

STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: AMY SCOTT-DOUGLASS (OUTGOING DIRECTOR) AND DAVID BROWN (INCOMING DIRECTOR)

DATE: 30 SEPTEMBER 2016

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Assessment score sheets are kept in a folder in the graduate director's office. Scores are uploaded electronically with the assistance of Michael Anuszkiewicz in the Office of Institutional Effectiveness. The graduate director collects and retains electronic copies of students' visuals accompanying their presentations.

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), 2015	2017
2.) Students will demonstrate clarity, organization, grace of expression, and audience awareness.	2009, 2012 (as Outcome 3), 2015	2018
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)	Assessed in this report
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)	Assessed in this report
5.) Students will fully acknowledge the use of all forms of intellectual property.	2009, 2012 (as Outcome 4), 2015	2017
6.) Students will evaluate pedagogical theories and research.	2013 (Spring 2014) (as TECC Outcome 2), 2015	2018
7.) Students will apply pedagogical theories and research to college teaching practices.	N/A	Assessed in this report

Retired Outcomes referenced in the above list	Current equivalent
<p>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.</p> <p>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.</p>	<p>Students will analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.</p>
<p>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. <i>*When appropriate, can be applied to research essay presentations.</i></p>	<p>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:</p> <p>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.</p>
<p>Retired Outcome 3. Graduate Students will write essays in a style that is clear, well-organized, fluent, and suitable for an academic audience. <i>*When appropriate, can be applied to research essay presentations.</i></p>	<p>Students will demonstrate clarity, organization, grace of expression, and audience awareness.</p>
<p>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.</p>	<p>Students will fully acknowledge the use of all forms of intellectual property.</p>
<p>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.</p>	<p>Students will write and create substantial academic papers and projects in which they analyze source material and develop original arguments.</p>
<p>Retired TECC Outcome 2. Graduate students will be able to evaluate pedagogical theories, research, and practice.</p>	<p>Students will evaluate pedagogical theories and research.</p>

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 a degree with two graduation options—the Master of Arts degree in English and Humanities, and the Master of Arts degree in English with an accompanying 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 hireable 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. Our students are active participants in the intellectual life of the university, and share their work at the Student Research Conference and forums like Virginia Humanities Conference.

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 support the use of resources in the local Washington D.C. area and emphasize interdisciplinarity. Practicum oral presentations 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 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 26 oral presentations of seminar papers. These included:

- * 6 final presentations in EN 501 (these averaged 15 minutes)
- * 8 final presentations in EN 545 (these averaged 15 minutes)
- * 3 final presentations in EN 542 (these averaged 15 minutes)
- * 3 EN 650 (Practicum) presentations (these averaged 40 minutes)
- * 4 EN 690 (Thesis) presentations (these averaged 40 minutes)

Each presentation was assessed by 3-7 faculty.

A total of 11 graduate faculty members participated in the assessment process, up from eight last year, including 10 English faculty and the Dean of Graduate Students, Dr. Rita Wong.

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 analyze source material with informed consideration of its historical, cultural, critical and/or theoretical context.

Students deliver professional and engaging oral presentations of their academic work that focus on their arguments and ideas, and that show thorough research and preparation.

The process was as follows: via email, the graduate director invited the English and Humanities graduate faculty to participate in assessment by attending and evaluating student presentations. Since this involves a significant time commitment from faculty, care was taken to divide the workload fairly and, at the same time, make sure that each presentation would have at least 3 assessors. At the presentations, the graduate director handed out the score sheets to the faculty. 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

Academic Year: 2015-2016

Program: Graduate Studies in English and Humanities

The graduate director collected the score sheets from faculty and entered the scores into a spreadsheet. The scores were then uploaded into online surveys provided by Institutional Effectiveness. The graduate director analyzed the data, wrote portions of this report, and then passed the report on to the incoming graduate director.

The strengths of our assessment process include: the effectiveness of the combined and streamlined outcomes, the amount and variety of presentations assessed, and the measures in place to ensure rigor and accuracy in the assessment process.

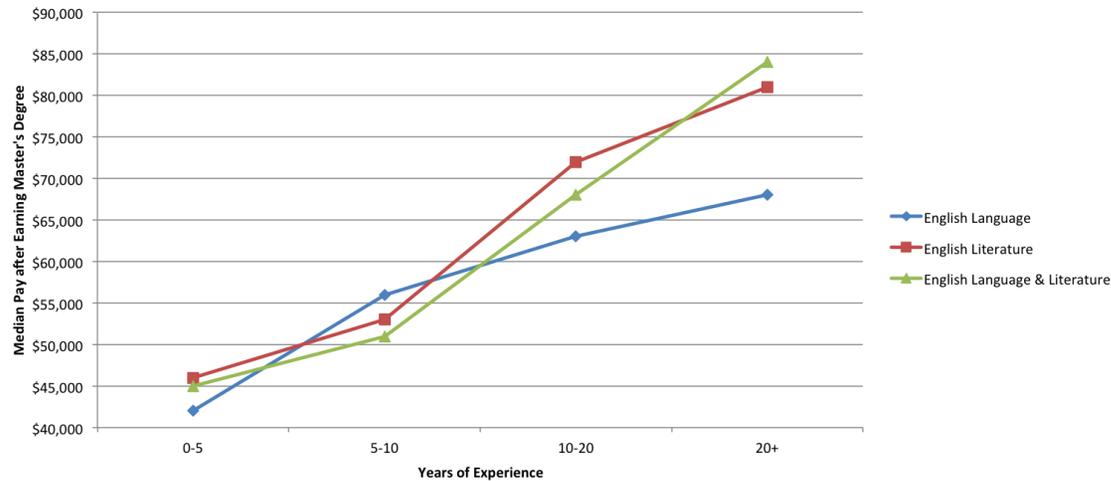
The English department faculty, who assess the English and Humanities program, run like a well-oiled machine when it comes to assessment. One reason for this is that we all have continuous practice at both blind grading sessions and assessment. All graduate English faculty also actively participate in the process of grading first-year composition midterm essay exams, which are set up as discussions amongst groups of instructors. We all also actively participate in assessing our gateway English courses at the undergraduate level. As a group, we participate in an ongoing conversation about assessment standards at monthly department meetings. This results in a solid understanding of operational definitions and assessment norms as well as a clear sense of the distinction between assessment and grading, two similar but separate evaluation processes.

English graduate faculty discussed assessment norms, standards and expectations at multiple points throughout 2015-2016. The very phrasing of the new outcomes resulted from a series of extended discussions in Fall 2014 in which the graduate director sought out the expertise of the graduate faculty leading Composition, Literature and Humanities tracks. In Fall 2015, the graduate director shared the results of the 2014-2015 assessment report and initiated feedback from faculty about the assessment of papers and presentations with particular attention being given to the assessment of students learning in the Composition track/TECC program. The graduate director also made herself available to field any questions from newer faculty members. In 2014, one new faculty member asked for clarification on assessing a student paper with regard to source use. In 2015, no new faculty members needed clarification or had questions about the assessment norms.

The question of whether we want to make the assessment score sheet more complicated has been brought up once, at a department meeting in 2013. But the faculty have determined that the current streamlined assessment score sheet is clear to assessors. The data from the 2015-2016 assessment process supports this claim, with assessors from the English department usually giving the same score or showing only a one-point differentiation. In the rare instances in which there is a gap of two points or greater, the distinction between scores results from the assessor's scholarly expertise calling for even greater rigor from the student, not from a lack of clarity with regard to norms, standards, or operational definitions.

Our planned improvements for 2016-2017 will focus primarily on recruiting: clarifying program objectives, communicating the financial and ancillary benefits of the major to our potential students, and developing protocols and materials for systematizing the recruiting process.

One of our greatest challenges is in recruiting. This is not an issue that is unique to Marymount, but is one being faced by humanities programs generally. Since the 2008 economic crisis, there has been an increasing emphasis on the income-generating value of a college degree, and the perception has been that degree-holders in the humanities disadvantage themselves in this regard.



The data, however, do not support the popular perception. The above chart was derived from Payscale's "2015-2016 College Salary Report." It highlights the positive economic impact of a Master's degree in English over the course of a degree-holder's career.

One challenge is to figure out ways to communicate not just the financial rewards of the Master's program, but also other ancillary benefits (like its contribution to job satisfaction and quality of life). However, before we can craft a message about the program, we need clarity about the program's objectives and its targeted student population. Without a clearly articulated and shared purpose, we cannot adequately develop outreach strategies.

The first step in revamping our recruitment, therefore, is determining exactly what our program is and whom it is designed to serve. Discussions have already taken place among the participating faculty regarding the program's overall mission. Those will continue throughout the year and will be extended to include students, alumni, and the Dean's office. Ultimately, we need to determine if we want the program to remain as it is, or if it needs some redesign. If change is recommended, then a document outlining those proposed changes will be produced at the conclusion of any discussions.

After that process is complete, we can begin developing recruiting strategies, which would include new advertising materials and new program descriptions, as well as timelines, enrollment targets, and protocols invoked when targets are not reached. In addition to reorganizing the recruiting, several smaller changes will be implemented this year:

1. Thesis presentations are to be scheduled during the school-year (rather than the summer) in order to boost attendance and to provide students feedback before submitting the revisions of the written thesis.
2. Students in their final year will participate in more extensive practice and coaching sessions in order to boost the quality of the presentations.
3. The Graduate Assistant position is being modified in accordance with university policies that decrease the amount of time spent on administrative tasks and increase students' involvement in teaching and research.

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

Our planned improvements for 2015-2016 included: 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.

a.) In 2015, we clarified to the Admissions Office that the extant recruiting techniques are not effective for our program's potential applicants. English and Humanities recruits do not attend early Saturday morning information sessions or happy-hour mixers at Ballston. We asked for two recruitment tools in 2015-2016: 1.) the contact list of people who took the GRE in English and 2.) a table and representation at the Idealist Graduate School Fair for people interested in working in non-profits. Our program is set up so that these two populations are our very specific targets. Although we have no direct evidence that either of these requests was fulfilled, the Admissions Office has said that they were. Our hope was that the GRE contact list would be given to the graduate director directly and that the graduate director would be invited to attend the Idealist Graduate School Fair and actively recruit at it. Neither of those things happened, but we hope that this will happen in the future. The English and Humanities program remains dependent on an Admissions team, but we don't have access to the data on recruiting strategies on our behalf. We offer a superb curriculum and faculty, but not enough people know about us. In our alumni survey, our graduate students have referred to our program "the best kept secret."

b.) In Fall 2015, the English graduate faculty discussed assessment norms, especially as pertains to assessing papers and presentations in the Composition track.

c.) In Fall 2015, the outgoing graduate director shared the draft of the revised English and Humanities course list with all affected faculty, including faculty in Theology and Religion, Philosophy, and History, initiating conversations and soliciting suggestions as far

as course titles, numbers, and content. Dr. Rita Wong, Dean of Graduate Studies, recommended that rather than submit proposals for revisions to the program course by course, the program wait and submit all of the paperwork as one package application. The outgoing graduate director has turned over this project to the incoming graduate director.

In Spring 2016, it was determined that the TECC certificate would be embedded as an option as part of the MA. The outgoing graduate director revised the program description for the graduate catalog and website. The catalog copy was further revised by the Registrar. The outgoing director forwarded the revised copy to the Arts and Sciences office who keyed in the changes on the website.

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).

The University Assessment Committee remarked that the 2014-2015 learning assessment report for Graduate Studies in English and Humanities was exemplary in Executive Summary, Implementation of Improvements, and Outcomes. It was determined that the presentation and analysis of our outcomes in our 2014-2015 report "can serve as a model for other programs." The UAC noted that "[i]t is exciting to read the comments from students about their perceptions of the program's strengths and its contributions to their development."

a.) UAC asked if it would be "useful to ensure all the students take 501 first given the scaffolding nature of that class for all outcomes."

Response: *To clarify, students usually do take 501 first, for the reason noted by UAC. In Fall 2015, 89% of the students in EN 501 were first-semester graduate students in the English and Humanities program.*

b.) UAC noted that "[f]or all outcomes, the indirect measure is not quite clearly worded – and no target is provided. What does the reference 'see the list of indirect measures' mean?" UAC commented that "it will be important to rethink the description of indirect measures and to establish targets for each one."

Response: *For several years, the program directors have been using the term "indirect measures" as a blanket category heading for evidence of student learning in the form of achievements, awards, and refereed conference presentations of student papers and projects. We are happy to clarify our terminology this year, and we are willing to move this information to a different section of our report in future years if UAC advises us to do so.*

c.UAC said, "The direct measures are all useful, valid and clear and the use of blind scoring is commendable. However, the rubrics used for responding to papers don't seem to include operational definitions/criteria for each level of performance and having that kind of detail might make these documents more useful to both students and faculty alike."

Response: *This comment seems to suggest that the assessment score sheet also functions as a grading rubric and is accessible to students, but our assessment is done confidentially with student names removed from work. Assessment is not grading. Assessors do not "respond to papers"; assessors score achievement of outcomes. The graduate professor who is teaching the course is the only faculty member who "responds to papers." Our graduate students do not see the assessment score sheets, and the faculty teaching the course do not participate in assessment because we prefer assessment to be anonymous.*

d.) The Assessment Committee asked that when outlining the students who presented their academic work at local, national, and international conferences in 2015-2016, the program identify accomplishments without including students' names.

Response: The following is a summary of some of our students' academic accomplishments in 2015-2016:

- * A first-year TECC student presented her paper titled "When Student Resistance Isn't: Approaches to Helping Students with ASD in the College Composition Classroom" at the Marymount student conference.
- * A graduating MA student presented at that same conference. Her paper was on "Juxtapositions: Dutch and African-American Parallels in the Art of Kehinde Wiley."
- * A first-year MA student submitted a collection of her short stories to the International Conference on Social Science, Literature and Education in Washington, DC, April 2016
- * A second-year MA student's paper on Steinbeck's use of Milton's Paradise Lost in the descriptions of Oklahoma in *The Grapes of Wrath* was accepted for presentation at the International Steinbeck conference at San Jose State University, May 2016.
- * A continuing MA student presented his original short fiction work titled "This Isn't For You" at the Sigma Tau Delta National Conference in Minneapolis this March. He also served as our chapter representative to Sigma Tau Delta and attended the business meetings on behalf of Marymount University at the conference.
- * A graduating MA student presented her paper on Jonathan Swift's ambiguity with regard to Irish-Anglo conflict in *A Modest Proposal* at the international American Conference for Irish Studies at Notre Dame University, April 2016.
- * A graduating MA student was accepted into the PhD programs in English at Kent State University, Catholic University, and Florida State University. She accepted the offer from FSU, which awarded her a graduate teaching assistantship with full funding and a stipend. She began her doctoral studies and teaching in August 2016.

Academic Year: 2015-2016

Program: Graduate Studies in English and Humanities

In addition to the students' presentations in 2015-2016, the English and Humanities program presented the annual Bisson Lecture, the cornerstone of the graduate program's lecture series. This year the honorary speaker was by Dr. Marlene Tromp, Provost of New College, Arizona State University. A Professor of English and Women's Studies, Dr. Tromp is the author of several books, including *Altered States: Sex, Nation, Drugs, and Self-Transformation in Victorian Spiritualism*; *The Private Rod: Sexual Violence, Marriage, and the Law in Victorian England*; and *Untold Titanic: The True Story of Life, Death, and Justice*. There were approximately 50 faculty, graduate students, undergraduate students, and members of the public (including staff from Catholic University) in attendance for the Bisson Lecture.

Learning Outcome #3

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 #1 (renamed Writing/Multimedia Work Outcome #2) which was assessed in 2008, 2010, and 2014.

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: 24 oral presentations of student papers—17 presentations of graduate seminar papers from EN 501, EN 542, and EN 545 + 7 presentations of supervised final projects, rated by 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, 542, 545, 650, and 690 are taught by graduate faculty in the English department. The 24 presentations of papers and projects were given by our MA students. EN 501 is an introductory, first-semester seminar. EN 542 and 545 are intermediate graduate seminars in Literature. EN 650 and 690 are graduating students' final projects and theses.	1. Eleven assessors provided 89 assessment responses to 24 presentations, with 3-6 assessors per presentation. Assessors used the same assessment rubric for all presentations to ensure uniform criteria. 2. The mean score across Graduate Studies in English and Humanities was 3.47. 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.	Please see the list on page 8.

Interpretation of Results

Extent this Learning Outcome has been achieved by students:

The mean score was 3.47. The course averages were as follows:

3.29 in EN 501: Building Textual Interpretation

3.33 in EN 542: Origins of the Novel

3.37 in EN 545: Social Upheaval and Dramatic Literature

3.69 in EN 650: Practicum (final project) and EN 690: Thesis (final project) (with an average score of 4.14 in EN 690)

Across the program, our graduate students ranked high in their ability to analyze source material and construct original arguments. The numbers indicate that our program is strong in this area.

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

The average score of 3.29 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 scores of 3.33 and 3.37 in our intermediate courses EN 542 and 545 suggest that our students' skills in these areas continue to improve throughout the program. In their presentations of final projects (either their thesis or their practicum internship and essay), the average score for Learning Outcome #3 jumps to 3.69, with students who elect the thesis option performing at an average score of 4.14. These numbers are evidence that our program does very well at teaching our students how to analyze source material and construct original arguments. The assessment data also suggests that we provide excellent mentorship and supervision to our students as we help to prepare them for graduation. Our students consistently learn and improve throughout our program and by their final semester they demonstrate impressive results.

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.

Learning Outcome #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.

Is this outcome being reexamined? No X

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: 24 oral presentations of student papers—17 presentations of graduate seminar papers from EN 501, EN 542, and EN 545 + 7 presentations of supervised final projects, rated by 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, 542, 545, 650, and 690 are taught by graduate faculty in the English department. The 24 presentations of papers and projects were given by our MA students. EN 501 is an introductory, first-semester seminar. EN 542 and 545 are intermediate graduate seminars in Literature. EN 650 and 690 are graduating students' final projects and theses.	1. Eleven assessors provided 89 assessment responses to 24 presentations of papers and projects, with 3-6 assessors per presentation. Assessors used the same rubric for all presentations to ensure uniform criteria. 2. The mean score across Graduate Studies in English and Humanities was 3.66. 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	Please see the list on page 8.

Interpretation of Results

Extent this Learning Outcome has been achieved by students:

With regard to students' ability to deliver professional and engaging oral presentations of their academic work, the mean score across Graduate Studies in English and Humanities was 3.66. The course averages were as follows:

- 3.17 in EN 501: Building Textual Interpretation
- 3.58 in EN 542: Origins of the Novel
- 3.45 in EN 545: Social Upheaval and Dramatic Literature
- 3.6 in EN 650: Practicum (final project)
- 4.23 in EN 690: Thesis (final project)

The numbers indicate that by the end of the introductory course EN 501 we have already taught our students how to perform at above-acceptable levels with regard to their ability to deliver professional and engaging oral presentations. The data shows that they continue to learn and their presentation abilities increase significantly in their intermediate Literature courses, like EN 542 and EN 545. By the conclusion of the program, our students' knowledge and presentation skills have grown dramatically—from 3.17 in their first semester to an average of 4.06 (4.23 in EN 690) in their final semester.

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

This was our program's first time assessing our students' presentations. Oral communication is a critical skill for us to assess given our student population. Our program prepares graduates for higher achievement in the public sphere, particularly in careers that require superb skills in communication – both written and oral. Our graduates go on to be professors, lawyers, and other public speakers. The numbers indicate that we are doing an excellent job at teaching our students how to deliver professional and engaging oral presentations of their academic work that focus on their arguments and ideas, and that show thorough research and preparation.

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 exceptionally well in this area and not in need of modification.