literary text from a specific theoretical approach. Retired Writing/Multimedia Work Outcome 2. Graduate students will create substantial academic projects that demonstrate the ability to analyze source material from specific theoretical approaches.	Students will analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.
Retired Outcome 2. Graduate students write substantial academic essays that draw on a significant body of critical commentary and scholarship in addition to the primary text. *When appropriate, can be applied to research essay presentations.*	There is no true equivalent. However, in 2012, the graduate director assessed this outcome in application to student presentations. The current outcome for student presentations is: 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.
Retired Outcome 3. Graduate Students will write essays in a style that is clear, well-organized, fluent, and suitable for an academic audience. *When appropriate, can be applied to research essay presentations.*	Students will demonstrate clarity, organization, grace of expression, and audience awareness.
Retired Outcome 4. Graduate students will consistently and correctly follow the guidelines of a specific style manual: either MLA or Chicago. Their work will incorporate material from primary and secondary sources honestly and appropriately.	Students will fully acknowledge the use of all forms of intellectual property.
Retired Writing/Multimedia Work Outcome 3. Graduate students will create substantial academic projects that approach primary source material in a nuanced, concrete manner to develop an original argument.	Students will write and create substantial academic papers and projects in which they analyze source material and develop original arguments.
Retired TECC Outcome 2. Graduate students will be able to evaluate pedagogical theories, research, and practice.	Students will evaluate pedagogical theories and research.

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2. Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant school plan:

Graduate Studies in English and Humanities fosters academic excellence in the liberal arts and helps to prepare students for master's-level careers in fields such as academia, publishing, communications, grant/professional writing, government, and the non-profit sector. The program offers students two degree/graduation options—the Master of Arts degree in English and Humanities, and the graduate certificate in Teaching English at Community Colleges.

We designed our student learning outcomes to measure our students' abilities to think critically, contextually and originally; to analyze thoroughly; to research and document fully; to present ideas succinctly and clearly; and to argue persuasively—both in writing and in speech. Across the board, these outcomes relate directly to Marymount's mission to emphasize academic excellence and scholarship within the liberal arts tradition. Given that the Graduate English and Humanities Program's outcomes focus on developing advanced mastery of the very practical and hirable skills of reading, analyzing, researching, writing, and speaking, our outcomes also support the University's dedication to providing learning opportunities that will aid students in career preparation and professional development. We measure our commitment to diversity not only in our curricula development but also in our adherence to the standard expressed in our measurable outcomes that our students approach the subjects that they study contextually, thoroughly, and via multiple perspectives; and we demonstrate our commitment to teaching high standards of ethics in ways such as the importance we give to assessing our students' mastery of documentation practices.

Our assessment practices support Marymount's strategic plan even in the types of documents that we use to measure student learning outcomes. These include substantial student writing projects (each of which is between 15-50 pages of sustained master's-level, argument-driven, research-informed writing) and oral presentations (each of which is between 15-60 minutes in length). The oral presentations in particular serve to promote a sense of community amongst students, alumni, faculty, and staff. Since oral presentations are open to the public—thesis presentations in particular are often attended by students' families, friends, past teachers and mentors, and potential recruits to our program—our means of assessing student learning serves to strengthen Marymount's ties to the larger community, promote greater awareness of Marymount, enhance its reputation, and strengthen recruitment and retention.

In addition to the University's mission and strategic plan, our student learning outcomes support several specific aspects of the School of Arts and Sciences' strategic plan. In our outcomes that measure our students' effectiveness in new college teaching situations and hold them to standards of subject mastery and informed consideration of their subject in historical, cultural, and critical context, we are supporting the use of resources in the local Washington D.C. area and we are also emphasizing interdisciplinarity. Our outcomes that measure our students' oral and written presentations of the work they have done in their practicums reinforce the School's commitment to provide students with opportunities to gain real-world experience. And every thesis and seminar paper is a student research effort that is conducted under close faculty supervision.

Our outcomes were designed with the intention of us being able to ensure that the Graduate Studies in English and Humanities curricula is rigorous, cohesive, and integrated, and to measure our program's ability to produce superior graduates who are able to succeed in their positions and communities.

3. Provide a brief description of the assessment process used including strengths, challenges and planned improvements:

This year, we assessed 21 written projects. The projects included:

> * 7 final seminar papers in EN 501: Building Textual Interpretation (these averaged 17 pages)
> * 7 final seminar papers in EN 533: Shakespeare—Text and Performance (these averaged 19 pages)
> * 7 final seminar papers in EN 571: Technology for Literature and Writing (these averaged 16 pages)

Each paper was assessed by 2-3 faculty. The papers were stripped of the students' names and any other potential identifiers. In no case did any faculty member assess student papers from a graduate seminar she had taught.

A total of eight graduate faculty members participated in the assessment process, up from six last year. More important than the quantity of assessors is the quality of assessment. Since the English and Humanities faculty have always been dedicated assessors, the only way to improve their already high-quality assessment work was to match faculty assessors with student papers from a graduate seminar not just in their discipline but in their specialized area of scholarly expertise. For instance, the Shakespeare papers were assessed by Medieval and Renaissance faculty who have taught and published in Shakespeare studies. The EN 501 students were required to write their seminar papers on the early 20th-century poetry of William Butler Yeats, and so three faculty who specialize in modern literature were asked to assess those papers. And since EN 571 is a required course in the Teaching English in Community Colleges program, the EN 571 papers were assessed by faculty who specialize in Composition and Education, including the faculty member who developed the TECC program, the faculty member who advises English Education majors, and the Director of Composition at NOVA, who teaches in our graduate program.

For the EN 501 and EN 533, the graduate director asked faculty to rate, on a scale of 1 to 5, 1 being lowest and 5 being highest, the extent to which

> *Students write substantial academic papers in which they analyze source material and develop original arguments.*

> *Students demonstrate clarity, organization, grace of expression, and audience awareness.*

> *Students fully acknowledge all forms of intellectual property.*

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For EN 571, the graduate director asked the faculty to rate all of the three outcomes listed above as well as the extent to which

Students evaluate pedagogical theories and research.

The process was as follows: the graduate director identified the seminars to participate in assessment and asked the faculty to collect the written projects with any student identifiers removed in order to ensure anonymity. The faculty delivered to the graduate director their collections of the written projects in electronic form at the end of Fall 2014 and Spring 2015. In September 2015, the graduate director emailed all English graduate faculty to ask them to participate in assessment, matching faculty with their areas of expertise and making sure that each paper would have 2-3 readers. The graduate director shared the papers with faculty assessors via email, along with a outcomes scoresheet and a description of the scoring scale. As in previous years, we used a 5-point scale:

1 = fulfills the outcome inadequately

3 = fulfills the outcome adequately

5 = fulfills the outcome systematically, at a sophisticated level

We discussed standards and expectations prior to rating.

The graduate director collected the score sheets from faculty and entered the scores into a spreadsheet. As a checks and balance system, the scores were then uploaded into online surveys provided by Institutional Effectiveness. The graduate director analyzed the data and wrote this report.

The strengths of our assessment process this year include: the fully-realized integration of both the MA and TECC programs into one assessment process under the umbrella of Graduate Studies in English and Humanities; the effectiveness of the combined and streamlined outcomes; the analysis of a higher percentage of learning outcomes than last year; the choice to analyze the outcome scores seminar by seminar in addition the past year's practice of adding all the scores together regardless of whether the course was introductory or more advanced, and regardless of whether the course was targeted to students in a particular program, like TECC; the amount of assessable materials gathered; and the measures in place to ensure rigor and accuracy in the assessment process.

Our planned improvements for 2015-2016 include: a.) asking for more support to continue the success of our recruitment efforts in 2014-2015, b.) meeting as graduate faculty to discuss assessment norms, and c.) revising the graduate program course catalog as needed.

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a) English and Humanities enrollment numbers increased by 81% in 2014-2015 (please see 4.a below for additional data), but continued growth remains a goal. English and Humanities is a fantastic graduate program, and we will thrive with more recruitment support. The graduate director will continue to ask for support to buy the GRE mailing list and will continue to ask for support to recruit for the program at the Idealist graduate school fair in Washington, DC.

b) For the 2013-2014 report, outcomes data categorized by individual assessor was not made available to the graduate director. For the most part, the 2014-2015 assessment ratings show consistency across faculty; faculty scores either match or differ by only one point. However, there are some disparities in assessment ratings for EN 571, and both EN 501 and 533 had 1-2 papers on which faculty ratings varied by more than one point. For 2015-2016, we will look into reviewing our anchors for assignment of number values. This might include a discussion of assessment norms or an information session for newer faculty who do not have as much experience with assessment.

c) Some English and Humanities courses in the graduate catalog were developed by faculty who have retired, and these courses are in need of updating. Whereas several retired faculty created very specific course titles and descriptions, such as "Out of the '30s: Literature, Social Advocacy, and the Great Depression" and "Literary Proponents of Culture in the 19th and 20th Centuries," a course for which the course description identifies the specific names of the six men to be taught, the current graduate faculty support a graduate curriculum with titles and descriptions that allow for more flexibility so that can be taught by 2-3 different faculty, in turns. In September 2015, the graduate director drafted a straightforward proposal for tweaking and updating the graduate curriculum, mostly just by changing course titles and adding a HUM Topics seminar that can be repeated. The proposal has been shared with faculty informally and well received. The goal is to compose a formal proposal, receive department/program approval from faculty, and forward the proposal to Graduate Studies Committee for their December 2015 or January 2016 meeting.

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

The planned improvements for the 2014-2015 were: a.) to integrate the TECC assessment fully under the umbrella of Graduate Studies in English and Humanities assessment, b.) to consider the possibility of streamlining the outcomes now that all components of the Program are fully represented, c.) to collect data that will assess at least 1/3 of the Program's combined outcomes every year, and d.) to make recruitment for both the TECC and the MA the number one priority of the new graduate director. We implemented all of these improvements.

a) In Spring 2014, TECC was assessed in a separate report because it was new and there was only one TECC course offered in that year. In Fall 2014, we determined that theTECC outcome assessment should come under Graduate Studies in English and Humanities and not be reportedly separately. Although it is a specific curriculum route to graduation, TECC is not a

separate program per se—the courses in the TECC track are also taken by MA students, and we have students who are working toward both an MA degree in English/Humanities and a TECC certificate, simultaneously.

b) When last year's report was submitted, the graduate program had blossomed to 13 outcomes virtually overnight, partly as a result of us combining the MA and TECC outcomes. The goal for 2015 was to focus and narrow the outcomes. In January 2015, the department approved the new outcomes, and the graduate director sent the new outcomes forward for publication in the 2015 graduate catalog. There are now five outcomes for both MA and TECC, and two outcomes that are TECC-specific.

c) This year's report assesses four of the seven outcomes. The 2016 report will assess the remaining three outcomes. The objective behind this choice is to establish a clear and consistent benchmark across all of our outcomes from which we can conduct the process of assessing our program going forward now that all of the MA and TECC outcomes have been integrated and refined.

d) As witnessed by our alumni who attest to the program's quality, English and Humanities offers graduate students a very strong curriculum, with a high amount of flexibility, taught by incredibly capable faculty. However, there was a need to increase course and program enrollments. For example, in Summer 2014, the medieval literature graduate seminars EN 527 and EN 561 were cancelled due to low enrollment, and in July 2014, we had to cancel FA 502 as well. Fall 2014 saw us filling just 21 seats in EN/HUM graduate courses.

At the beginning of Fall 2014, we made increasing course and program enrollment numbers our priority. The goal was to make sure that more students would be admitted in Spring 2015 and no seminar would be cancelled due to low enrollment. We met this goal.

By Spring 2015, we filled 38 seats in EN/HUM graduate courses. Only one course, EN 571, with 7 students, fell short of the minimum enrollment number of 8 and only by one student. EN 502, a course that had to be cancelled due to low enrollment the last time it was offered, was over the minimum at 9 students; and the Humanities graduate course, which in Fall 2014 had to be cancelled due to low enrollment, was also over the minimum at 9 students. Fall 2015 enrollments are holding steady at 33 seats in EN/HUM graduate courses, which is up from 21 seats in EN/HUM graduate courses just one year ago. Moreover, we ran two graduate seminars in Summer 2015 with successful enrollment numbers whereas in Summer 2014 both graduate seminars had been cancelled.

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Here is an overview of some of the progress that has been made as far as graduate seminar enrollment.

Summer 2014		Summer 2015	
~~EN 527~~	C	EN 490/590	8
~~EN 561~~	C	EN 561	6
Total	0	Total	14

Spring 2014		Spring 2015	
EN 554	10	EN 571	7
EN 590	10	EN 552	13
EN 502 and EN 551 were taught as independent studies	--	EN 502	9
HI 503	3	HI 550	9
Total	23	Total	38

Fall 2014		Fall 2015	
EN 501	7	EN 501	9
EN 551	7	EN 554	10
EN 553	7	EN 572	8
~~FA 502~~	C	FA 545	6
Total	21	Total	33

5. Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
(List each recommendation and provide a specific response to each).

In their response to the 2013-2014 learning assessment report for Graduate Studies in English and Humanities, the University Assessment Committee remarked upon the report's clarity, consistency, reflection, strong analysis and completeness. They commented that "value is apparent" and "all criteria are met." We very much appreciate this positive feedback for the program and the report.

UAC gave their "support" in favor of our instinct toward "streamlining" our newly-combined MA/TECC learning outcomes into one succinct list, and we did that in January 2015.

Planning and Institutional Effectiveness noted that there were some discrepancies between the outcomes listed in our assessment report and those listed in the graduate course catalog. They asked that we deliver any corrections and clarifications by January 30, 2015, which we did.

UAC mentioned in their response to our 2013-2014 report that we "might want to consider development of anchors and respective operation definitions for assignment of number values. For example, define specifically the components required for assignment of "3", or "fulfills outcome adequately.'" We did not follow up on their suggestion this past year, but we will be doing so in 2015-2016.

In 2012, UAC asked us to include a list of indirect measures of outcomes. For 2014-2015, the list includes our graduate students' successes at academic conferences, our alumni responses to our program satisfaction survey, and our successful hosting of the Virginia Humanities Conference in April 2015.

Some of our graduate students' successes that resulted from their academic work in EN 501 and EN 533 in 2014-2015 include:

   * Richard Henkle (MA student, anticipating Spring 2016 graduation)

        presented a peer-reviewed paper "Paper Thin Excuses: My Battle with Anorexia," a revised version of a written assignment from EN 599, at the Popular Culture Association/American Culture Association conference in New Orleans, 1-4 April 2015.

        presented a peer-reviewed paper "'The Future Years Had Come': W.B. Yeats and the New Fatherhood Movement," a revised version of a graduate seminar paper from EN 501, at the Virginia Humanities Conference at Marymount University on 11 April 2015.

* Elizabeth Ricketts (MA/TECC student, anticipating Spring 2016 graduation)

presented a peer-reviewed paper, "Imperial Passing: Shakespeare, *Troilus and Cressida*, and the Nine Years War," a revised version of her graduate seminar paper from EN 533, at Georgetown University's Fourth Annual English Graduate Student Association Conference on 21 February 2015.

presented a peer-reviewed paper, "Speculating Shakespeare: *Troilus and Cressida* and the Nine Years War," a revised version of her graduate seminar paper from EN 533, at the international conference American Conference for Irish Studies, Miami FL, on 26 March 2015.

presented a peer-reviewed paper, "Postcolonial Bard: Shakespeare, *Troilus and Cressida*, and the Nine Years War," a revised version of her graduate seminar paper from EN 533, at the Virginia Humanities Conference at Marymount University on 11 April 2015.

Additionally, the graduate director and graduate assistant Liz Ricketts developed a satisfaction survey for current students and alums. The survey was posted on Survey Monkey and Ms. Ricketts wrote an email soliciting responses and sent out the survey link using the program's alumni and current student list. The survey received 17 responses, 14 of whom were alums.

In response to the question "in what ways has the program affected your life?" 93.5% of respondents said that the program affected their lives by "enhanc[ing] their reading, writing, and critical thinking skills."

In response to the question "what did you like best about Marymount's English and Humanities graduate program?"—an open-ended question that called for a write-in answer, 50% of respondents wrote that the courses as the best part of the program, and several specified the "small classes" and "challenging curriculum." 81% of respondents answered that "faculty" are "what they like best about Marymount's English and Humanities graduate program," noting that they valued the "quality and inspiration of faculty," "working closely with faculty," and "the close, personal relationships with faculty and fellow students." Survey respondents characterized the English and Humanities graduate faculty as "friendly," "great," "very helpful," and "amazing."

In response to the question "what would you say to recommend this program to potential applicants?"—another open-ended question that called for a write-in answer, one respondent said that the program offers "a high quality education with professors who give a lot of individual treatment to the students"; another mentioned the "high standards which help you grow"; a third commented that the program is "wonderful; I've never been so mentally stimulated." The respondents again praised the size of the graduate seminars, saying, "it's a small campus, so the classes are small which is great." In fact, the small size of the program was *the number one factor*, respondents said, that influenced their decision to choose to attend graduate school at Marymount in the first place. Respondents said: "MU's English and Humanities graduate program was life-changing for me," "it made the difference in getting the job and career in teaching that I wanted," and "[t]his program is a hidden gem: you have to try and see it for yourself." For a complete list of survey questions and additional data, please see Appendix E.

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And finally, in April 2015, Dr. Tonya Howe hosted the Virginia Humanities Conference at Marymount. She received 112 proposal submissions and selected 89 to present. The presenters included our graduate students, and our graduate students assisted with the conference. The presenters came to Marymount from

- University of Delaware
- Christopher Newport University
- George Mason University
- Georgetown University
- Virginia Commonwealth University (and VCU Honors College)
- University of Mary Washington
- James Madison University (and JMU Justice Studies and Mahatma Gandhi Center for Global NonViolence)
- Virginia Military Institute
- Marymount University
- Radford University
- Virginia Wesleyan College
- University of Maryland
- Drexel University
- The Catholic University of America
- Roanoke College
- Salt Lake Community College
- VCU Honors College
- University of Connecticut
- University of Mary Washington
- Lincoln University
- University of Richmond
- Northern Virginia Community College
- Radford College
- Mary Baldwin College
- American University
- Waynesboro Public Library
- Roy Rosenzweig Center for History and New Media, George Mason University
- Smithsonian American Art Museum
- National Archives and Records Administration
- Institute of Museum and Library Services
- Digital Reference Section, Library of Congress

In addition to the presenters, 22 non-presenters registered for and attended the conference. They were from Marymount, the Arlington neighborhood, and area universities.

The Bisson Lecture, the cornerstone of the graduate program's lecture series, was given by Dr. Steven Lubar is Professor of American Studies, History, and the History of Art and Architecture at Brown University. A Guggenheim Fellow, Dr. Lubar is the author of several books, including *Legacies: Collecting America's History at the Smithsonian, History from Things*, and *Engines of Change: The American Industrial Revolution*. There were 84 in attendance for the Bisson Lecture. The program was able to recruit students for Summer 2015 because of the strength of this conference and the quality of the academic work presented there.

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Learning Outcome #1
Students will write and create substantial academic papers and projects in which they analyze source material and develop original arguments.

Is this outcome being reexamined? Yes X
If yes, give a brief summary of previous results (including trends) and any changes made to the program. This outcome is similar to Retired Learning Outcome #3 for Writing/Multimedia Work, which was assessed in 2014.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: 21 written projects—7 graduate seminar papers from EN 501, EN 533, and EN 571, rated by 8 graduate faculty with a shared rubric	The form uses five levels of measurement, from 1-5, with a rating of "3" equivalent to "fulfills the outcome adequately." (See Appendix)	EN 501, EN 533, and EN 571 are taught by graduate faculty in the English department. The 14 written projects collected from EN 501 and EN 533 were written by our MA students. None of these courses is required for the TECC certificate. The 7 written projects collected from EN 571 were written by MA, MA+TECC, and TECC only students. Both EN 501 and EN 571 are introductory, first-semester seminars.	1. Eight readers provided 56 assessment responses to 21 written projects, with 2-3 readers per written project. Readers used the same assessment rubric for all written projects to ensure uniform criteria. 2. The mean score across Graduate Studies in English and Humanities was 3.20. In EN 501 the average was 3.48, in EN 533 the average was 3.79, and EN 571 the average was 2.52 The graduate program deems any score of 3.0 or higher to be acceptable.
Indirect Measures: Endorsement of the quality of the students' work on the part of the larger academic community	Acceptance at research conferences and feedback from the program survey.	Information is collected as our students' progress through the program and also after graduation	Please see the List of Indirect Measures.

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Interpretation of Results

Extent this Learning Outcome has been achieved by students:

In 2014, current critical analysis and argumentation assessed at a mean score of 3.47. The data did not distinguish between scores in various courses.

In 2015, the mean score was 3.20. The course averages were as follows:

>   3.48 in EN 501: Building Textual Interpretation
>   3.79 in EN 533: Shakespeare
>   2.52 in EN 571: Technology for College Literature and Writing

Across the program, 38% of our graduate students placed in the top two categories as far as being able to analyze source material and construct original arguments. These are high numbers, and they indicate that our program is strong in this area.

Program strengths and opportunities for improvement relative to assessment of outcome:

The average score of 3.48 in EN 501 indicates that our students finish our introductory seminar, Building Textual Interpretation, with well-developed skills in critical analysis and argumentation. The increased score of 3.79 in EN 533: Shakespeare suggests that our students skills in these areas continue to improve throughout the program. While our students do not always proceed through degree requirements in order, most of the students in the MA program take EN 501 in their first semester of the program and in advance of specialized literature seminars like EN 533.
.
Discuss planned curricular or program improvements for this year based on assessment of outcome:

These are solid scores for the MA program, and we do not plan any significant revision.

In the case of the scores for EN 571, one assessor commented that it was because of the term "original" that she did not give higher scores when measuring the critical analysis and original argument outcome. She believed that the students were not making original arguments but, rather, synthesizing debates. In the future, we can discuss the possibility of removing the term "original" from the outcome so that students are being judged on critical analysis and argument but not necessarily on invention. Even if students are in their second year in the MA program and have taken 4-6 literature courses, they will struggle with making an original argument in a new field, and composition is a new field for them.

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Learning Outcome #2
Students will demonstrate clarity, organization, grace of expression, and audience awareness.

Is this outcome being reexamined? Yes X
If yes, give a brief summary of previous results (including trends) and any changes made to the program. This outcome is similar to Retired Outcome which was assessed in 2009 and 2012.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: 21 written projects—7 graduate seminar papers from EN 501, EN 533, and EN 571, rated by 8 graduate faculty with a shared rubric	The form uses five levels of measurement, from 1-5, with a rating of "3" equivalent to "fulfills the outcome adequately." (See Appendix)	EN 501, EN 533, and EN 571 are taught by graduate faculty in the English department. The 14 written projects collected from EN 501 and EN 533 were written by our MA students. None of these courses is required for the TECC certificate. The 7 written projects collected from EN 571 were written by MA, MA+TECC, and TECC only students. Both EN 501 and EN 571 are introductory, first-semester seminars.	1. Eight readers provided 56 assessment responses to 21 written projects, with 2-3 readers per written project. Readers used the same assessment rubric for all written projects to ensure uniform criteria. 2. The mean score across Graduate Studies in English and Humanities was 3.21. In EN 501, the average was 3.33. In EN 533, 3.36. In EN 571, the average was 3.0. The graduate program deems any score of 3.0 or higher to be acceptable.
Indirect Measures: Endorsement of the quality of the students' work on the part of the larger academic community	Acceptance at research conferences and feedback from the program survey.	Information is collected as our students' progress through the program and also after graduation	Please see the List of Indirect Measures.

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Interpretation of Results

Extent this Learning Outcome has been achieved by students:

The program focused on students' learning in the area of clarity, organization, grace of expression, and audience awareness in the reports submitted in years 2009 and 2012. In 2009, 5 written projects (3 seminar papers and 2 thesis) were assessed by 7 faculty members. There was no mean score offered in the assessment report., but 54% exceeded criteria, 38% met criteria, and 8% failed to meet criteria with regard to this outcome, and the assessors called for less summary and better organization in student writing. In 2012, the mean score was 3.53; however, the assessment was applied to 20 presentations, which now has its own outcome. The data did not distinguish between scores in various courses.

In 2015, 8 faculty read 21 papers, and the mean score was 3.21. The course averages were as follows:

> 3.33 in EN 501: Building Textual Interpretation
> 3.36 in EN 533: Shakespeare
> 3.0 in EN 571: Technology for College Literature and Writing

These are solid numbers, and they indicate that our program does well in the area of clarity, organization, grace of expression, and audience awareness .

Program strengths and opportunities for improvement relative to assessment of outcome:

Graduate Studies in English and Humanities deems any score of 3.0 or higher acceptable; therefore, a mean of 3.21 and course averages of 3.0-3.36 indicate that program is successful in this outcome.

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

The assessment results for this outcome indicate that our curriculum is doing well in this area and not in of need of modification. However, although our students' scores remained strong across the courses, we would like to see a more significant increase from EN 501 to EN 533. This is a useful reminder that we need to continue to help our students develop their writing skills as they progress through the program.

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Learning Outcome #5
Students will fully acknowledge the use of all forms of intellectual property.

Is this outcome being reexamined? Yes X
If yes, give a brief summary of previous results (including trends) and any changes made to the program. This outcome is similar to Retired Outcome which was assessed in 2009 and 2012.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: 21 written projects—7 graduate seminar papers from EN 501, EN 533, and EN 571, rated by 8 graduate faculty with a shared rubric	The form uses five levels of measurement, from 1-5, with a rating of "3" equivalent to "fulfills the outcome adequately." (See Appendix)	EN 501, EN 533, and EN 571 are taught by graduate faculty in the English department. The 14 written projects collected from EN 501 and EN 533 were written by our MA students. None of these courses is required for the TECC certificate. The 7 written projects collected from EN 571 were written by MA, MA+TECC, and TECC only students. Both EN 501 and EN 571 are introductory, first-semester seminars.	1. Eight readers provided 56 assessment responses to 21 written projects, with 2-3 readers per written project. Readers used the same assessment rubric for all written projects to ensure uniform criteria. 2. The mean score across Graduate Studies in English and Humanities was 3.36. In EN 501 the average was 3.33, in EN 533 the average was 4.36, and EN 571 the average was 3.52. The graduate program deems any score of 3.0 or higher to be acceptable.
Indirect Measures: Endorsement of the quality of the students' work on the part of the larger academic community	Acceptance at research conferences and feedback from the program survey.	Information is collected as our students' progress through the program and also after graduation	Please see the List of Indirect Measures.

Interpretation of Results

Extent this Learning Outcome has been achieved by students:

The program focused on students' learning in the area of documentation and citations in the reports submitted in years 2009 and 2012. In 2009, 5 written projects (3 seminar papers and 2 thesis) were assessed by 7 faculty members. There was no mean score offered in the assessment report., but 58% exceeded criteria and 42% met criteria, and the assessors commented upon how this skill was beneficial to our graduates who work in fields that require writing and editing. In 2012, 7 faculty members read 32 essays, and the outcome assessed at a mean score of 3.86. The data did not distinguish between scores in various courses.

In 2015, 8 faculty assessed 21 papers, and the mean score was 3.66. The course averages were as follows:

      3.33 in EN 501
      4.36 in EN 533: Shakespeare
      3.52 in EN 571 Technology for College Literature and Writing

For the outcome of full acknowledgement of the use of all forms of intellectual property, one-third of our graduate students placed in the top two categories. These are high numbers, and they indicate that our program is strong in this area.

Program strengths and opportunities for improvement relative to assessment of outcome:

Teaching documentation and citation is one of the strengths of our graduate program's curriculum. The average score of 3.33 in EN 501 indicates that our students finish our introductory seminar, Building Textual Interpretation, with well-developed skills in this outcome.

The scores rose to 4.36 in EN 533, and 71% of EN 533 students in placed in the top two categories in the assessment of this learning outcome, which suggests that our students' documentation and citation skills continue to improve as they progress throughout the program. While our students do not always proceed through degree requirements in order, it is accurate to say that most of the students in the MA program take EN 501 in their first semester of the program and in advance of specialized literature seminars like EN 533. Because of a focused recruiting campaigning in Fall 2014, 43% of the students in Spring 2015 EN 571 were first-semester students as well, and so the course average of 3.52 is evidence that our students are finishing their first semester with the documentation skills they need to succeed regardless of whether they join our program in the Fall or Spring.

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

The assessment results for this outcome indicate that our curriculum is very strong in the area of documentation and citation and not in need of modification.

Academic Year: 2014-2015   **Program: Graduate Studies in English and Humanities**

Learning Outcome #6
Students will evaluate pedagogical theories and research.

Is this outcome being reexamined? Yes X
If yes, give a brief summary of previous results (including trends) and any changes made to the program. This outcome is similar to Retired TECC Outcome which was assessed in 2013 in a special separate TECC assessment report.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: 7 written projects—graduate seminar papers from EN 571, rated by 3 faculty with a shared rubric	The form uses five levels of measurement, from 1-5, with a rating of "3" equivalent to "fulfills the outcome adequately." (See Appendix)	EN 571 is taught by graduate faculty in the English department. The 7 written projects collected from EN 571 were written by MA, MA+TECC, and TECC only students. EN 571 is considered an introductory seminar, and 43% of the students in the sample were in their first semester.	1. Three readers provided 21 assessment responses to 7 written projects, with 3 readers per written project. Readers used the same assessment rubric for all written projects to ensure uniform criteria. 2. The mean score was 2.81. Graduate Studies in English and Humanities deems any score of 3.0 or higher to be acceptable. All students except two had at least one faculty assessor rate their work at 2.0 or below: not showing evidence of being able to evaluate pedagogical theories and research to an adequate standard.
Indirect Measures: Endorsement of the quality of the students' work on the part of the larger academic community	Acceptance at research conferences and feedback from the program survey.	Information is collected as our students' progress through the program and also after graduation	Please see the List of Indirect Measures.

Academic Year: 2014-2015   **Program: Graduate Studies in English and Humanities**

Interpretation of Results

Extent this Learning Outcome has been achieved by students:

In 2013, students' ability to evaluate pedagogical theories and research assessed at a mean score of 3.67 out of 5. The report was written by then English department chair Dr. Marguerite Rippy in consultation with Dr. Bess Fox, who developed the proposal for the TECC program. In the report, Dr. Rippy wrote that student learning assessed "higher than expected" and that "[i]ndividual student work averaged from an anomalous low of 2.67 to a high of 4.33 out of 5, with most in the 3.5 range."

In 2015, the mean for students' ability to evaluate pedagogical theories and research score was 2.81, down from 3.67 in 2013. All students except two had at least one faculty assessor rate their work at 2.0 or below—indicating that those students did not evaluate pedagogical theories and research to an adequate standard. The lowest average for individual student work dropped from 2.67 to 1.66 in 2015. However the highest average for individual student work remained the same at 4.33 out of 5.

Program strengths and opportunities for improvement relative to assessment of outcome:

While it may indicate that there are elements of the program that need attention, the lower score is likely an indication of students confronting the field of composition pedagogy for the first time. Even in the 2013 report, Dr. Rippy observed that "[w]hile students assessed higher in this outcome, we noted that students were evaluating research in markedly different ways. Additionally, faculty disparities in assessment ratings were greater on this outcome, indicating a need for faculty teaching in this program to discuss best methods for enriching composition-specific theories of pedagogy in these courses."
.
Discuss planned curricular or program improvements for this year based on assessment of outcome:

The graduate director will encourage the implementation of the improvement proposed in the 2013 report: to "discuss some potential reading lists and sources" in order to increase students' "understand[ing of] the difference between practice specific research in the scholarship of teaching and more theoretically grounded research in the field of composition."

A review of the objectives and content of EN 571 may be called for. EN 551 might be the better course for assessing pedagogical theories and research since EN 571 is populated by more MA Literature students than MA Language/Composition and TECC students.

A complete student learning assessment report includes appendix of rubrics, survey questions, or other relevant documents and information.

APPENDIX A.

SAMPLE OUTCOME SCORE SHEETS CREATED BY THE GRADUATE DIRECTOR

Student Learning Assessment Form, Graduate Studies in English and Humanities, 2014-2015
Please record your numerical scores and return the form to the graduate studies director.

Assessor's Name:

EN 571 Paper 1	Write in the numerical score. The scale is 1-5, where: 1 - fulfills the outcome inadequately 3 - fulfills the outcome adequately 5 - fulfills the outcome systemically, at a sophisticated level
Students will write substantial academic papers in which they analyze source material and develop original arguments.	
Students will demonstrate clarity, organization, grace of expression, and audience awareness.	
Students will fully acknowledge all forms of intellectual property.	
Students will evaluate pedagogical theories and research.	
EN 571 Paper 2	Write in the numerical score. The scale is 1-5, where: 1 - fulfills the outcome inadequately 3 - fulfills the outcome adequately 5 - fulfills the outcome systemically, at a sophisticated level
Students will write substantial academic papers in which they analyze source material and develop original arguments.	
Students will demonstrate clarity, organization, grace of expression, and audience awareness.	
Students will fully acknowledge all forms of intellectual property.	
Students will evaluate pedagogical theories and research.	

Academic Year: 2014-2015   **Program: Graduate Studies in English and Humanities**

APPENDIX B.

ONLINE FORM CREATED BY INSTITUTIONAL EFFECTIVENESS FOR INPUTTING DATA FROM SCORE SHEETS

English & Humanities Outcome Assessment 2014-15 - MA/TECC Program

Faculty Name:

Paper Number:

Course Section:

Students will write substantial academic papers in which they analyze source material and develop original arguments.

1 - Fails to Meet Criteria	2	3	4	5 - Exceeds Criteria
○	○	○	○	○

Students will demonstrate clarity, organization, grace of expression, and audience awareness.

1 - Fails to Meet Criteria	2	3	4	5 - Exceeds Criteria
○	○	○	○	○

Students will fully acknowledge all forms of intellectual property.

1 - Fails to Meet Criteria	2	3	4	5 - Exceeds Criteria
○	○	○	○	○

Students will evaluate pedagogical theories and research.

1 - Fails to Meet Criteria	2	3	4	5 - Exceeds Criteria

MARYMOUNT UNIVERSITY

APPENDIX C.

DATA FROM FACULTY SCORE SHEETS

Assessment 2015	Paper 1			Paper 2			Paper 3			Paper 4			Paper 5			Paper 6			Paper 7			Course	Program
EN 501	H	Fi	N	H	Fi	N	H	Fi	N	H	Fi	N	H	Fi	N	H	Fi	N	H	Fi	N		
analysis/original argument	3	4	3	2	3	2	4	4	5	3	3	2	4	4	5	4	5	5	2	2	4	3.48	3.2
clarity, organization, audience	3	4	4	2	2	3	4	3	5	2	3	2	3	4	4	4	4	4	3	3	4	3.33	3.21
documentation	3	4	4	2	2	2	4	4	3	3	3	2	3	3	5	4	5	4	3	4	3	3.33	3.66

	Paper 8		Paper 9		Paper 10		Paper 11		Paper 12		Paper 13		Paper 14			
EN 533	D	P	D	P	D	P	D	P	D	P	D	P	D	P	Course	Program
analysis/original argument	5	4	4	4	4	3	2	2	5	4	4	4	3	5	3.79	3.2
clarity, organization, audience	5	5	3	3	3	3	2	3	4	3	3	4	2	4	3.36	3.21
documentation	2	5	5	5	4	4	3	4	5	5	5	5	5	4	4.36	3.66

	Paper 15			Paper 16			Paper 17			Paper 18			Paper 19			Paper 20			Paper 21				
EN 571	J	Fo	S	J	Fo	S	J	Fo	S	J	Fo	S	J	Fo	S	J	Fo	S	J	Fo	S	Course	Program
analysis/original argument	3	2	3	2	2	3	1	1	2	4	4	5	2	2	3	2	3	4	2	1	2	2.52	3.2
clarity, organization, audience	3	3	4	2	2	3	2	2	3	3	5	5	3	2	4	3	3	4	3	1	3	3	3.21
documentation	4	3	5	3	4	3	2	2	4	4	5	5	2	1	5	3	5	5	3	3	3	3.52	3.66
pedagogical research	4	2	3	2	3	3	2	1	2	4	4	5	3	2	4	3	3	4	2	1	2	2.81	2.81

APPENDIX D.

DATA REPORT ON OUTCOMES ASSESSMENT FROM INSTITUTIONAL EFFECTIVENESS

Learning Outcome 1

Mean Rating			3.20
Number of Ratings			56
Rating (Scale: 1 – Fulfills the outcome inadequately; 3 – Fulfills the outcome adequately; 5 – Fulfills the outcome systematically, at a sophisticated level)			
1	Fulfills the outcome inadequately	3	5%
2		16	29%
3	Fulfills the outcome adequately	12	21%
4		17	30%
5	Fulfills the outcome systematically, at a sophisticated level	8	14%
Total Projects	21	56	100%
Min Value			1
Max Value			5

Learning Outcome 2

Mean Rating			3.21
Number of Ratings			56
Rating (Scale: 1 – Fulfills the outcome inadequately; 3 – Fulfills the outcome adequately; 5 – Fulfills the outcome systematically, at a sophisticated level)			
1	Fulfills the outcome inadequately	1	2%
2		11	20%
3	Fulfills the outcome adequately	24	43%
4		15	27%
5	Fulfills the outcome systematically, at a sophisticated level	5	9%
Total Projects	21	56	100%
Min Value			1
Max Value			5

Learning Outcome 5

Mean Rating			3.66
Number of Ratings			56
Rating (Scale: 1 – Fulfills the outcome inadequately; 3 – Fulfills the outcome adequately; 5 – Fulfills the outcome systematically, at a sophisticated level)			
1	Fulfills the outcome inadequately	1	2%
2		8	14%
3	Fulfills the outcome adequately	16	29%
4		15	27%
5	Fulfills the outcome systematically, at a sophisticated level	16	29%
Total Projects	21	56	100
Min Value			1
Max Value			5

Learning Outcome 6

Mean Rating			2.81
Number of Ratings			21
Rating (Scale: 1 – Fulfills the outcome inadequately; 3 – Fulfills the outcome adequately; 5 – Fulfills the outcome systematically, at a sophisticated level)			
1	Fulfills the outcome inadequately	2	10%
2		7	33%
3	Fulfills the outcome adequately	6	29%
4		5	24%
5	Fulfills the outcome systematically, at a sophisticated level	1	5%
Total Projects	7	21	100%
Min Value			1
Max Value			5

APPENDIX E.

STUDENT SATISFACTION SURVEY DATA

1.) Are you a current or former student in the Marymount English and Humanities Graduate Program?
2.) Which track are you pursuing/did you complete at Marymount?
3.) Where did you receive your undergraduate degree? What was your undergraduate major?
4.) Where do you currently work?
5.) What is your employment status?
6.) Are you currently working in a field related to your degree?
7.) What factor(s) influenced your decision to attend graduate school at Marymount?
8.) What do/did you like best about Marymount's English and Humanities graduate program?
9.) In what ways has the program affected your life? (change jobs/enter a new career field, receive a raise or promotion at work, enhanced reading, writing, and critical thinking skills, fostered connections and networking, other ____)
10.) What would you say to recommend this program to potential applicants?

In September 2015, the survey was given to the Office of Institutional Effectiveness to use as the program's supplemental and will be distributed by that office later this year. The graduate director wrote two additional questions for the survey before sending it to the office:

11.) What areas did you improve during your MA program? Check all that apply
- □   Research
- □   Written communication (writing with purpose, clarity, and style)
- □   Oral communication
- □   Critical thinking/analysis
- □   Creative
- □   Teamwork
- □   Value of the Humanities
- □   Advanced informational literacy
- □   Other (Please specify:_____)

12.) What, if any, improvement(s) to the graduate program would you like to see Marymount's resources going toward in the future?

Academic Year: 2014-2015   **Program: Graduate Studies in English and Humanities**

The survey respondents wrote-in the following answers.

8.) What did you like best about Marymount's English and Humanities graduate program?

- The Professors and the program as a whole
- Classes and teachers. Honestly, I really loved everything.
- professors
- Classes
- The Faculty!
- The courses were challenging and I made great friends
- Quality & Inspiration of Faculty—& their courses
- Working closely with the faculty
- The close, personal relationships with faculty and fellow students.
- The professors are AMAZING! The small classes, I came from a small Undergrad and wanted my Grad school to have small classes because you get the one on one with the Professor and the time to ask questions and open up discussions about confusions or curiosities brought to you by reading the text.
- The students
- The professors
- faculty friendly
- professors; challenging curriculum
- Relationships with professors
- Professors & small classes

10.) What would you say to recommend this program to potential applicants?

- This program is a hidden gem: you have to try and see it for yourself.
- It's wonderful. I've never been so mentally stimulated.
- professors are great
- MU's English and Humanities graduate program was life-changing for me.
- Humanities/English courses fascinating & broadens perspective personally & professionally.
- Marymount has a close-knit department of very helpful professors.
- [I]t made the difference in getting the job and career in teaching that I wanted.

- It's a small campus, so the classes are small which is great because you get the one on one time you need and the time in class to open discussion about your thoughts on the text or assignments. The professors truly care about you and what your interested in. Be vocal about the type of classes you want to take, not just with the professors but other students to get them filled up. Be vocal about if your having problems, the professors will work with you and help you understand. Establish a relationship with your teachers, be open about your thoughts on assignments, programs, activities. Enjoy your time!
- Program is flexible and there are high standards which help you grow
- This is a high quality education with professors who give a lot of individual treatment to the students. They seemed truly interested in students doing their best work.

In what ways has the program affected your life? Check all that apply. Respondents who selected "Other" said:

- It helped me to learn I wanted to be a teacher.
- Absolutely all of the above!
- Will make me a more competitive job applicant

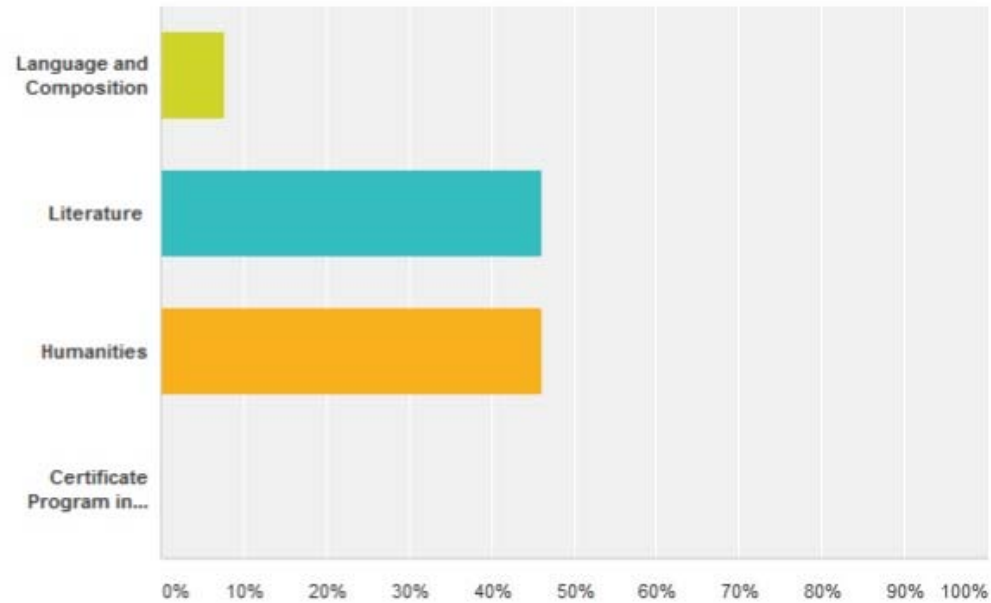# Are you a current or former student in the Marymount English and Humanities Graduate Program?

Answered: 17   Skipped: 0
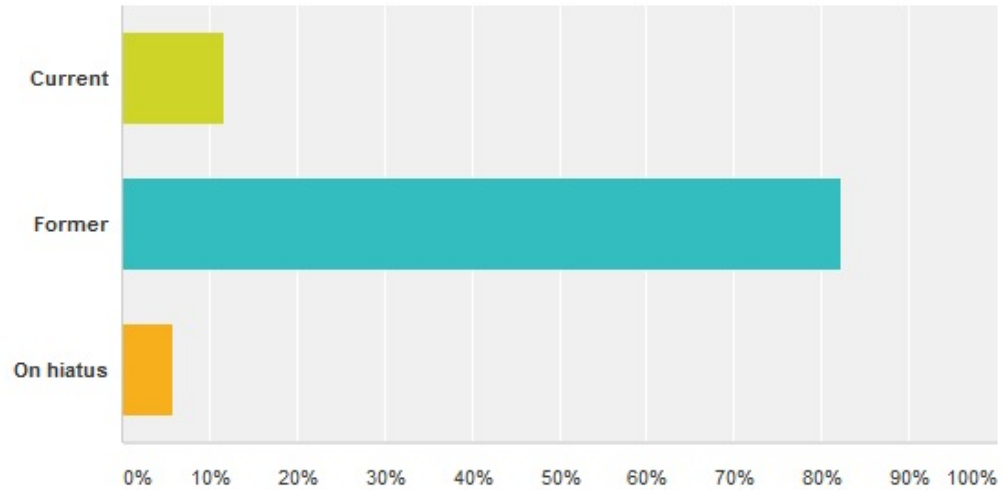
Answer Choices	Responses	
Current	11.76%	2
Former	82.35%	14
On hiatus	5.88%	1
Total		17

Which track are you pursuing/did you complete at Marymount?

Answered: 13   Skipped: 4

Answer Choices	Responses	
Language and Composition	7.69%	1
Literature	46.15%	6
Humanities	46.15%	6
Certificate Program in Teaching English at the Community College	0.00%	0
Total Respondents: 13		

Where did you receive your undergraduate degree? What was your undergraduate major?

Answered: 17   Skipped: 0

● Responses (17)	☁ Text Analysis	🏷 My Categories

Categorize as... ▾	Filter by Category ▾	Search responses 🔍 ❓

Showing **17** responses

George Washington University
6/16/2015 11:43 AM   View respondent's answers

Xavier University
6/11/2015 5:11 PM   View respondent's answers

Wellesly
6/11/2015 12:40 PM   View respondent's answers

Wake Forest University/ English
6/11/2015 11:50 AM   View respondent's answers

Marymount- History & Theology
6/10/2015 8:29 PM   View respondent's answers

Univ. of SC, Journalism
6/10/2015 11:28 AM   View respondent's answers

Geo Mason—English, Creative Writing

Where do you currently work?

Answered: 16   Skipped: 1

● Responses (16)   ☁ Text Analysis   🏷 My Categories

Categorize as... ▾   Filter by Category ▾   Search responses   🔍 ❓

Showing 16 responses

Global Partnership for Education
6/16/2015 11:43 AM   View respondent's answers

FCPS
6/11/2015 5:11 PM   View respondent's answers

Marymount U
6/11/2015 12:40 PM   View respondent's answers

The College of William & Mary
6/11/2015 11:50 AM   View respondent's answers

Marymount- Graduate Admissions
6/10/2015 8:29 PM   View respondent's answers

Dir. of Development & Communication, Lutheran Social Services/National Capital Area
6/10/2015 11:28 AM   View respondent's answers

Academic Year: 2014-2015   **Program: Graduate Studies in English and Humanities**

Which of the following categories best describes your employment status?

Answered: 17   Skipped: 0
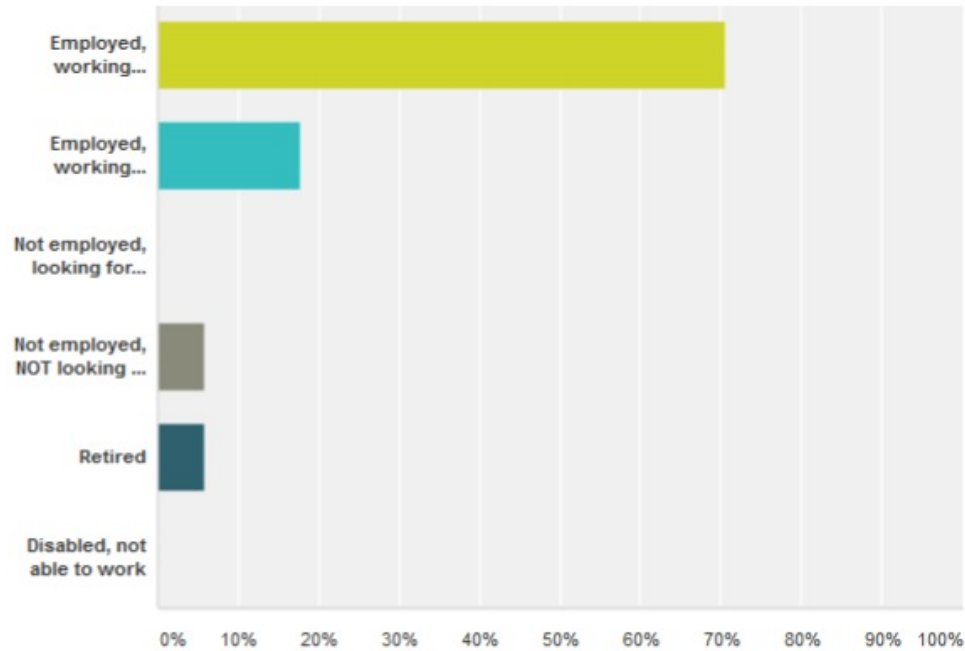
Answer Choices		Responses	
▼	Employed, working full-time	70.59%	12
▼	Employed, working part-time	17.65%	3
▼	Not employed, looking for work	0.00%	0
▼	Not employed, NOT looking for work	5.88%	1
▼	Retired	5.88%	1
▼	Disabled, not able to work	0.00%	0
Total			17

Academic Year: 2014-2015   **Program: Graduate Studies in English and Humanities**

Are you currently working in a field related to either your undergraduate degree or graduate degree?
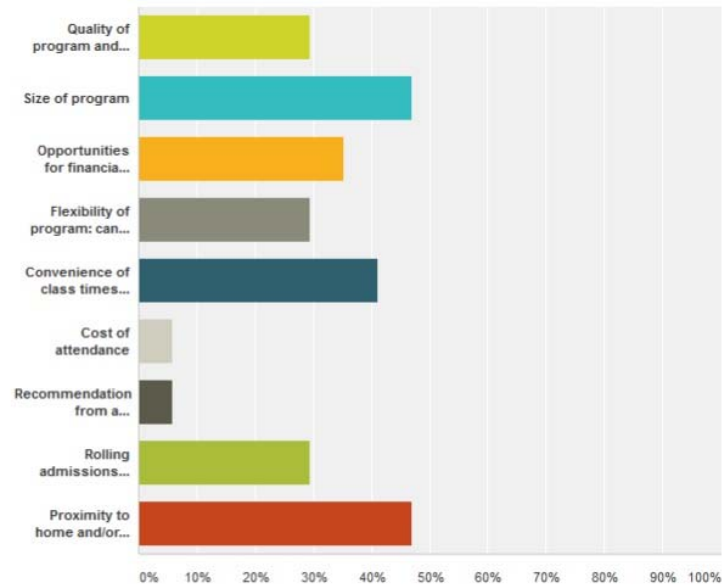
Answered: 16   Skipped: 1
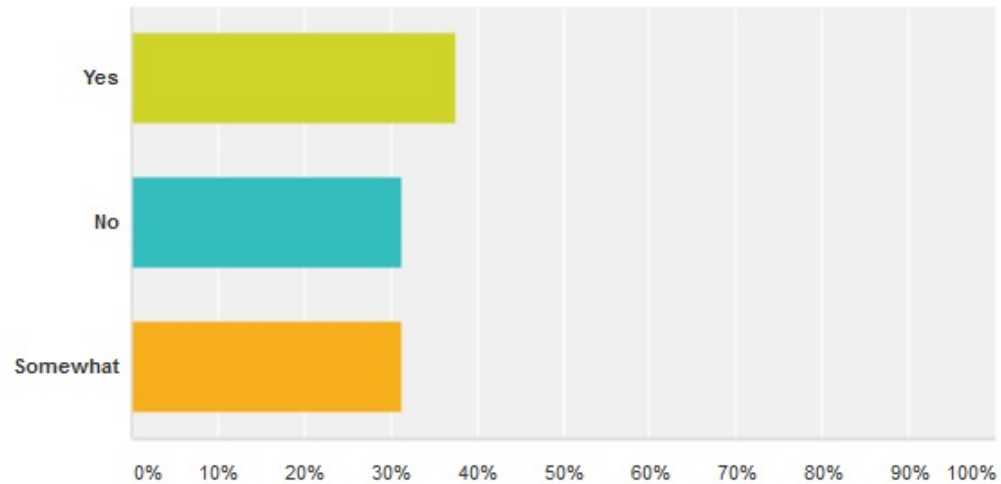
Answer Choices		Responses	
▼	Yes	37.50%	6
▼	No	31.25%	5
▼	Somewhat	31.25%	5
Total Respondents: 16			

Comments (2)

Academic Year: 2014-2015   **Program: Graduate Studies in English and Humanities**

What factor(s) influenced your decision to attend graduate school at Marymount? Check all that apply.

Answered: 17   Skipped: 0

Answer Choices	Responses	
Quality of program and classes offered	29.41%	5
Size of program	47.06%	8
Opportunities for financial aid/scholarships/graduate assistantships	35.29%	6
Flexibility of program: can take as few or as many classes at a time as needed	29.41%	5
Convenience of class times with work schedule	41.18%	7
Cost of attendance	5.88%	1
Recommendation from a friend/colleague	5.88%	1
Rolling admissions policy	29.41%	5
Proximity to home and/or work	47.06%	8

What did you like best about Marymount's English and Humanities graduate program?

Answered: 16   Skipped: 1

● **Responses** (16)   ☁ Text Analysis   ♥ My Categories

Categorize as... ▾   Filter by Category ▾   Search responses   🔍 ❓

Showing **16** responses

The Professors and the program as a whole
6/16/2015 11:43 AM   View respondent's answers

Classes and teachers. Honestly, I really loved everything.
6/11/2015 5:11 PM   View respondent's answers

professors
6/11/2015 12:40 PM   View respondent's answers

Classes
6/11/2015 11:50 AM   View respondent's answers

The Faculty!
6/10/2015 8:29 PM   View respondent's answers

The courses were challenging and I made great friends
6/10/2015 11:28 AM   View respondent's answers

Quality & Inspiration of Faculty—& their courses

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

Answered: 16   Skipped: 1
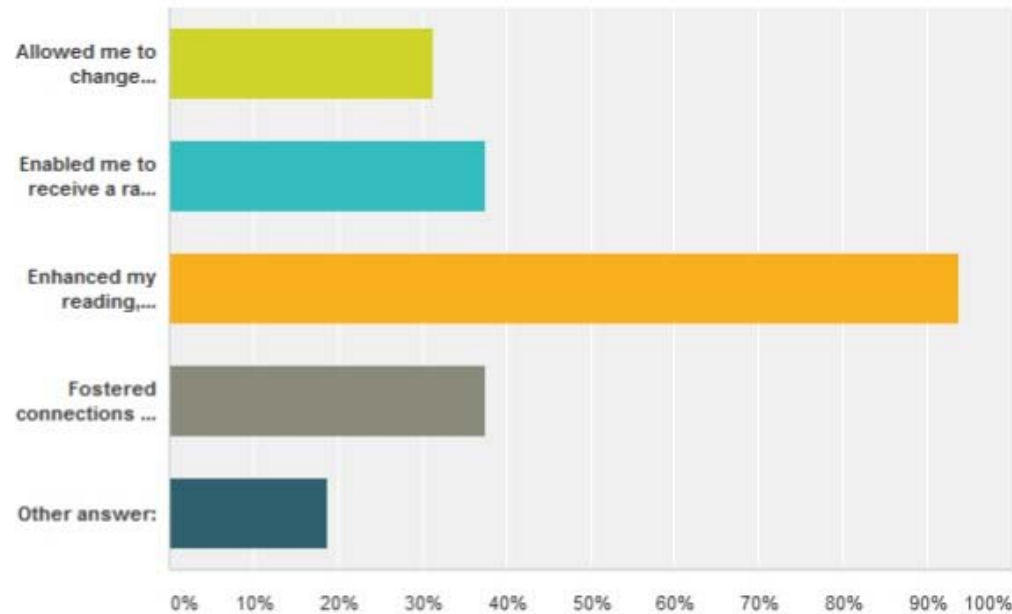
Answer Choices		Responses	
Allowed me to change jobs/enter a new career field		31.25%	5
Enabled me to receive a raise or promotion at work		37.50%	6
Enhanced my reading, writing, and critical thinking skills		93.75%	15
Fostered connections and networking		37.50%	6
Other answer:	Responses	18.75%	3
Total Respondents: 16			

What would you say to recommend this program to potential applicants?

Answered: 13   Skipped: 4

● **Responses** (13) | 💬 Text Analysis | 🏷 My Categories

| Categorize as... ▼ | Filter by Category ▼ | | Search responses | 🔍 | ❓ |

Showing **13** responses

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this program is a hidden gem: you have to try and see it for yourself.

6/16/2015 11:43 AM   View respondent's answers

It's wonderful. I've never been so mentally stimulated. But I don't think the program exists anymore because it's not on the list above:(.

6/11/2015 5:11 PM   View respondent's answers

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professors are great

6/11/2015 12:40 PM   View respondent's answers

Yes!

6/10/2015 8:29 PM   View respondent's answers

MU's English and Humanities graduate program was life-changing for me.

6/10/2015 11:28 AM   View respondent's answers

Humanities/English courses fascinating & broadens perspective personally & professionally.

6/10/2015 11:20 AM   View respondent's answers

Marymount has a close-knit department of very helpful professors